



# PROCEEDINGS



icollate

The 2<sup>nd</sup>  
International Conference  
on Linguistics and Language Teaching  
Yogyakarta, October 20 - 21, 2017

Theme :

**“Literacy in Linguistics and Language Education”**

**FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2017**



# PROCEEDINGS

## THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE)

“Literacy in Linguistics and Language Education”

Yogyakarta, 20-21 October 2017



FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY



**PROCEEDINGS**  
**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON**  
**LINGUISTICS AND LANGUAGE TEACHING**  
**(I-COLLATE)**

“Literacy in Linguistics and Language Education”

UNY Hotel  
Friday-Saturday, October 20-21, 2017  
viii, 1164 pages, 14 x 29 cm  
*Copyright @ October 2017*

**ISBN: 978-602-50583-0-1**

**20-21 October 2017**

**Editor: Dr. Sulis Triyono**

**Steering Committee:**

Prof. Dr. Suhardi, M.Hum.  
Prof. Dr. Endang Nurhayati, M.Hum.  
Prof. Dr. Margana, M.Hum., M.A.  
Dr. Sulis Triyono  
Dr. Wening Sahayu, M.Pd.  
Ashadi, Ed.D.  
Susana Widyastuti, Ph.D.  
Dr. Tadkiroatun Musfiroh, M.Hum.  
Dr. Dwiyanto Djoko Pranowo, M.Pd.

**Published by:**  
**Faculty Of Language And Arts Yogyakarta State University**  
**Address:**  
Karangmalang, Yogyakarta 55281  
Telp. (0274) 550843 - Fax. (0274) 548207  
Laman: fbs.uny.ac.id

## **FOREWORD**

Praise be to Allah's presence, SWT for His grace, so that the Abstract on ICOLLATE can be completed on time. This book is to complement an international seminar held on 20 - 21 October 2017. This book contains an abstract collection of all tasteful speakers from various universities spread across the country. This seminar is themed Literacy, Linguistics and Language Education which is divided into two subtema namely Literacy and Linguistics and Literacy in Language Education. The subtheme Literacy and Linguistics consists of 10 subsubtems and Literacy in Language Education has 11 subsubtems. With this booklet it is expected that the participants will be easier to follow the theme and subtema that will be chosen in parallel class presentation.

Hopefully the seminar held by Universitas Negeri Yogyakarta in every two years can provide valuable input for the development of linguistics and language teaching in Indonesia.

Committee,

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

**SCHEDULE OF THE INTERNATIONAL SEMINAR**

DAY I: FRIDAY, 20 OCTOBER 2017				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.30 – 08.00	REGISTRATION			
08.00 – 08.40	INDONESIA RAYA ANTHEM		BALLROOM 1, 2	COMMITTEE
	WELCOME DANCE			
	REPORT FROM THE COMMITTEE CHAIRPERSON			
	WELCOME REMARKS AND OPENING SPEECH BY THE RECTOR OF YSU			
08.40 – 09.25	KEYNOTE SPEECH:		BALLROOM 1, 2	COMMITTEE
	Prof. Ir. Nizam, M.Sc., Dic., Ph.D.	<i>"LITERACY, LINGUISTICS AND LANGUAGE EDUCATION"</i>		
09.25 – 09.45	PHOTO SESSION AND COFFEE BREAK			COMMITTEE
09.45-10.45	PLENARY 1			Moderator: Erna Andriyanti, Ph.D.
	Prof. Scott G Paris, Ph.D.	<i>"SUGGESTIONS TO IMPROVE THE INDONESIAN CURRICULUM"</i>		
PARALLEL I				
10.50 – 11.50	Abid	COMMUNICATION STRATEGIES AND L2 ORAL LITERACY	BALLROOM 1, 2	Moderator: Entusiastik
	Ali	DEVELOPING REFLECTIVE PICTURE STORYBOOK MEDIA		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		TO IMPROVE THE SOCIAL SELF CONCEPT AND RESPONSIBILITIES OF THE FIFTH GRADE STUDENTS		
	Andayani	INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING		
	Astri Ollivia Kuncahya	METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL		
<b>10.50 – 11.50</b>	Andi Kristiawan	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL	PATTIMURA ROOM	<b>Moderator: Hermawati</b>
	Avi Meilawati	IMPROVING THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD		
	Banatul Murtafi'ah	DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		LITERACY		
10.50 – 11.50	Brian Arthur	IMPROVING STUDENT SCORES THROUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: ACTION RESEARCH	FATMAWATI ROOM	<b>Moderator: M. Gita Setyandari</b>
	Cholimatus Zuhro	IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLEGE		
	Diana Ika Firdhaus	UNCOVERING CHILDREN'S HOME AND SCHOOL LITERACY		
10.50 – 11.50	Adis Kusumawati	FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI	CUT NYAK DIEN ROOM	<b>Moderator: Dwi Ario Fajar</b>
	Anisya Rahmawati	THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Asrun Lio	SHIFTING LANGUAGES IN ROUTA SUB-DISTRRICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY		
<b>10.50 – 11.50</b>	Puspa Fortuna Zulfa		<b>BALLROOM 3</b>	<b>Moderator: Paulus Kurnianta</b>
	Budi Purnomo	INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA		
	Choirul	HUMOR AND TRANSLATION: A CASE STUDY OF "MALAM MINGGU MIKO" SUBTITLE FROM INDONESIAN INTO ENGLISH		
<b>11.50 – 13.15</b>	<b>LUNCH BREAK</b>			
	<b>PLENARY 2</b>			
<b>13.15 – 14.15</b>			<b>BALLROOM 1, 2</b>	<b>Moderator: Anita Triastuti, Ph.D.</b>
	<b>Prof. Dr. Didi Sukyadi, M.A.</b>	<i>"MULTIPLE MODEL LITERACY ON LANGUAGE TEACHING"</i>		
<b>PARALLEL SESSION II</b>				



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
14.20 – 15.20	Endah Ratnaningsih	PATTERNS OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY	BALLROOM 1, 2	<b>Moderator: Normawati</b>
	Endang	LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION		
	Entusiastik	POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY		
<b>Rizky Fitri Lestari</b>				
14.20 – 15.20	Hermawati	HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXTS	PATTIMURA ROOM	<b>Moderator: Reza Pustika</b>
	Hidayati	LEARNING SKILLS INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	<b>Ismail Petrus</b>			
14.20 – 15.20	Kodrat Eko P.S	POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE LITERATURE IN HIGH SCHOOL INTEGRATION OF MORAL EDUCATION IN THE STUDY FF	FATMAWATI ROOM	<b>Moderator: Rizatmi Zikri</b>
	M. Gita Setyandari	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL		
	<b>Sri Sarwanti</b>			
14.20 – 15.20	Evi Fatimatur Rusydiyah	DEVELOPMENT FF TEXT LEVELLING BASED ON SURABAYA’S LOCAL CULTURE	CUT NYAK DIEN	<b>Moderator: Parwati Hadi Noorsanti</b>
	Nieza Rima	INTERPERSONAL ANALYSIS OF PARENTS’ PORTRAYAL IN ANDERSEN’S SHORT STORIES		
	Dwi Ario Fajar	ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE		
14.20 – 15.20	Nur Alfi Syahri	IRONY OF HUMOR IN THE	BALLROOM 3	<b>Moderator: Anisya Rahmawati</b>

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		WORKPLACE INTERACTION		
	Rika Mutiara	EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA		
	Paulus Kurnianta	A READING ON PRAMOEDYA ANANTA TOER'S PLAY, MANGIR: CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN		
<b>15.20 – 15.40</b>		<b>COFFEE BREAK</b>		
		<b>PARALLEL SESSION III</b>		
<b>15.45 – 16.45</b>	Mohd Rashid	THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY		
	Noberta Nastiti Utami	REPRESENTATION OF MULTICULTURALISM ON FRENCH LANGUAGE METHODE "ECHO"		
	Normawati	PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDERN EXPERIENCE	BALLROOM	<b>Moderator: Astri Ollivia Kuncahya</b>
	Nurnaningsih	AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON		
<b>15.45 – 16.45</b>	Pradnya Permanasari	6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY	PATTIMURA ROOM	<b>Moderator: Andi Kristiawan</b>
	Reza Pustaka	THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST TND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL		
	Muhammad Agus Muafiqi	WEBSITE-BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
<b>15.45 – 16.45</b>	Risang Baskara	PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE- BASED FLIPPED CLASSROOM	FATMAWATI ROOM	<b>Moderator: Cholimatus Zuhro</b>
	Rizatmi Zikri	THE ROLE OF PARENTS IN		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Hawa Farhah	OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE		
<b>15.45 – 16.45</b>	Parwati Hadi Noorsant	IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM	CUT NYAK DIEN ROOM	<b>Moderator: Budi Purnomo</b>
	Maman Suryaman	NUSANTARA OF LITERATE		
	<b>Fitri Hidayati</b>			
<b>15.45 – 16.45</b>	Siti Sumiyati	LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL	BALLROOM 3	<b>Moderator: Diana Ika Firdaus</b>
	Nuning C.S.	LITERACY AND LANGUAGE TEACHING		
	Sukma Awliyawati	THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HARAKI		
<b>19.00</b>	<b>WELCOME DINNER: ALL SPEAKERS AND PARTICIPANTS</b>		<b>PENDAPA TEDJO</b>	COMMITTE

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
			<b>KUSUMO, FACULTY OF LANGUAGES AND ARTS, YSU</b>	
<b>DAY II: SATURDAY, 21 OCTOBER 2017</b>				
<b>07.30 – 08.00</b>	<b>REGISTRATION</b>			
<b>08.00 – 09.30</b>	<b>PLENARY SESSION 3</b>			
	Pangesti Wiedarti, Ph.D.	<i>“SCHOOL LITERACY MOVEMENT”</i>		
	Prof. Dr. Bambang Kaswanti Purwo (MLI)	<i>“DEVELOPMENT OF INDONESIAN CHILDREN LITERACY: PRELIMINARY SNAPSHOT IN SOME ELEMENTARY SCHOOL”</i>	BALLROOM 1, 2	<b>Moderator: Sukarno</b>
<b>09.30 – 09.50</b>	<b>COFFEE BREAK</b>			
<b>09.50 – 10.50</b>	<b>PLENARY SESSION 4</b>			
	Dr. Kathryn Rivai	<i>“LITERACY ACQUISITION AND ITS CHALLENGES AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH”</i>	BALLROOM 1, 2	<b>Moderator: Ashadi, Ed.D.</b>
<b>PARALLEL SESSION IV</b>				
<b>11.00 – 12.00</b>	Roswita Lumban Tobing	STUDENTS BEHAVIOR THROUGH CULTURE LITERATION TS THE REFLECTION OF THE NATIONAL CHARACTER	BALLROOM 1, 2	<b>Moderator: Maria Octa Elsavana</b>

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Suwarno	MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION		
	Syed Adil Zaidi	COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACT LEVEL		
	<b>Sari (UNTIDAR)</b>			
<b>11.00 – 12.00</b>	Tati Irmaya	USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADERS OF SMAN 10 REJANG LEBONG	PATTIMURA ROOM	<b>Moderator: Sukarno</b>
	Yusuf Yulianto	WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
	Zuvyati Aryani	CHILDREN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL		
<b>11.00 – 12.00</b>	Rohali	REPRESENTATION OF PERFORMATIVE UTTERANCE ON	FATMAWATI ROOM	<b>Moderator: Romulo</b>

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PARIS JE T'AIME IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK		
	Farida Agoes	THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY		
<b>11.00 – 12.00</b>	Siti Perdi Rahayu	SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING	CUT NYAK DIEN ROOM	<b>Moderator: Riyan Nuari</b>
	Sri Diana	BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS		
	Udiana Dewi	DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS		
11.00 – 12.00	Rizki Eka W.H	SHARED-READING PRACTICE: A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT	BALLROOM 3	<b>Moderator: Banatul Murtafiah</b>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	<b>Anisa Nur 'Aini</b>			
12.00 – 13.00		<b>LUNCH</b>		
		<b>PARALLEL SESSION V</b>		
13.00-14.00	<b>Mentari Sinaga</b>			
			BALLROOM 1, 2	<b>Moderator: Adis Kusumawati</b>
	Pradana Akbar Tanjung			
	Endang Nurhayati	JAVA LANGUAGE GREETING IN PUPPET SHOW		
13.00-14.00	Ina Yuliana	ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICAL-NATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR. THESIS. POSTGRADUATE PROGRAM OF SURABAYA STATE UNIVERSITY	PATTIMURA ROOM	<b>Moderator: Asrun Lio</b>
	Maria Octa Elsavana	EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Dwiyanto Pranowo	Djoko LITERACY ABOUT HIGHER EDUCATION SYSTEM		
13.00-14.00	Rizky Ismail J.	PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUACTION IN INDONESIA	FATMAWATI ROOM	<b>Moderator: Endang</b>
	Rohmatul Fitriyah	ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS		
	Siti Aisyah	AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL		
13.00-14.00	Romulo	ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY	CUT NYAK DIEN ROOM	<b>Moderator: Evi Fatimatur Rusydiyah</b>
	Riyan Nuari	JAVANESE 'DANGDUT' AND LANGUAGE ACQUISTION FOR NON-JAVANESE PEOPLE		
	Widyawati	THE ART OF "MAMACA" AND "UI- DAUL": A CULTURAL APPROACH IN KAMPUNG LITERASI		

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PASEAN-PAMEKASAN		
13.00-14.00	Nurhadi	THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU STUDENTS	BALLROOM 3	<b>Moderator: Tati Irmaya</b>
	Sri Rejeki And Anastasia	IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING		
	Wening Sahayu	UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS: LITERACY FUNCTION		
	Sulis Triyono	LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE		
	Sukarno	LITERACY FOR CHARACTER EDUCATION IN TEILIN		
14.00-14.30	<b>WRAP-UP SESSION &amp; CLOSING</b>		BALLROOM 1, 2	<b>ANITA TRIASTUTI, PH.D.</b>
14.30	<b>END OF PROGRAM</b>		BALLROOM 1, 2	<b>COMMITTEE</b>

TABLE OF CONTENTS

FOREWORD	iii
SCHEDULE OF INTERNATIONAL SEMINAR	iv
TABLE OF CONTENTS	xix
SUGGESTIONS TO IMPROVE THE INDONESIAN LITERACY CURRICULUM <b>Prof. Scott G Paris, Ph.D.</b>	1
<b>Prof. Dr. Didi Sukyadi, M.A.</b>	17
DEVELOPING YOGYAKARTA SPECIAL REGION AS A MULTILITERATE PROVINC <b>Pangesti Wiedarti, Ph.D.</b>	18
<b>Prof. Dr. Bambang Kaswanti Purwo (MLI)</b>	26
THE CHALLENGES OF LITERACY ACQUISITION AND LEARNING AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH	27
<b>Dr. Kathryn Rivai</b>	
FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI	32
<b>Adis Kusumawati</b>	
PROMOTING SOCIAL MEDIA LITERACY AND HARMONY: ANALYZING IMPOLITENESS IN SOCIAL MEDIA	38
<b>Alvan Bastoni Nuradila</b>	
PROBLEMS IN TRANSLATING SADNESS EXPRESSION IN THE NOVEL <i>BONJOUR TRISTESSE</i>	39
<b>Amarra Rizky Gabriella, Myrna Laksman-Huntley</b>	
THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY	40
<b>Anisya Rahmawati</b>	
SHIFTING LANGUAGES IN ROUTA SUB-DISTRRICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY	49
<b>Asrun Lio</b>	
INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA	61
<b>Budi Purnomo</b>	
JAVANESE ‘DANGDUT’ AND LANGUAGE ACQUISITION FOR NON- JAVANESE PEOPLE	67
<b>Choirul Fuadi<sup>1</sup>, Anisa Nur’aini<sup>2</sup> and Riyan Nuari<sup>3</sup></b>	
ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE	73
<b>Dwi Ario Fajar</b>	
JAVA LANGUAGE GREETING IN PUPPET SHOW “KARNA TANDHING”	
<b>Endang Nurhayati and Avi Meilawati</b>	79

THE GIRLS OF RIYADH'S PERSONALITIES IN THE NOVEL OF <i>BANATU'R-RIYADH</i> , THE WORK OF RAJA 'ASH-SHANI'I <b>Eva Eva Farhah<sup>1</sup>, M.Farkhan M<sup>2</sup></b>	86
DEVELOPMENT OF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE <b>Evi Fatimatur Rusydiyah</b>	95
INTERFERENCES OF INTEROGATIVE SENTENCES IN ENGLISH AND JAVANESE LANGUAGE IN YOGYAKARTA (CONTRASTIVE ANALYSIS) <b>Evi Pebri Ila Rachma, S.Pd</b>	103
TRANSLATION OF LUCKY LUKE COMIC SERIES TITLE FROM FRENCH TO INDONESIAN <b>Fairuz Syeh Assegaf, Myrna Laksman-Huntley</b>	104
THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY <b>Farida Agoes, Nur Rohmah</b>	105

COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH ON STUDENTS' READING LEVEL <b>Jonel Ladesma Capasoro</b>	112
ORIENTAL IMAGES OF THE MALAY FEMALE OTHER IN JOSEPH CONRAD'S <i>AN OUTCAST OF THE ISLANDS</i> <b>Ladjiman Janoory</b>	113
MENTAL PROCESSES IN TEACHERS' REFLECTION PAPERS: A TRANSITIVITY ANALYSIS IN SYSTEMIC FUNCTIONAL LINGUISTICS <b>Leonardo O. Munalim</b>	114
PERANAN ELEMEN LIRIK DALAM PERUBATAN TRADISIONAL MAIN PATERI <b>Mahadi Husin</b>	115
LANGUAGE AT THE AD HEADER IN WOMEN'S FASHION MAGAZINE "ELLE" <b>Marisa Safitri, Myrna Laksman-Huntley</b>	116
PREPODERANCE MODALITY IN STUDENTS' ENGAGING ARGUMENTATIVE ESSAYS <b>Marwito Wihadi; Eva Tuckyta Sari Sujatna;</b>	117
UNFLATTENING POLITICAL LITERACY THROUGH SYNTHESIZING CONVERSATIONAL IMPLICATURE EMBEDDED IN A POLITICAL DISCOURSE <b>Miftahul Furqon</b>	118
KONTEKS DALAM BIMA SAKTI <b>Muhammad Che Majid</b>	119
THE AUTHENTICITY OF DIALOGUES USED IN LISTENING SECTION OF SENIOR HIGH SCHOOL NATIONAL EXAM: CONVERSATION ANALYSIS PERSPECTIVE <b>Moh. Mahmud, Oikurema Purwanti, Aswandi</b>	120
IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK <b>Mulyati</b>	121
INTERJECTIONS EQUIVALENCES IN <i>LES AVENTURES DE TINTIN: L'ÉTOILE MYSTÉRIEUSE</i> <b>Nasya Nabila Nursabrina, Myrna Laksman-Huntley</b>	122
INTERPERSONAL ANALYSIS OF PARENTS' PORTRAYAL IN ANDERSEN'S SHORT STORIES <b>Mentari Sinaga, Nieza Ayurisma</b>	123
IRONY OF HUMOR IN THE WORKPLACE INTERACTION <b>Nur Alfi Syahri</b>	131
TYPE OF IDEATIONAL GRAMMATICAL METAPHOR EXISTED IN "DIARY OF WIMPY KID" SERIES 1-3 <b>Nur Indah Arfiantia, M.R Nababanb, Riyadi Sentosa</b>	138
IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM <b>Parwati Hadi Noorsanti</b>	139
A READING ON PRAMOEDYA ANANTA TOER'S PLAY, <i>MAGIR</i> : CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN <b>Paulus Kurnianta</b>	144

EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA <b>Rika Mutiara</b>	145
JAVANESE 'DANGDUT' AND LANGUAGE ACQUISITION FOR NON- JAVANESE PEOPLE <b>Riyan Nuari, Choirul Fuadi, Anisa Nur'aini</b>	151
REPRESENTATION OF PERFORMATIVE UTTERANCE ON PARIS JE T'AIME <b>Rohali</b>	152
SUGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE CLASS <b>Anicleta Yulastuti and Rommel Utungga Pasopati</b>	159
ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY <b>Romulo</b>	160
PERANAN LATAR DALAM PERISTIWA BAHASA SEMBANG WHATSAPP <b>Rosli Ab. Rahman, PhD</b>	166
TRANSLATION OF FRENCH AND INDONESIAN INTERJECTION IN <i>NEUF CONTES CHARLES PERRAULT</i> AND <i>KUMPULAN DONGENG PERRAULT</i> <b>Salsabila Ramadita, Myrna Laksman-Huntley</b>	167
SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING <b>Siti Perdi Rahayu</b>	168
BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS <b>Sri Diana</b>	169
LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE <b>Sulis Triyono</b>	175
DESIGN OF CRITICAL ECO-LINGUISTICS IN GREEN DISCOURSE: PROSPECTIVE ECO LINGUISTICS ANALYSIS <b>Tommi Yuniawan and Fathur Rokhman</b>	176
THE TEACING OF ARABIC LANGUAGE AND LITERATURE <b>Tri Yanti Nurul</b>	177
DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS <b>Udiana Dewi</b>	183
THE ART OF "MAMACA" AND "UI-DAUL" A CULTURAL APPROACH IN KAMPUNG LITERASI PASEAN-PAMEKASAN <b>Widyawati</b>	189
LANGUAGE MANNERS AMONG TEACHERS AND STUDENTS IN SECONDARY SCHOOL OF AMINUDDIN BAKI CHEMOR, IPOH, PERAK: A PRAGMATIC ANALYSIS <b>Abdullah Yusof<sup>1</sup>, Mohd Rashid Md Idris<sup>2</sup>, Siti Maisarah Binti Abdullah<sup>3</sup></b>	195
COMMUNICATION STRATEGIES AND L2 ORAL LITERACY <b>Abid</b>	203

LITERACY STRATEGIES IN READING EXERCISES OF STUDENTS' BOOK "BRIGHT <b>Ackytoffvuxomi</b>	210
THE IMPLEMENTATION OF LITERACY STRATEGIES IN TEACHING READING COMPREHENSION OF REPORT TEXT FOR 9TH GRADE JUNIOR HIGH SCHOOL STUDENTS <b>Ade Iskandar</b>	211
THE TRANSFORMATION OF SHORT FILM INTO SHORT STORY TEXT AS A CREATIVE LITERATURE LEARNING MEDIA <b>Aji Septiaji</b>	212
REFLECTIVE PICTURE STORYBOOK MEDIA TO IMPROVE THE SOCIAL SELF-CONCEPT AND RESPONSIBILITY OF THE FIFTH GRADE STUDENTS <b>Ali Mustadi</b>	213
INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING <b>Prof. Dr. Andayani, M.Pd.</b>	220
READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL <b>Andi Kristiawan, S.S.1, Martha Gita Setyandari Pertiwi, S.Si.</b>	221
E-NEWSPAPER AS AN ONLINE SOURCE TO PROMOTE ELECTRONIC LITERACY ON UNIVERSITY STUDENTS' ENGLISH LANGUAGE LEARNING <b>Andyani Larasati</b>	222
BOARD GAME WITH CARD GAME TOWARD STUDENTS' SPEAKING MASTERY <b>Ani Agus Riani</b>	230
THE IMPLEMENTATION OF VISUAL LITERACY THROUGH GOOGLE MAPS IN TEACHING WRITING TRANSACTIONAL DIALOGUE <b>Arif Wahidin</b>	236
METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL <b>Astri Ollivia Kuncahya</b>	237
THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD <b>Sri Hertanti Wulan, Avi Meilawati</b>	244
DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL LITERACY <b>Banatul Murtafi'ah</b>	245
IMPROVING STUDENT SCORES THROUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: AN ACTION RESEARCH <b>Brian Arthur</b>	254
IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION BY USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLAGE. <b>Cholimatus Zuhro</b>	264
A TEXT-BASED CONCEPTUAL MODEL FOR COLLEGE GENERAL ENGLISH <b>Christina Eli Indriyan, S.Pd., M.Hum.</b>	272
THE CORRELATION AMONG LEARNING STYLES, CLASSROOM ENVIRONMENT, AND LISTENING COMPREHENSION OF ENGLISH	273



EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY	
<b>Destia D. Mulyani</b> UNCOVERING CHILDREN'S HOME AND SCHOOL LITERACY	
<b>Diana Ika Firdhaus</b>	277
LITERACY ABOUT HIGHER EDUCATION SYSTEM	280
<b>Dwiyanto Djoko Pranowo</b> PESTA RAKYAT: WRITING TRAINING OF FOLKLORE AS EFFORT TO CIVILIZE CHILDREN LITERACY	281
<b>Dyah Ayu Putri Utami, Luthfina Lailatul Mahmudah, Fadzilah Dewi Subekti, Anggrayeni Praditiya Utami</b>	
DEVELOPING MULTIMEDIA FOR TEACHING SPEAKING FOR INDONESIAN STUDENTS IN EFL CLASS BASED ON ENGLISH CURRICULUM 2013	282
<b>Elanneri Karani dan Kusumawati</b> PATTERN OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY IN THE ACADEMY YEAR 2016/2017	283
<b>Sri Sarwanti and Endah Ratnaningsih</b> LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION	289
<b>Endang Fauziati</b> POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY	290
<b>Entusiastik</b> THE IMPLEMENTATION OF SQ3R AND CIRC IN TEACHING READING FOLKTALES	291
<b>Faisal</b> CHANGES IN SENTENCE STRUCTURE OF JEAN DE LA FONTAINE'S POEM AND FOLKTALE	292
<b>Fitria Ramadhani, Myrna Laksman-Huntley</b> BUILDING CHILDREN'S ENGLISH LITERACY THROUGH BILINGUAL STORY	293
<b>Heidy Wulandari, S.Pd., M.Hum</b> STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH	294
<b>Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu</b> HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXT	295
<b>Hermawati Syarif</b> LEARNING SKILLS INDONESIA LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM	303
<b>Hidayati Azkiya and M. Tamrin</b> LEARNING MAHARAH AL-QIRAAH WITH THINK-PAIRSHARE MODEL STUDENT OF ARABIC LANGUAGE EDUCATION IMAM BONJOL STATE ISLAMIC UNIVERSITY PADANG	311
<b>Ilya Husna</b> INCREASING SPEAKING ABILITY USING SUGGESTOPEDIA METHOD IN LITERACY BASED ON ENGLISH LEARNING IN 7 <sup>TH</sup> GRADE AN NABA SMPIT AL HARAKI	312
<b>Ina Yuliana</b>	

ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICALNATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR <b>Jefri Trial Fani</b>	317
PRE-SERVICE TEACHER'S STRATEGIES IN PROMOTING LITERACY AMONG SENIOR HIGH SCHOOL LEARNERS <b>Kasih Elisabet Roostini</b>	318
POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE INTEGRATION OF MORAL EDUCATION IN THE STUDY OF LITERATURE IN HIGH SCHOOL <b>Kodrat Eko P.S</b>	327
LITERACY IN CLASS: AN INVESTMENT IN STUDENTS' CAPITAL CULTURE AND IDENTITY <b>Luciana</b>	338
READING GOOD BOOKS AND SILENTREADING AS PRACTICE TO INCREASE STUDENTS' READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL <b>M. Gita Setyandari Pertiwi, S.Si.and AndiKristiawan, S.S.</b>	339
STUDENTS' ATTITUDE TOWARDS LEARNING ENGLIS <b>Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu</b>	347
NUSANTARA YANG LITERAT <b>Maman Suryaman</b>	355
ERRORS AND CORRECTIVE FEEDBACK IN WRITING IMPLICATIONS TO OUR CLASSROOM PRACTICES <b>Maria Corazon Saturniana Aspeli</b>	356
EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING COMPREHENSION <b>Maria Octa Elsavana, Soni Mirizon, Ismail Petrus</b>	357
AN EVALUATION OF SPEAKING TASKS IN STUDENTS' BOOK FOR SENIOR HIGH SCHOOL GRADE X SEMESTER 1 <b>Melati</b>	367
ENGLISH TEACHERS' PERCEPTIONS AND IMPLEMENTATIONS OF PORTFOLIO ASSESSMENT IN JUNIOR HIGH SCHOOL <b>Mohammad Muis</b>	368
THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY <b>Mohd Rashid Idris (Assoc. Prof. Dr.), Nurul Syahida Abdul Ghani, AbdullahYusof (M.A)</b>	369
DO VOCABULARY LEARNING STRATEGIES CORRESPOND TO READING COMPREHENSION? <b>Muhaimin, Suharsono, Ahmad Munir</b>	379
REPRESENTATION OF MULTICULTURALISM IN FRENCH LANGUAGE METHODE "ECHO" <b>Norberta Nastiti Utami</b>	380
PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDREN EXPERIENCE <b>Normawati Mohd Shariff</b>	381
VISUAL LITERACY IN FRENCH LANGUAGE TEACHING FOR HIGH SCHOOL STUDENTS: TEXTBOOK AND ITS IMPLICATION IN LANGUAGE CLASSROOM	382

AS MULTIMODAL <b>Nuning Catur Sri Wilujeng</b>	
THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU/UNY STUDENTS <b>Nurhadi</b>	383
THE ANALYSIS OF TEACHER AUTONOMY TOWARDS LANGUAGE ABILITY OF YOUNG LEARNERS: TRENDS, ISSUES, AND CHALLENGES <b>Nurlia Irvani, Alif Karyawati</b>	392
AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON <b>Nurnaningsih</b>	393
6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY <b>Pradnya Permanasari</b>	401
MODIFIED CHILD-DIRECTED SPEECH (MCDS) AND THE USE OF A NAMING TASK IN COMPARING THE PACING OF LANGUAGE ACQUISITION AND VOCABULARY BUILDING OF AGE 2-6 LEARNERS OF THE FIRST AND SECOND LANGUAGE <b>Rayven Panes Aledo</b>	407
FOSTERING LEARNER'S LANGUAGE UND LITERACY DEVELOPMENT THROUGH EXPLORING OF LOCAL WISDOM AND ENVIRONMENT <b>Retma Sari</b>	416
THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST AND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL <b>Reza Pustika</b>	422
THE IMPLEMENTATION OF CLUSTERING TECHNIQUE IN INCREASING EFL STUDENTS' ACCOMPLISHMENT IN WRITING DESCRIPTIVE TEXT <b>Ridwan Hanafiah</b>	429
STORY TELLING HABIT THROUGH NARRATIVE TEXT AS A STRATEGY TO IMPROVE READING COMPREHENSION: A CASE STUDY TO THE STUDENTS OF ENGLISH DEPARTMENT, STATE UNIVERSITY OF SEMARANG <b>Rinta Aryani</b>	430
PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE-BASED FLIPPED CLASSROOM <b>FX. Risang Baskara</b>	437
THE ROLE OF PARENTS IN OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE <b>Rizatmi Zikri</b>	438
SHARED-READING PRACTICE A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT <b>Rizki Eka W.H</b>	447
PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUCATION IN INDONESIA <b>Rizky Ismail J.</b>	456

ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS <b>Rohmatul Fitriyah</b>	457
SUGGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE CLASS <b>Anicleta Yuliasuti1 and Rommel Utungga Pasopati2</b>	46
EXPLORING READING PERCEPTIONS, NEEDS AND PRACTICES AMONG TEACHERS AND PARENTS: TOWARDS CREATING A HOME-SCHOOL COLLABORATION PROGRAM <b>Rosalyn G. Mirasol and Katrina Ninfa Topacio</b>	468
STUDENTS BEHAVIOR THROUGH CULTURE LITERATION AS THE REFLECTION OF THE NATIONAL CHARACTER <b>Roswita Lumban Tobing</b>	469
COMPARING THE PROBLEM SOLVING BETWEEN HIGH AND LOW ACHIEVERS TEST TAKERS TO OVERCOME THE TEST ANXIETY IN TOEFL TEST <b>Sa'adah Ramadhiyah</b>	470
LIMITED ENGLISH PROFICIENCY OF CHIANG MAI UNIVERSITY STUDENTS AS EVIDENCE OF ENGLISH LANGUAGE EDUCATION IN THAILAND <b>Sakorn Ruanklai and Pitipong Yodmongkol</b>	471
TEACHER'S QUESTIONS TO PROMOTE HIGHER ORDER QUESTIONS IN READING ENGLISH TEXT <b>Sapto Catur Subekti</b>	472
EVALUATION OF MACHINE TRANSLATOR (GOOGLE TRANSLATE VS BING TRANSLATOR) FROM ENGLISH TO PERSIAN ACROSS ACADEMIC FIELDS <b>Seyed Samad</b>	473
AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL <b>Siti Aisyah, S. Pd. and Dyah S. Ciptaningrum, M. Ed., Ed. D.</b>	474
LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL IN FRENCH DEPARTMENT <b>Siti Sumiyati</b>	485
IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING <b>Sri Rejeki Urip and Anastasia Pudjtriherwanti</b>	486
PRONUNCIATION AND ITS IMPORTANCE IN PROFESSIONAL LIFE <b>Dr. R. Sucharan Reddy</b>	495
LITERACY FOR CHARACTER EDUCATION IN TEILIN <b>Sukarno</b>	496
THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HAKI <b>Sukma Awliyawati</b>	497
MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION	501

Suwarno

DO THE ANXIOUS EFL LEARNERS HAVE LOW COMPREHENSION LEVEL  
WHEN USING CERTAIN STRATEGY IN READING? 509

**Syahrin**

COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL  
CLASSROOM FOR ENHANCING THE LITERACT LEVEL. 510

**Syed Adil Zaidi**

USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING  
COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH  
GRADERS OF SMAN 10 REJANG LEBONG 518

**Tati Irmaya, Rita Inderawati, Ismail Petrus**

SIKAP TERHADAP INTEGRASI KAUM DALAM KALANGAN PELAJAR  
SEKOLAH MENENGAH : TINJAUAN DI SMK TENGKU MAHMUD II, BESUT,  
TERENGGANU 526

**Wan Ahmad Abd Hakim**

UTILIZING TEXTBOOKS TO IMPROVE LEARNING CHARACTER: LITERACY  
FUNCTION 527

**Wening Sahayu**

PEMBELAJARAN MEMBACA PEMAHAMAN DENGAN STRATEGI COGNITIF  
ACADEMIC LANGUAGE LEARNING (CALLA) BERBASIS KEARIFAN LOKAL  
SISWA KELAS VII SMP NEGERI 18 PADANG 530

**Witri**

TEACHING WRITING TO YOUNG LEARNERS, NOW OR LATE? 531

**Yohana Ika Harnita**

THE USE OF PEDAGOGICAL TRANSLATION FRAMEWORK TO IMPROVE  
READING COMPREHENSION IN JUNIOR HIGH SCHOOL 532

**Yunita Wulansari**

WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND  
MOTIVATION IN LANGUAGE LEARNING 533

**Yusuf Yulianto and Muhammad Agus Muwafiq1**

CHILDREN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL  
**Zuvyati Aryani** 534

**SUGGESTIONS TO IMPROVE THE INDONESIAN LITERACY CURRICULUM**

Prof. Scott G Paris, Ph.D.

*Australian Council for Educational Research***Background**

Indonesian education has been influenced by ten significant curriculum reforms since 1964. These reforms attempted to address changes in the socio-economic conditions and expectations of Indonesian society. A school-based curriculum introduced in 2006 decentralized educational responsibilities for improvement, but teachers reported difficulties implementing the curricula because the standards did not always match the abilities of the students, the curriculum and textbooks contained too much information, teacher training was insufficient, and the historical focus on rote learning for exam preparation was too narrow. Thus, the Indonesian Ministry of Education and Culture (MoEC) developed *Kurikulum 2013* (K13) that specified Core and Basic Competencies in each subject area in terms of knowledge, skills, and attitudes of the students (Kementrian Pendidikan dan Kebudayaan, 2014). K13 was more student-centred than the 2006 curriculum and emphasized 21st century skills, integrated curricula, and technology.

The K13 Framework identifies Core Competencies (KIs) and Basic Competencies (KDs) for each subject (in addition to Spiritual and Social Competencies) and divides them into Knowledge and Skills for all subjects. However, the descriptions of Knowledge and Skills are often very similar for the same Competencies, and this confuses teachers. Soenoewati (2015) examined the problems faced by Junior High English teachers as they implemented K13 and found that 13 of 15 teachers in Semarang did not interpret Core and Basic Competencies in the same ways. The sequence of competencies in the lessons was confusing, the lessons often focused

on grammar or vocabulary rather than communication and comprehension, and teachers did not know how to assess knowledge and skills separately.

An additional problem with K13 is the lack of a developmental perspective on Knowledge and Skills that provide a continuum of learning for the Basic Competencies. The framework needs to provide sequences of learning for Knowledge and Skills in order to support teachers' instruction. Without a clear conceptual organization and developmental progression, the curriculum risks being a haphazard collection of concepts and skills. For example, the English Framework in K13 identifies three broad areas of language, literacy, and literature, but these are not used as organizing strands for the curriculum. The Bahasa Indonesia Framework in the syllabus describes the kinds of text types that should be studied, but there is excessive repetition of competencies with the same skills applied to new text types. The lack of a coherent framework with a developmental sequence of knowledge and skills for subjects leads to an incoherent curriculum that is difficult for teachers to implement.

K13 began to be implemented in 2014 and was introduced in approximately 25% of schools by the 2016-2017 academic year. However, implementing K13 nationally has been challenging because it is new, complicated, confusing, and teachers have received uneven professional training during the implementation process. The inadequate training combined with a lack of textbooks and teaching materials in some schools have led to implementation problems and delays in the national roll out of K13. The MoEC commissioned a Rapid Review of

K13 in May 2016 in order to identify problems that teachers faced while implementing the new approaches to learning. The Rapid Review identified many issues such as: lack of clear lesson plans and objectives; confusion between the ends and means in lessons; an overcrowded curriculum with too many tasks for teachers; repetitious conventional topics; fragmented competencies without good definitions; voluminous textbooks with information overload; and a curriculum that was not aligned with national examinations.

Puskurbuk (the Department of Curriculum and Textbooks in the MoEC) is currently identifying and ameliorating these challenges while also considering ways to revise and improve K13. This past year, I led a team of researchers from the Australian Council for Educational Research to work with staff in Puskurbuk to build local capacity to monitor and evaluate the K13 implementation process. Although the project examined Mathematics, Science, Language, and Social Sciences in primary and junior secondary schools, with an additional focus on Vocational Education in secondary schools, this paper is focused on the lessons learned about the K13 literacy and language curriculum. The purpose is to suggest some ways to improve K13 and to show the potential benefits of using learning progressions as a foundation for the literacy curriculum in K13.

### **Curriculum Frameworks for Literacy**

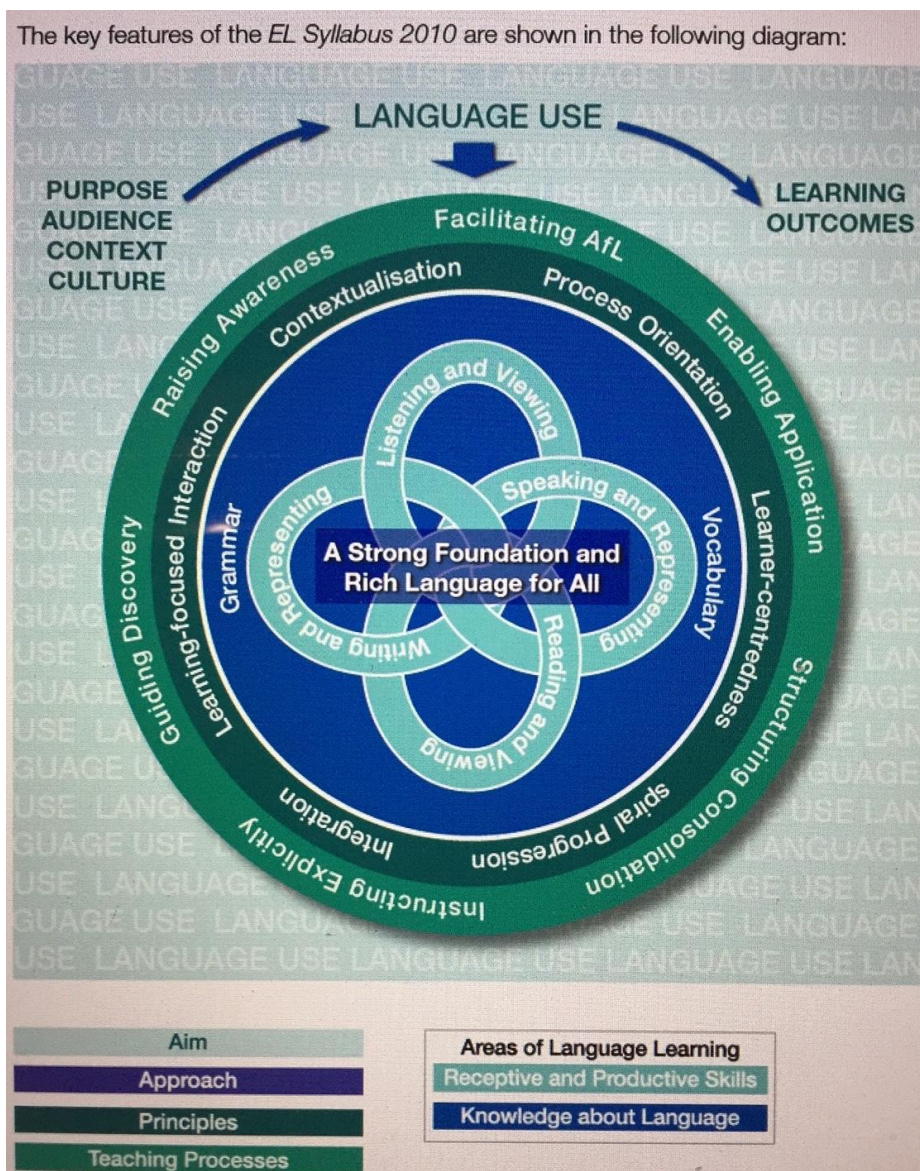
A literacy curriculum should begin with a broad definition of literacy that identifies the overarching aims and purpose of the literacy curriculum. This

guides the development of a literacy framework and underpins all the details of the literacy curriculum. The ideas in the overarching aims and purposes need to be clearly integrated throughout the curriculum and syllabus as reminders for daily practices. The curriculum framework and documents are perhaps the most public statements of educational values and policies, especially for national and state-level curricula, so they need to be clear and coherent.

The Singapore English Language Syllabus 2010 is an exemplary framework. At the beginning of the document, there are Guiding Principles that succinctly describe the key features of the curriculum for teachers and students. The principles include:

1. Define English language use in Singapore
2. State the desired outcomes for English proficiency
3. Build on the Syllabus 2001
4. Provide five statements of the philosophy of English language learning
5. Describe coherent approaches to teaching English
6. State the aims of the syllabus for Receptive Skills (listening, reading, viewing), Productive Skills (speaking, writing, representing), and Knowledge about Language (vocabulary, grammar)
7. Provide six principles of English language teaching and learning
8. Describe six teaching processes.

The inter-relations among these processes are illustrated in the following diagram.



There are other ways of organising literacy frameworks. For example the curriculum in Victoria Australia (Department of Education and Training, Victoria, 2006) uses language, literature, and literacy as the main strands in English. Within each strand a broad distinction is made between receptive literacies of reading, listening, and viewing and productive literacies of speaking, writing, and creating. Each strand is further divided into sub-strands that describe the development of skills across year levels within a sub-strand. In Australia and Singapore the respective frameworks for each subject provide overarching organisational principles for specifying

outcomes and standards, as well as methods for teaching and learning.

One advantage of considering the receptive literacies of reading, listening and viewing together, as in the Singapore curriculum framework, is that they have much in common. Many of the comprehension and critical reflection strategies that students learn through listening to texts or viewing texts can also be applied to reading texts after students have become fluent decoders. Receptive literacies also support the development of vocabulary. Similarly, the productive literacies of writing, speaking, and representing or creating, have a similar focus on the construction of coherent,



meaningful texts, ultimately for a wide range of purposes and audiences. Productive literacies also support the use of a wide range of vocabulary and technologies. The curriculum frameworks for literacy in Singapore and Australia may provide models for re-organizing the Indonesian K13 to be simpler and more coherent than a list of Competencies divided into Knowledge and Skills.

### Identifying key reading skills

The key skills for early reading development are different from the skills for children who can decode and read simple texts (Snow, Burns, & Griffin, 1998). There is an extensive body of theoretical and research-based evidence about the components of effective early reading instruction (NELP, 2008). For example, the USA National Reading Panel (NRP, 2000) conducted an extensive review of research on early reading and concluded that children need to master five fundamental skills; the alphabetic principle, phonemic awareness, decoding, vocabulary, and comprehension. Paris (2005) drew a distinction between the first three constrained skills that are fully mastered by most students within a few years of starting school and the last two unconstrained skills, vocabulary and comprehension, that continue to develop throughout life. The constrained skills are necessary for learning to read, but they are not sufficient because simply identifying words does not assure understanding. This distinction is important because some assessments of early reading focus too much on “easy to measure” constrained skills (e.g., names and sounds of letters, how many words can be read in one minute) that vary widely and change

quickly among young children (RTI, 2014; Tymms, Merrell, & Jones, 2004).

The same basic skills for early reading are emphasized in the Singapore English Language Syllabus (2010), *A Strong Foundation and Rich Language for All*:

- attention to phonemic awareness, phonics and early literacy skills at the start of Primary 1 to lay the foundation for acquiring reading fluency, comprehension and viewing skills, and
- the development of word study skills to build and use vocabulary knowledge at all levels.

Table 1 shows the first level of the Singapore Syllabus for early reading which details the key skills and concepts that students need to master in order to begin reading including learning the alphabet, understanding how books work in order to extract meaning from them, having sustained opportunities to listen to and view texts that are read aloud, as well as practice reading texts aloud. In contrast, there is only one Basic Competency in Bahasa Indonesia related to early reading skills, and it focuses on how to hold a book. Several of the Indonesian Basic Competencies refer to students writing letters and words, but it looks more like an exercise in copying than teaching students the names and sounds of letters and phonemic awareness. Why are early reading skills neglected as Basic Competencies in the Bahasa Indonesia curriculum? The lack of details about the foundation skills that children need to learn in order to read is a serious problem for teachers and students.

**Table 1: Early reading in the Singapore Syllabus and the Indonesian Curriculum**

Singapore Syllabus for Reading and Viewing L01	Indonesian Basic Competencies related to reading Grade 1
<p><b>BEGINNING READING: READINESS FOR READING</b>            Recognise and name the letters of the</p>	<p>4.1 Practising early reading preparation activities (normal and good way to sit, distance between eye and book, how to</p>

<p>alphabet</p> <ul style="list-style-type: none"> <li>• Identify upper and lower case letters</li> <li>• Develop knowledge of the concepts of print: <ul style="list-style-type: none"> <li>◦ identify common terms relating to books (e.g., title page, author, illustrator, front/ back cover, table of contents)</li> <li>◦ adjust directionality (e.g., from left to right, foreground to background) in accordance with the reading/ viewing text</li> <li>◦ identify word spacing</li> <li>◦ distinguish between letters, words and sentences on a printed page</li> <li>◦ recognise the grammatical features of a sentence (i.e., capital letters, punctuation marks)</li> </ul> </li> <li>• Read and view attentively and for a sustained period (e.g., for the entire duration when a text is read aloud or shared in class)</li> <li>• Stay on the correct line while reading orally</li> <li>• Adopt correct posture and book position while reading or viewing silently</li> </ul>	<p>hold a book, how to turn the pages of a book, eye movement from left to right, choosing bright light place and ethics of reading books) appropriately.</p>
---	---

The Bahasa Indonesia Basic Competencies for Grade 1 include seven out of eleven Basic Competencies that are related to learning new vocabulary. Vocabulary is an important ongoing skill, however, given the wide range of key early reading skills that students need to master, this may reflect a disproportionate emphasis on vocabulary at the expense of other skills. Moreover, the strong focus on vocabulary in the Basic Competencies for the first three grades of Bahasa Indonesia is not continued at higher grades so there is no continuum of learning or teaching. A literacy framework that identified vocabulary as an ongoing skill could ensure there is at least one Basic

Competency specifically describing this skill and the kind of vocabulary students need to know at each grade level.

The main purpose of reading is to understand text, but the language and literacy parts of K13 do not provide adequate details about comprehension knowledge and skills that students need. Nor is there adequate attention to comprehension instruction for teachers. There are many comprehension strategies that students need to learn and apply as they read. These are typically woven into the curriculum in primary and secondary grades, but there are few Basic Competencies in Bahasa Indonesia at any grade level that specifically describe the

kinds of comprehension strategies that students need to interpret the meaning of complex texts. Table 2 shows the level of detail of comprehension strategies in the Singapore Syllabus for Level 2. In contrast, the Bahasa Indonesia Basic

Competencies at Grade 2 repeat the same general goals of determining vocabulary and concepts without describing the kinds of comprehension strategies that students need to learn.

**Table 2: Early comprehension skills in the Singapore Syllabus and the Indonesian Curriculum**

Singapore Syllabus L02	Bahasa Indonesia Basic Competencies Grade 2
<p><b><i>CLOSE READING AND VIEWING</i></b> Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables)</p> <ul style="list-style-type: none"> <li>• Use prior knowledge (e.g., own experiences or familiar concepts)</li> <li>• Use contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, and typographical and visual features)</li> <li>• Ask questions at different levels about the texts read or viewed</li> <li>• Make predictions based on, e.g.,               <ul style="list-style-type: none"> <li>◦ prior knowledge</li> <li>◦ contextual clues (e.g., titles, headings, key words, pictures)</li> </ul> </li> <li>• Note and recall main ideas and key details</li> <li>• Sequence details</li> <li>• Make inferences based on, e.g.,               <ul style="list-style-type: none"> <li>◦ prior knowledge</li> <li>◦ visual clues</li> <li>◦ contextual clues</li> </ul> </li> <li>• Adjust reading rate to check for meaning (e.g., through reading aloud or re-reading)</li> <li>• Skim for the gist/ main idea</li> <li>• Scan for details</li> <li>• Distinguish between cause and effect</li> </ul>	<p>3.3 Determining vocabulary and the concept of geographical environment, economic life, social and cultural environment in Indonesian or local language, through written, oral, visual text and or exploration of the environment.</p> <p>3.4 Determining vocabulary and the concept of a healthy or unhealthy environment and way to keep environment healthy in Indonesian or local language through written, oral, visual text and or exploration of the environment.</p> <p>3.5 Observing the children poems in Indonesian or local language through written and oral text.</p> <p>3.8 Exploring information from fable about the harmonious attitude of living in oral and written text for the purpose of pleasure</p>

Key skills outlined in a literacy framework need to define and describe the development of reading comprehension skills. Extensive international research during the past 30 years has identified fundamental comprehension strategies and

how they can be taught. Two large international assessments of reading have both conceptualized reading comprehension in a similar way. They identify key comprehension skills that incorporate the development of vocabulary

in context. The Progress in International Reading Literacy Study (PIRLS) targets students in Grade 4 (Mullis et al., 2013), and it describes in detail four aspects of reading comprehension that apply to comprehension of oral, written, and viewed texts:

- Focus on and retrieve explicitly stated information
- Make straightforward inferences
- Interpret and integrate ideas and information
- Evaluate and critique content and textual elements.

A reading curriculum that is focused on these four aspects of comprehension also provides clear guidance to textbook writers about the kinds of texts that need to be available for students to read. Students need texts where there is scope to interpret and integrate ideas and information. A highly explicit, predictable text is unlikely to be suitable for developing these skills. Similarly, students need texts where there is scope to evaluate and critique aspects of the content and textual elements. Texts must be sufficiently simple for students to read; they must be informative and enjoyable; and they should support the development of many comprehension skills.

The Programme for International Student Assessment (PISA) targets 15 year-old students. The PISA reading literacy framework is similar to PIRLS with a focus on three aspects of text comprehension; Retrieve, Interpret and Reflect. Retrieving information from text involves identifying explicit information whereas Interpreting information involves making inferences within text and connecting text-based ideas with representations of the situation suggested by the text. Reflecting involves thinking about the metacognitive aspects of the text, style, and author's purpose. All three processes are important for deep learning. PISA also categorizes texts by format, type, and context to ensure that the

broadest possible scope of texts is included in the construct (OECD, 2015).

The report of the National Reading Panel in the USA (NRP, 2000) highlighted seven types of instruction that foster reading comprehension, especially if taught in combination as multiple-strategy approaches:

1. Comprehension monitoring
2. Cooperative learning
3. Use of graphic and semantic organizers
4. Question answering
5. Question generation
6. Story structure
7. Summarization

When students use these strategies in the context of attempting to understand challenging aspects of texts, they can understand and remember better because the strategies promote deeper analysis of text structure, inferential meaning, and main ideas. Effective strategy instruction requires explicit instruction in strategy use and direct explanation of metacognitive features of the strategies in an authentic context of trying to understand a text (Guthrie & Wigfield, 2014; Paris, Wasik, & Turner, 1991). In fact, there is considerable overlap between effective comprehension strategies and general learning strategies. It takes years for students to be able to decode text fluently and automatically, and likewise, it takes years for students to learn how to apply comprehension strategies appropriately and successfully.

These strategies may appear to be a simple matter of following some rules or procedures, but strategic reading is much more than blindly following rules. Teachers can easily adopt surface rituals that appear to comply with the strategies, but the required pedagogy is much more complex. Teachers need to model and explain how and when to use comprehension strategies. They need to scaffold instruction to individual students to encourage independence. It is far more demanding than following simple

procedures for turn-taking, periodic questions, or the mechanical application of skills in worksheets. Teachers need to understand how, why, and when reading strategies work. Strategies are a means of arriving at a deeper understanding of the meaning of a text, and they should not be mistaken as ends or learning goals in themselves.

### **Identifying key writing skills**

A literacy framework for writing should include the skills and knowledge required to write a coherent, meaningful text that follows the conventions of spelling, grammar, and punctuation. Students need to both conceptualize and physically produce the text, either writing by hand or using available technologies. Indonesia is a member of the South East Asian Primary Learning Metric (SEA-PLM) task force that has developed an assessment framework for writing with a good description of key writing skills. Students need to write for a range of purposes across a range of text types. Key criteria in the development of writing skills in the SEA-PLM framework include generating ideas, controlling the structure of texts, managing coherence, using vocabulary, controlling syntax and grammar, punctuation, spelling and other language specific features.

The strong focus in the SEA-PLM writing framework is on students producing their own unique texts. It is about the conceptual development of understanding how to convey one's own ideas in a coherent written form. The first four points require students to generate and shape their own ideas. The last two points are about refining the text they have generated to meet conventions of syntax, grammar, punctuation and spelling. A writing program that reflects these skills will often require creativity and higher order thinking skills. By contrast, a writing program that focuses on neatly copying or reproducing texts, learning vocabulary in isolation, correcting errors in grammar and

punctuation, and practicing spelling isolated words is unlikely to require creativity or higher-order thinking skills.

There are extensive references to writing throughout the Bahasa Indonesia Basic Competencies, but they do not describe the kinds of writing skills that students need to develop in order to improve their writing or illustrate how these skills should improve from one grade to the next. The competencies instead are highly repetitive and focus on different topics and text types that students need to use. For example, students who can write four simple sentences about a topic may currently meet the Basic Competencies that include writing for every grade in Primary. Throughout K13, writing activities are focused on mechanical reproductions of text and corrections of surface features, such as grammar and spelling. The curriculum does not prepare students to write to the high-level standards required by SEA-PLM.

### **English in the Indonesian Curriculum**

Bahasa Indonesia is the language of instruction in school. Literacy skills of reading, writing, speaking, listening and viewing are initially taught in Bahasa Indonesia, and English is introduced in Grade VII of Junior Secondary. It is expected that students will have already developed extensive literacy skills in Bahasa Indonesia that they will be able to apply to English. The initial focus is building students' vocabulary and understanding of English grammar so that they will be able to express and understand simple ideas in English that they can already express and understand in Bahasa Indonesia. English is continued through Senior Secondary, and English Language and Literature is offered as a specialization at Senior Secondary.

We can compare K13 with the ways that the Australian Curriculum teaches English as an Alternative Language. The Australian curriculum organizes the content by Communication

strategies, Comprehension strategies, Language and textual analysis, and Creating texts. Each of the headings is divided into the dimensions of receptive and productive literacies. The organization of the curriculum around four main headings removes duplication and ensures that the broad scope of skills and understandings students need to master English are clearly described. Table 3 compares the levels of detail and specificity of the Australian content

descriptions for Bridging Unit 1, which is the introductory unit for English as an Alternative Language, with the Indonesian Basic Competencies for Knowledge and Skills at Grade VII in English. It is clear that the Indonesian curriculum includes vague knowledge and skills with a haphazard list of specific words in contrast to the Australian document that describes important skills and strategies that students need to use.

**Table 3: Comparison of Competency descriptions in the Australian and Indonesian Curriculum for English as an Alternative Language.**

<b>Australian Curriculum: English as an Alternative Language</b>	<b>Indonesian Curriculum: English</b>
<b>Content Descriptions: Bridging Unit 1</b>	<b>Grade VII Basic Competencies: Knowledge &amp; Skills</b>
<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>• communicating needs and ideas to others using visual cues or home language or dialect</li> <li>• repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences</li> <li>• engaging in group work to promote language learning</li> <li>• understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation.</li> </ul>	<p><b>Knowledge</b></p> <p>Identifying the social function, structure and linguistic elements of oral and written interpersonal interactions text, according to the usage context, involving giving and asking for information related to:</p> <p>3.1 greeting, saying goodbye, thanking and apologizing and its responses</p> <p>3.2 self-identity</p> <p>3.3 the name of day, month, time in day, time in number, date, and year</p> <p>3.4 the name and number of the animal, objects, and public buildings close to the students' everyday life</p> <p>3.5 the character of people, animals, objects</p> <p>3.6 the behavior/action/function of people, animals, objects</p> <p>3.7 comparing the social function, structure and linguistic element of some oral and written descriptive texts involving the act of giving and asking for information, very short and simple, related to the description of people, animals, and objects.</p> <p>3.8 interpreting the social function and linguistic elements of song lyrics</p>
<p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>• using visual information and home language or dialect to support understanding</li> <li>• identifying characters and settings presented in stories</li> <li>• keeping charts or lists to organise or classify new vocabulary and knowledge</li> <li>• retelling the gist and responding to texts and ideas considered in class</li> <li>• identifying familiar vocabulary and morphemes, and using these to determine meaning from texts</li> <li>• using dictionaries, picture dictionaries</li> </ul>	

and bilingual resources to understand texts	
<p><b>Language and text analysis skills and strategies:</b></p> <ul style="list-style-type: none"> <li>• understanding the purpose of the various forms of communication</li> <li>• using visual cues to predict subject matter and content in literary texts</li> <li>• knowing that language choices can influence the success of communication</li> <li>• identifying how language and imagery can change according to context</li> <li>• articulating different ways that texts can be interpreted.</li> </ul>	
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs</li> <li>• using simple first-person recounts and descriptions</li> <li>• using graphic representations of information</li> <li>• using everyday vocabulary</li> <li>• using commonly used logographs, for example \$, &amp;, and abbreviations, for example Mr, Mrs</li> <li>• using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses</li> </ul>	<p><b>Skills</b></p> <p>Composing a very short, and simple oral and written transactional text, considering social function, text structure and correct and contextual linguistic elements that involves the same content as described in 3.1 to 3.8 above.</p>

<http://www.australiancurriculum.edu.au/seniorsecondary/english/english-as-an-additional-language-or-dialect/structure-of-english-as-an-additional-language-or-dialect>)

English Language and Literature is offered as a specialized subject in Senior Secondary School, but there is not much evidence of exposure to important types or examples of English literature. The ACDP Rapid Review (2016) criticized the curriculum because it focuses on grammar, particularly verb tenses, and omits higher-level analyses of genres and literary works.

#### **Learning progressions**

Historically, curriculum development was based on general “scope and sequence” charts of skills or outcomes more than empirical evidence about typical sequences of learning. It was driven more by historical conventions and beliefs about what should be taught in particular years of school with a one-size-fits-all approach based on the assumption that students of the same age and year level are more or

less equally ready for the same curriculum – an assumption that is not supported by research evidence. Recent evidence from both national and international educational assessment programs has revealed enormous variability in learners' levels of achievement at every grade level. Thus, there is a strong need (a) to identify sequences or trajectories of learning content and skills in particular subject areas, (b) to use assessments to locate each student's progress on a scale of development or learning progress, and (c) to tailor instruction and materials to the student's current level of challenge.

When curriculum design is informed by research about a vertical structure of a learning domain (e.g., mathematics, science, literacy), then teaching, learning, and assessment are interwoven and take on a developmental perspective. The vertical structure of a domain makes explicit the nature of progress within that domain. Classroom teaching can then take place in the context of long-range learning. Because students at any given age have varying levels of achievement, teachers require a good understanding of the nature of development within a domain across multiple years of school. As Masters (2013) said:

*Failure to attend to the vertical structure of a domain in curriculum design can result in an under-emphasis on core skills and understandings of these kinds, and an overemphasis on isolated facts and procedures that do not build on prior learning, but instead constitute a 'catalogue' of desired outcomes. (p.35)*

*An empirically based learning domain provides a frame of reference for planning curriculum delivery, establishing where learners are in their learning and*

*differentiating teaching to address the learning needs of individual learners.*

*A shared understanding of the structure of a learning domain also facilitates conversations between teachers, students and parents about where individuals are in their learning, what progress they are making, and what actions might be taken to promote further learning. (p.36)*

A learning progression describes the typical path of development in an area of learning. Learning progressions focus on the gradual mastery of key concepts and skills that are central to developing deep levels of understanding in that domain, and they can add a vital dimension to K13. A curriculum that describes learning progressions focuses on key knowledge and skills in a cumulative and continuous manner. Learning progressions provide the maps to help teachers understand, chart, and support successive skills and knowledge that lead to deeper learning and more sophisticated use of skills and strategies over time.

### **Some Examples of Learning Progressions**

The overarching notion of progression in literacy is from producing and understanding, short, simple, familiar texts with limited vocabulary, familiar structures, and limited explicit and obvious implied ideas through to producing and understanding a wide range of extended, complex texts about unfamiliar ideas with much unfamiliar vocabulary, unusual structures, broad scope, abstract notions and subtle implications. The Singapore English Syllabus refers to spiral progressions as one of six principles of teaching and learning because reading and writing are transformed successively as new skills and strategies are acquired. Language Learning Charts provide details



of the progression of learning in each subject. The Singapore English Syllabus describes a short sequence of development for constrained skills of alphabet knowledge, phonological awareness, and oral reading fluency in the curriculum as there are only a few stages of development to these constrained skills, whereas the development of unconstrained skills of vocabulary and comprehension continues from the start to the end of school.

The English Syllabus for reading and viewing (receptive literacies) details the comprehension strategies that students are expected to apply as they engage with increasingly more complex literary and informational/functional texts, including:

- construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables).
- use prior knowledge (e.g., knowledge of the topic or familiar concepts, knowledge of the text structure).
- use contextual clues (e.g., visual cues, knowledge of lexical and grammatical items, repetition)
- ask questions about the texts
- make predictions
- skim for the gist/ main idea
- scan for specific information

- sequence details
- distinguish between cause and effect, and between fact and opinion
- categorise and classify given details
- compare and contrast, e.g., ideas, topics, texts
- make inferences
- draw conclusions
- make generalisations
- identify problem-solution
- interpret and analyse information from a variety of sources when conducting research to meet information needs
- paraphrase information
- summarise essential ideas
- identify and analyse media techniques

Students initially apply these skills in a simple form to simple texts. The overall notion of progression in the Singapore Syllabus involves applying more complex forms of these skills to more complex texts. The Learning Outcomes provide greater detail about the learning progressions. Table 4 shows the reading and viewing Learning Outcomes for Levels 1 to 3.

**Table 4: Singapore Syllabus Reading and Viewing Learning Outcomes**

Learning Outcomes	
L01	<p><b><i>BEGINNING READING: READINESS FOR READING</i></b></p> <p>ÔRecognise and name the letters of the alphabet</p> <ul style="list-style-type: none"> <li>• Identify upper and lower case letters</li> <li>• Develop knowledge of the concepts of print:               <ul style="list-style-type: none"> <li>◦ identify common terms relating to books (e.g., title page, author, illustrator, front/ back cover, table of contents)</li> <li>◦ adjust directionality (e.g., from left to right, foreground to background) in accordance with the reading/ viewing text</li> <li>◦ identify word spacing</li> <li>◦ distinguish between letters, words and sentences on a printed page</li> <li>◦ recognise the grammatical features of a sentence (i.e., capital letters, punctuation marks)</li> </ul> </li> <li>• Read and view attentively and for a sustained period (e.g., for the entire duration when a text is read aloud or shared in class)</li> </ul>

	<ul style="list-style-type: none"> <li>• Stay on the correct line while reading orally</li> <li>• Adopt correct posture and book position while reading or viewing silently</li> </ul>
LO2	<p><b><i>CLOSE READING AND VIEWING</i></b>  Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables)</p> <ul style="list-style-type: none"> <li>• Use prior knowledge (e.g., own experiences or familiar concepts)</li> <li>• Use contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, and typographical and visual features)</li> <li>• Ask questions at different levels about the texts read or viewed</li> <li>• Make predictions based on, e.g., <ul style="list-style-type: none"> <li>◦ prior knowledge</li> <li>◦ contextual clues (e.g., titles, headings, key words, pictures)</li> </ul> </li> <li>• Note and recall main ideas and key details</li> <li>• Sequence details</li> <li>• Make inferences based on, e.g., <ul style="list-style-type: none"> <li>◦ prior knowledge</li> <li>◦ visual clues</li> <li>◦ contextual clues</li> </ul> </li> <li>• Adjust reading rate to check for meaning (e.g., through reading aloud or re-reading)</li> <li>• Skim for the gist/ main idea</li> <li>• Scan for details</li> <li>• Distinguish between cause and effect</li> </ul>
LO3	<p><b><i>CRITICAL READING, VIEWING AND APPRECIATION</i></b>  <b>Personal Response</b></p> <ul style="list-style-type: none"> <li>• Respond to a text with, e.g., <ul style="list-style-type: none"> <li>◦ reasons</li> <li>◦ simple judgement</li> <li>◦ personal interpretations</li> </ul> </li> <li>• <i>Identify and present points of view in a text</i></li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Make connections between a text and personal experiences/ real life</li> <li>• <i>Relate a text to a similar/ contrastive work</i></li> </ul> <p><b>Elements of Style in a Variety of Texts</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the organisational structure of texts (e.g., introduction, body, conclusion) and the organisational patterns in texts (e.g., cause-effect, problem-solution)</li> <li>• Demonstrate general awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact</li> </ul>

Providing a clear progression in the curriculum supports teachers to identify the learning needs of students. For example, if students are struggling to demonstrate the level 2 learning outcomes,

the teacher needs to check if they have mastered all the level 1 outcomes that ensure they are ready to read. A student who has mastered the level 2 learning outcomes is ready for the greater challenge

in the level 3 outcomes. In the Singapore Syllabus, an Overview Chart helps teachers to see at a glance the progression in key skills in reading and viewing from lower primary to upper secondary.

### **The lack of progressions in the Indonesian curriculum**

There is a limited notion of learning progressions in the Bahasa Indonesia Basic Competencies where some of the skills described at lower grades are clearly easier to learn than skills described at higher grades. However, generally, it is difficult to identify clear progressions of skills. Often the descriptions are similar from one grade to the next. Some descriptions at lower grades appear to be too challenging, and some descriptions at higher grades appear to be too easy. The lack of an organizational structure for literacy also confounds the identification of learning progressions because the Basic Competencies are not organized conceptually in a particular order from one grade to the next.

The Basic Competencies for English in the Indonesian curriculum include an overarching concern with the social function, structure, and linguistic elements of the text, but these kinds of understandings are not described in detail or differentiated across the Basic Competencies within a grade level or across grades. The focus of the Basic Competencies in Grade VII appears to be on students learning how to convey information about themselves, the date, familiar animals, objects and public buildings with the occasional note about grammar and verb tense. The text topic is the main thing that distinguishes the Basic Competencies from one another. A similar pattern of varying the text topic of almost identical Basic Competencies continues in Grades VIII to IX. The main text type across the three grades of Junior Secondary is transactional, interactive text. Recounts and messages are introduced in Grade VIII, and procedures in Grade IX

with a wider range of text types and a greater focus on tense introduced in Senior Secondary.

Some of the content descriptions in the Australian English as an Alternative Language curriculum were illustrated in Table 3. By providing this level of detail and precision, the Australian curriculum provides extensive support to textbook writers and teachers about exactly what kind of skills need to be taught in each grade and the extent of mastery that students need to demonstrate. A comprehensive progression in skills and understandings is apparent from Bridging Unit 1 to Unit 4 in the Australian curriculum.

The Australian content descriptions have been written deliberately to identify the competencies students are expected to demonstrate as they progress through the levels of the curriculum. The content descriptions have the following characteristics:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

### **Benefits of learning progressions**

Learning progressions identify a logical sequence in the development of knowledge and skills that supports teachers to teach in a coherent order. This allows students to build on previous learning so that new learning is integrated

with existing knowledge. Learning progressions allow teachers to identify appropriate levels of support for low-achieving students or challenge for high-achieving students so that not all students are given the same texts or instruction. Learning progressions help students to develop a deep understanding of core concepts that support transfer to new contexts.

Learning progressions are essential for effective assessment because they locate students' progress on developmental continua. Learning progressions can help teachers to identify:

- what kind of knowledge, understandings, and skills they need to assess
- what kind of evidence will show what students know, understand, and can do
- what students need to learn next
- what kind of student errors are productive attempts to grapple with new ideas and which errors indicate conceptual misunderstanding.

Curriculum writers need a detailed understanding of how learning progresses in reading, writing, speaking and listening in Bahasa Indonesia in order to sequence the curriculum logically and to ensure that sufficient time and opportunity for learning is given for skills that are complex and difficult to master. Skills need to be incrementally increased in difficulty so that the curriculum provides an optimal level of challenge for students without becoming too difficult too quickly and leaving too many students behind. A curriculum that provides clear descriptions of how learning progresses provides support for teachers to develop assessments and deliver appropriate instruction. Thus, learning progressions can provide a foundation for the curriculum with clear implications for assessment and instruction that target a student's emerging knowledge and skills

in a given domain. They may offer critical support for teachers implementing K13 throughout Indonesia.

### References

Analytical and Capacity Development Partnership, ACDP, (2016). *Rapid Review of Curriculum 2013 and Textbooks*. Balitbang, Ministry of Education and Culture, Senayan, Jakarta.

Department of Education and Training, Victoria. (2006). *Literacy Teaching and Learning in Victorian Schools Paper 9, Part A*. <http://www.education.vic.gov.au/studentlearning/research/researchpublications.htm>

Guthrie, J. T., Wigfield, A. (2014). Fostering the cognitive strategies of comprehension. In G.T. Guthrie & A. Wigfield (Eds) *Motivating reading comprehension: Concept oriented reading instruction*, 87-112. Mahwah, NJ: Erlbaum.

Kementrian Pendidikan dan Kebudayaan. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 58 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Pertama/Tsanawiyah. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Masters, G. N., (2013) Reforming educational assessment: Imperatives, principles and challenges. *Australian Education Review* 57, 6-7.

Mullis, V.S., Martin, M.O., (Eds) (2013). *PIRLS 2016 Assessment Framework*. IEA, Boston College.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research

- literature on reading and its implications for reading instruction. Reports of the subgroups (NIH Publication no. 00-4754) Washington, DC. U.S. Government Printing Office.
- National Early Literacy Panel. (2008). *Developing early literacy: A scientific synthesis of early literacy development and implications for intervention*. Washington DC: National Institute for Literacy.
- OECD. (2016). *PISA 2015: PISA Results in Focus*. Retrieved from <https://www.eddataglobal.org/country/indonesiahttps://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>
- OECD. (2015). *Review of National Policies for Education: Education in Indonesia- Rising to the Challenge*. OECD.
- Paris, S.G. (2005). Re-interpreting the development of reading skills. *Reading Research Quarterly*, 40(2), 184-202.
- Paris, S.G., Wasik, B. A., & Turner, J.C. (1991). The development of strategic readers. In R. Barr, M. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research*, 2nd ed., (pp.609-640). New York: Longman.
- RTI. (2014) Indonesia 2014: The National Early Grade Reading Assessment (EGRA) and Snapshot of School Management Effectiveness (SSME) Survey. Prepared by RTI for USAID/Indonesia. Retrieved on 3 Jan 2017 from <https://www.eddataglobal.org/country/indonesia>
- Singapore English Language Syllabus (2010). *A Strong Foundation and Rich Language for All*. <https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/english-primary-secondary-express-normal-academic.pdf>
- Soenoewati, D.I.D. (2015). English core competencies, basic competencies, and assessment for junior high school in Curriculum 2013: Between facts and hopes. *Register*, 8(1), 1-18.
- Snow, C. E., Burns S., Griffin, P. (1998). *Preventing reading difficulties in young children*. National Academy Press: Washington, DC.
- Tymms, P., Merrell, C., & Jones, P. (2004). Using baseline assessment data to make international comparisons. *British Educational Research Journal*, 30(5), 673-689.

**Prof. Dr. Didi Sukyadi, M.A.**

## DEVELOPING YOGYAKARTA SPECIAL REGION AS A MULTILITERATE PROVINCE

Pangesti Wiedarti, Ph.D.  
Indonesian Literature Study Program  
*Faculty of Languages and Arts*  
*The State University of Yogyakarta*  
[pangesti@uny.ac.id](mailto:pangesti@uny.ac.id)

### Abstract

School Literacy Movement proclaimed Directorate General of Primary and Secondary Education, Ministry of Education and Culture in March 2016 has not succeeded maximally because there is no full support from the local government. Based on good practice activities of 19 districts/cities that received Prioritas Literacy Award, this paper proposes DIY as a student city can develop into multiliterate province with indicators set by Ministry of Internal Affairs. The award for the predicate of multiliterate region is Adiliterasi as a form of civic literacy. As many regions achieve Adiliterasi, the multiliteracies capability of citizens is certain to improve.

**Keywords:** multiliterate, multiliteracies, Adiliterasi, school literacy movement, Prioritas Literacy Award

### A. Introduction

On March 20, 2017, 18 districts (Aceh Barat Daya, Bireun, Labuhanbatu, Serdang Bedagai, Serang, Tangerang, West Bandung, Tasikmalaya, Banjarnegara, Demak, Sragen, Banyuwangi, Blitar, Lumajang, Sidoarjo, Sidrap, Maros, and Wajo) and one city (Cimahi) get Prioritas Literacy Award with gold and silver predicate from the Minister of Education and Culture. Award were presented by the Director General of Primary and Secondary Education Hamid Muhammad, Ph.D [1]. They were rewarded for their increased literacy or reading culture. The appreciation is expected to be a motivation for the local government to continue to develop literacy programs in a creative and innovative way.

The success of the literacy program in these 19 areas is supported by the USAID program from May 2012 - 2017 (please read about USAID at [www.prioritaspendidikan.org](http://www.prioritaspendidikan.org)). This

program is in line with the government program, which is in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 on the Building of Character, one of which includes the school literacy movement (GLS). Assistance from USAID to primary schools and madrasahs as well as junior high schools/madrasah tsanawiyah in the seven provinces greatly assist the government in implementing the literacy program as a whole. USAID also encourages local government to allocate state budget (APBD), enforce regulations, and create innovations that can make literacy programs run fast and sustainably.

### B. Indonesia Needs 45 Years to Compete State's Reading Ability in OECD?

Finance Minister Sri Mulyani Indrawati, at the close of the Annual Meeting of the International Monetary Fund (IMF) and World Bank 2017, in Washington DC, US (October 14, 2017) said the quality of education in Indonesia is lagging behind

compared to developed countries, particularly the Organization for Economic Co-operation and Development (OECD) countries. Indonesia needs 45 years to reach their equivalent reading level, while for science it takes 75 years. [2]

In my opinion as Head of Task Force Literacy School of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture who knows the field conditions, especially at 5 levels of primary and secondary education, I estimate it takes 3 decades, the first decade for socialization and coordination, the second decade for development, and the third decade for consolidation. Conditions are complex when relating to society in general (outside of the education system) and the conditions of the vast archipelagic country cause many obstacles, so the strategic plan between the three directorates (Directorate of Teacher and Educational Staff is responsible for preparing more qualified teachers and qualified personnel from time to time; the Directorate General of Primary and Secondary Education managing 5 levels of education; and the Directorate of Early Childhood Education and Community Education) need to be arranged in tune to support the improvement of program quality and its implementation and monitoring and evaluation. If these plans and strategies can be done carefully, within three decades, the possibilities can be accomplished. Meanwhile, the other eight main unit escorted the three directorates.

However, the efforts of the Ministry of Education and Culture is not enough. The statement of the Minister of Finance brings the consequences of the need to strengthen the literacy movement of the stakeholders, especially the officials at the provincial/regency/municipality levels because the aspects of development dynamics in the regions are within the authority of the

regional head (governor, mayor) (read: Law of the Republic of Indonesia Number 23 Year 2014 on Government Area). In spite of this effort, there is at least a need for cooperation between five ministries (Ministry of Research, Technology and Higher Education, Ministry of Transportation, Ministry of Home Affairs, Ministry of Finance and Ministry of Religious Affairs) (Wiedarti, 18 November 2016) [3] to accomplish the achievement of reading ability in 3 decades.

### **C. Literacy and Multiliteracies**

Literacy, at first, is interpreted 'literacy' and subsequently interpreted 'literacy' or 'comprehension'. In the first step, 'read literacy' and 'write' are emphasized because these two language skills are the basis for literacy development in many ways or called "multiliteracies". According to the Prague Declaration in 2003 literacy also includes how one communicates within a society. Literacy also means practices and social relationships related to knowledge, language, and culture (UNESCO, 2003).

The UNESCO Declaration also mentions that information literacy is also concerned with the ability to identify, define, discover, evaluate, create effectively and organize, use and communicate information to address issues. These capabilities need to be possessed by individuals as a condition for participation in the information society, and that is part of the basic human rights concerning lifelong learning.

According to the World Economic Forum (2016) [4], learners need 16 skills to survive in The 21st Century, the basic literacy (how learners apply literacy skills for everyday life), competence (how learners respond to complex challenges) , and characters (how learners respond to changes in their environment).



In addition, there are also three other literatures that need to be mastered by learners, namely health literacy, safety (roads, disaster mitigation), and criminal (for elementary students are called "safe schools") (Wiedarti, May 2016) [5]. As for the character, the strengthening of character education (*Penguatan Pendidikan Karakter*) in Indonesia does not refer to the character in the skills of 21st century, but refers to the five main values, namely (1) religious, (2) nationalist, (3) independent, (4) mutual cooperation, and (5) integrity (Depdikbud, 2016) [6].

Based on these descriptions, the term "literacy" progresses and proceeds on a pivotal understanding of the text and its context because man deals with texts from birth, life span, to death. Understanding of the various texts will help the understanding of life and its various aspects because the text is a representation of the lives of individuals and communities in their respective cultures (Wiedarti & Kisyani, 2013; 2017). [7] [8].

#### **D. Toward a Multiliterate Province**

Yogyakarta Special Region (Daerah Istimewa Yogyakarta, DIY) with four districts (Sleman, Bantul, Gunung Kidul, Kulon Progo), and one city (Yogyakarta) excluding the award winner for not being selected as an advisory area of USAID program. It may be because DIY has been very well known as "the student city of Indonesia", so it is assumed that there is enough support from local government and community. In fact, the teacher reports on best practices for the implementation of the school literacy movement (*Gerakan Literasi Sekolah*, GLS) in DIY [9] (6 October 2017 in the Workshop on Script Writing for Teachers of Secondary Education Directorate of Teacher Development and Education Personnel Minister of Culture, literacy activities in DIY occurs only in certain schools, while

school supervisors of various levels of education under the DIY Education Quality Assurance Program (*Lembaga Penjaminan Mutu Pendidikan*, LPMP) [10] (10 July 2017) also stated that not many know about GLS implementation, whereas in SMA/MA Accreditation Instrument 2017 National Accreditation Board 2017 [11], question number 33, contains 7 items related to literacy movement.

As a province with a predicate of student city (in addition to predicate as a tourist city and cultural city), DIY should be a "literacy movement barometer" in Indonesia. Moreover, it should be a barometer in multiliteracies of primary and secondary, and university students, as well as the DIY community.

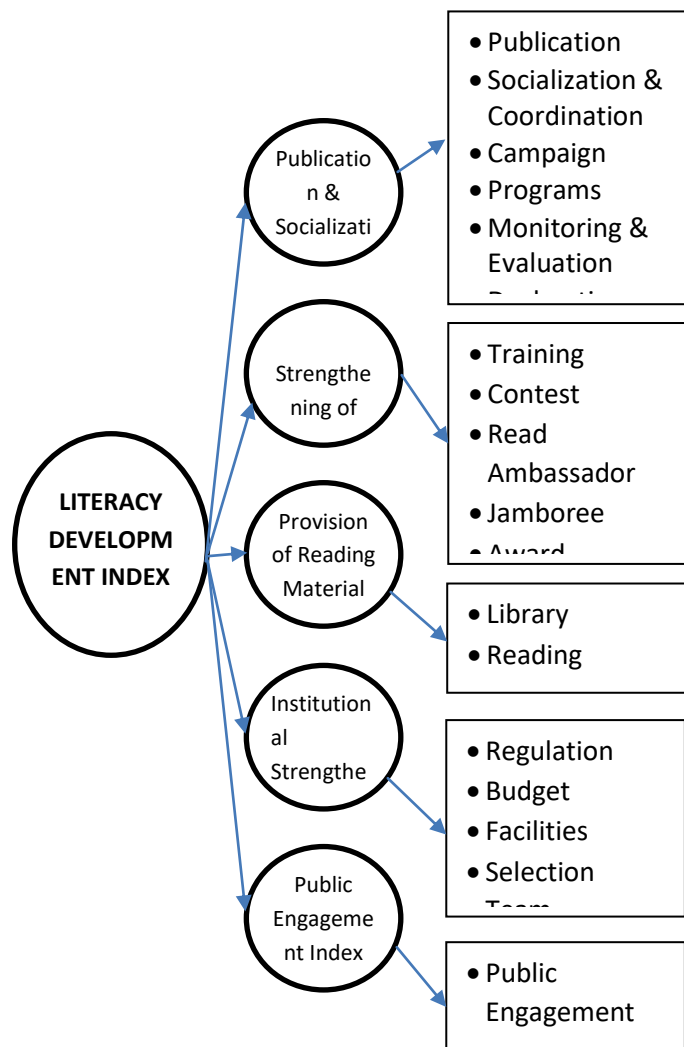
Based on the best practices report during the school literacy movement workshop in SMA *Rujukan* from 34 provinces, the facts on the field/society show varied conditions. However, certainly, without strong support from the local government, literacy movements are likely to be in place. It happens not only in DIY but also in the "imbas" schools of 614 Referral Schools (*Sekolah Rujukan*) of 34 provinces in Indonesia. Many teachers do not know the low level of literacy of Indonesian students. Ignorance makes them not thinking of the risks of low students' reading ability by way of that ability becomes the basis for the acquisition of knowledge and life skills.

Therefore, this paper tries to explain the design of DIY development as a multiliteracy province, in contrast to the award for the 19 districts/cities that have received the Prioritas Literacy Award on March 20, 2017 ago.

#### **1. Basic Indicators: District/City Literate**

Indicator district/city literacy developed by

the GLS Task Force (January 2017-March 2017) [12]. There are five components used, described as follows.



(a) The Publication and Socialization Component consists of six indicators, namely: Publication, Socialization and Coordination, Campaign, Program, Monitoring and Evaluation, and Declaration, with operational definition as follows.

Publication: Dissemination of information and written works in the form of banners, pamphlets, brochures, and books through various media (print, electronic, online).

Socialization and Coordination: Dissemination of programs or policies involving various stakeholders (regional head, education office, literacy activist, reading community, regional library, business community, NGO in the literacy field, etc.) with the aim of synergy and synchronization to build a commitment to the success of the program or policy.

Campaign: The movement is carried out jointly by involving a number of stakeholders through various media such as television, radio, and social media internet, and held in locations targeted for policy dissemination such as libraries, schools and education offices.

Program: A series of plans that are developed and implemented within the scope of regions, communities, and educational units to support and enhance literacy culture.

Monitoring and Evaluation: Field visits (schools, libraries, reading community) to find out the implementation and achievement of literacy programs in an area where the results are used as materials for future literacy program planning.

Declaration: Official statements represent institutions that support the implementation of literacy programs by leaders/officials/regional heads.

(b) Litigation Components/Literacy Components consists of five indicators, namely: Training, Competition, Reading Ambassadors, Jamboree, and Awards, with the following operational definition.

Training: Guidance activities in the field of literacy that aims to provide knowledge and skills to the perpetrators of literacy.

Competition: Competition in the field of literacy aimed at socializing and strengthening the literacy movement by involving community participation.

Reading Ambassadors: Predicate that is attributed to individuals who excel in the field of literacy and socializing the program of literacy to the community.

Jamboree: Activities that bring together actors or literacy activists in a grand event.

Awards: Giving gifts or grace to individuals and groups for achievement and contribution in the field of literacy

(c) Components of the Provision of Reading Materials consists of two indicators, namely: Library and Reading Community, with the following operational definition.

Library: The collection of books in the form of static (building) and dynamic/moving (mobile library car, etc.), managed by government agencies or the public and run literacy programs.

Reading Community: A place that holds a collection of books, managed by citizens and organizes a variety of literacy activities.

(d) Institution Litigation Component, consists of 4 indicators, namely Regulation, Budget, Facility, Selection Team, with the following operational definition:

Regulation: Legal products issued by regional heads to support literacy programs.

Budget: Allocation of budget to support literacy program

Facility: Support for increased literacy activities in the form of procurement of infrastructure and reading activities such as reading corner and mobile library.

Selection Team: An officially formed group of individuals to examine the eligibility of reading material.

(e) Public Engagement Component, consists of 2 indicators, namely Public Engagement, dan Partnership, with the following operational definition:

Public Engagement: Implementation of literacy activities by inviting the participation of other stakeholders resulting in collaboration and synergy in achieving common goals.

Partnership: Activities undertaken by two or more elements of literacy stakeholders aimed at encouraging and implementing literacy programs.

#### Method of Evaluation

(a) The data used were obtained from 19 partner regions of USAID PRIORITAS conducting literacy activities.

(b) The indicator value is calculated according to the frequency of fulfillment of each literacy indicator in 19 districts/cities.

(c) The value of each indicator is normalized to the lowest score = 0 and the highest score = 1 using the following formula:

$$\left( \frac{\max x_i - \text{observed } x_{ij}}{\max x_i - \min x_i} \right)$$

where:

$NVx_{ij}$ : normalization value

$\max x_i$ : highest value

$\min x_i$ : lowest value

observed  $x_{ij}$ : the value to be normalized

(d) After getting the normalization score, to get the index value of each component used Principal Component Analysis (PCA) method. SPSS application is used for data processing.

(e) The Literacy Development Index is further categorized according to criteria A and B based on 50% and 100% percentile values.

(f) Furthermore, the value of the Literacy Development Index is categorized into four groups sorted by 100%, 75%, 50%, and 25% percentiles forming the following categories:

A = very good      B = good

## 2. Multiliterate Province Indicators

In the Law of the Republic of Indonesia Number 23 of 2014 concerning Regional Government [13], in Considering, point b, it is stated that the implementation of regional government is directed to accelerate the realization of community welfare through the improvement of service, empowerment, and community participation, and enhancement of regional competitiveness by taking into account the principle democracy, equity, justice, and uniqueness of a region in the system of the Unitary State of the Republic of Indonesia. Furthermore, Article 12 states:

(1) The Mandatory Government Affairs relating to Basic Services as referred to in Article 11 paragraph (2) includes: **a) education; b) health; c) public works and spatial arrangement; d) public housing and residential areas; e) tranquility, public order and the protection of the people; and f. social.**

(2) The Obligatory Government Affairs which are not related to the Basic Services as referred to in Article 11 paragraph (2) include: **a) labor; b) women's empowerment and child protection; c) food; d) land; e) the environment; f) the administration of population and civil registration; g) community and village empowerment; h) control of population and family planning; i) communications; j) communications and informatics; k) cooperatives, small and medium enterprises; l) investment; m) youth and sport; n) statistics; o) encryption; p) culture; q) libraries; and r) archives.**

(3) Preferred Government Affairs as referred to in Article 11 paragraph (1) includes: **a) marine and fisheries; b) tourism; c) agriculture; d) forestry; e) energy and mineral resources; f) trade; g) industry; and h) transmigration.**

## 2. Citizenship Literacy

The points in Sections 11 and 12 are understood by the community as the responsibility of the regional head and his staff. In the case of civic literacy is not/less built, then every citizen is not sensitive to the condition of the region, and have no desire to contribute to build the region. If this is the case, there is a tendency that citizens will not be able to move forward in the many aspects of life that are actually coveted.

Therefore, the proposed “Adiliterasi Award” under the command of the Ministry of Internal Affairs needs to be submitted to make the regional heads invite its citizens to actively contribute to the development of the region and measurable. Indicators for the Literacy Prioritas can be expanded and deepened for regional and national interests. Citizens can be involved in active efforts in basic services or beyond.

The Governor of DIY responsible for the management of its territory can be the pioneer of citizenship literacy, starting from the bottom; not a top-down. Some aspects in bold font (according to author's consideration) can be done immediately.

The matrix for the aspects of governmental affairs can be made with the exposure to which aspects and how people can contribute, along with the indicators. In addition, the input in the form of citizens' opinion can be accommodated (selected by its quality and feasibility), and valuable input which is assumed to be a meaningful breakthrough strived, can be realized; and should be accompanied by aspects of its achievement.

In the aspect of tranquility, public order, and community protection, for example, there has been an enhanced POLICE apps (POLISI KITA) for criminal reports (such as 911 services in the US). In the field of transportation, the student's scientific

writing contest on road safety behavior was carried out by the Directorate of Traffic Polda DIY on September 27, 2017, where there were five writings of students who won the best predicate.

#### 4. Literacy of Information and Communication Media

Planning, aspects that will be, are, and have been done, need to be communicated to the public through videotron media stationed statically in shopping centers, or areas that many people pass through. Videotron is not placed on the sidewalk/sidewalk so as not to be a nuisance for road users who are likely to trigger a traffic accident.

Disclosure of information related to the above aspects can be given so that residents know the fluctuations of development in the area. Information can be provided using infographics to be easily understood by citizens. Information on labor force, manpower requirements, road traffic conditions related to inappropriate and inappropriate conduct of road users, accident data and losses due to traffic accidents, health information (disease type statistics, etc.), graduation of students during school exams from each district can also be displayed so that people will be well informed about education matters in their area, good environmental management: successful garbage bank, reading community and its location, and a variety of valuable information that is necessary and appropriate for the efforts to make literacy citizens.

#### E. Conclusion

DIY can pioneer this multiliterate activities, from the ground up; without having to wait for a reference from the central government. It can even convey an example of good practice if activities are successfully carried out, then can be carried out by other local governments. The nineteen districts/cities receiving the Prioritas Literacy Award can do the same

activities.

Sponsors from industry and business in regencies/cities and CSR located in DIY can donate funds for activities, such as videotron. Mobile phone providers can also sponsor the loading of text messages sent by citizens in relation to local conditions. Donated funds are publicly announced in order to avoid gratification actions against the parties involved in the activities.

Monitoring and evaluation is always done to determine the effectiveness of the program and its success.

In turn, the Adiliterasi Award as a reward for the performance of regional heads and their citizens may be conferred by the Ministry of Internal Affairs for multilaterate provinces/ cities/districts.

#### References

1. (<http://www.beritasatu.com/pendidikan/420609-19-karat-dan-kota-raih-ugugrah-literasi-prioritas.html>)
2. <http://www.mediaindonesia.com/news/read/177328/dalam-kemampuan-membaca-indonesia-tertinggal-45-tahun/2017-10-15#sthash.hyutyh3k.xiqq>.
3. Wiedarti, Pangesti. 2017. Diperlukan Dukungan Lima Kementerian Bagi Pengembangan Gerakan Literasi Sekolah Kemendikbud. Unpublished. Temu Antar 5 Kementerian. Jakarta, 18 November 2016.
4. World Economy Forum 2016 21<sup>st</sup> Century Learning. [http://www3.weforum.org/docs/WEFUSANewVisionforEducation\\_Report2015.pdf](http://www3.weforum.org/docs/WEFUSANewVisionforEducation_Report2015.pdf)
5. Literasi Kriminal dalam Gerakan Literasi Sekolah, Kompas 11 Mei 2016, page 7.
6. Kemdikbud. 2016. Penguatan Pendidikan Karakter.
7. Wiedarti & Kisyani, 2016. Desain Induk Gerakan Literasi Sekolah

8. Wiedarti, Pangesti. 2013. Memahami Beragam Teks. Unpublished
9. Wiedarti, Pangesti. 2017. Gerakan Literasi Sekolah. Unpublished, Workshop Workshop Pendampingan Penulisan Naskah Buku bagi Guru Pendidikan Menengah Direktorat Pembinaan Guru dan Tenaga Kependidikan Menteri Kebudayaan, Jakarta 6 Oktober 2017
10. Wiedarti, Pangesti. 2017. Desain Induk Gerakan Literasi Sekolah. Unpublished. Bimtek LPMP DIY, 10 July 2017
11. Badan Akreditasi Sekolah/Madrasah. 2017. Perangkat Akreditasi SMA/MA.
12. Direktorat Jenderal Pendidikan dasar dan Menengah. Kementerian Pendidikan dan Kebudayaan. 2017. Panduan Penilaian Penganugerahan Literasi Prioritas.
13. Undang-Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintah Daerah

Prof. Dr. Bambang Kaswanti Purwo (MLI)

## THE CHALLENGES OF LITERACY ACQUISITION AND LEARNING AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH

Dr. Kathryn Rivai

### The Etania Schools of Sabah

The Etania schools were set up to provide a quality education for the marginalisation and statelessness Indonesian labourers' children in Sabah, East Malaysia. The research was concerned about the caused by statelessness such as lack of access to education and what type of education and learning programmes were needed to fulfil the needs of these children.

There are more than 53,000 children of Indonesian migrant labourers in Sabah. Of these about one half have access to a learning centre. The children of Indonesian migrant labourers many of whom have been born in Sabah are stateless belonging to no one as they cannot get documentation to prove they belong to a nation. These children being marginalised then find it difficult to get access to schooling. In Sabah there are several organisations and NGO's that have set up schools for these children. Until to date there are about 300 plus schools for the migrant labourers children organised by various sectors.

These children come from mainly illiterate homes and their preparation for school is extremely limited. This is why Etania began to set up learning centres providing a quality education for whoever wants to come to the school. All children should be entitled to an education. It is our commitment to provide a good quality learning programme that prepares the child for his or her future so that they can be part of the process of nation building.

### What the Child brings to the School

Much research has been done into literacy

and minimal education. Tizard, Schofield and Hewison (1982) noted that those parents who were able to read to their children on a regular basis made greater gains, and this is borne out but numerous research documents. Stanovich (2000) found that the more highly educated the mother, the more successful the child in internalising cognitive language skills that contribute to early success at school.

Guerney, Stover, and Andronico (1967) state the lack of parents' interest in reading and literacy is the reason why children are not succeeding in the early years of school. To cover this lost period of exposure, pre-reading from the early years' teachers, must be designed to build children's confidence in looking at printed material as well to build self-confidence that they can indeed learn to read. Children then come to school with minimal preparation for beginning the regular curriculum.

Ashton-Warner (1963) observes that marginalised children (as do our children in Sabah) come to school with few of the skills necessary to meet school demands, and so his or her initial failure is almost inevitable. The school experience, therefore, becomes negatively rather than positively reinforced (Deutsch, 1963). Deutsch also sees the negative school experience as being the result of psychological factors in the child's environment. These include a reduction in the variety of input, and stimulus deprivation relative to the child's developmental capacity. Often the child's failure to acquire a language concept system as well as factual knowledge similar to that of his peers in the regular



school, is the result of a non-verbal home background.

### **Literacy and the marginalised Indonesian child in Sabah, Malaysia.**

While the definition of literacy is broad and interpreted in many ways internationally UNESCO (2006) defines literacy as: a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation, for his own and the community's development.

Illiteracy among children of migrant labourer is one of the most critical of all educational issues in Sabah. The appalling situation of tens of thousands of children unable to read and write as they move into adulthood is a crime. Literacy is crucial for empowerment in economic, social, and political participation and development, especially in today's knowledge societies. It is the key to enhancing human capabilities, with wide-ranging benefits, including: critical thinking, improved health, and children's education.

What does literacy mean to these marginalised communities? It would be a path to breaking poverty, writes Stanovich (2000), a path to empowering individuals and communities; it is the way to raising the economic and social levels of nations.

The UNESCO 2006 report states that the literacy challenge remains great and the greatest challenge is among marginalised groups. The report states that literacy for all is at the heart of basic education for all and that creating literate environments and societies is essential for achieving the goals of eradicating poverty. Literacy must form the foundations and the core of curriculum content in the learning

centres.

In Indonesia, the illiteracy rate is being chipped away at steadily due to determined government programmes. But what then are the factors that are hindering access to education and, more specifically, hindering the learning centres of Sabah in providing better quality of education that will assist the children of migrant labourers acquiring literacy? The following are some areas that should be studied in depth to analyse the root causes.

Illiteracy rates are highest in families with low incomes and who live in relative poverty (UNESCO, 2006). Although this is true in the case of the children of migrant workers, the other critical factor is lack of access to school. Many thousands of Sabah migrant families simply do not have access to a school. UNESCO endorses that formal schooling is the key to the spread of literacy.

Another factor hindering literacy development is the lack of reading books and tied in with this is the lack of importance teachers give to reading. Reading is fundamental to success at school (Ashton-Warner, 1963; Stanovich, 2000). Migrant families find it difficult to assist the child with literacy for they themselves are often illiterate. This area of reading literacy does not happen by accident: it develops within a rich phonological home and school literary environment.

In Sabah in our BOS (Bantuan Operasional Sekolah) allocation it is interesting to note in the budget allocations for schools from the Indonesian Ministry of Education that 20% can be allocated to teaching incentive (monetary) but there is no direct mention of a library fund or purchasing of non-textbook reading materials; even though this is the most critical area in the learning process

(Kementerian Pendidikan dan Budaya, Indonesia, 2012). ASCD (April 2008, p. 8) presents an argument for the lack of reading materials being tied into poverty in the home and focus their argument on the school as the major helping hand to close achievement gaps. Preparation in the early years of school and pre-school is a key to literacy acquisition.

### **Prioritising Education and Literacy Acquisition**

Both the Malaysian and Indonesian governments are prioritising youth literacy programs.

Not only is basic literacy a fundamental human right but it is also fast becoming a necessity for participation in a changing world where being literate adds value to a person's life. It is instrumental in the pursuit of development at the personal, family and community levels, as well as at macro-levels of nations, regions and the world (UNESCO, 2006). This report emphasises priority on literacy because a child prohibited from acquiring a quality primary education is deprived not only as a child, but he or she is also handicapped for life, unable to cope with the situations requiring reading, writing and arithmetic- unless given access to educational opportunities for youth or adults.

The school must provide authentic experiences upon which to build storytelling and vocabulary so lacking (Guerney et al., 1967). A child who not only reads but enjoys reading has an enormous head start on others. There is nothing to compare with when an illiterate child who experiences such personal hardships begins to read independently (Ashton-Warner, 1963).

Literacy has nothing to do with passports and work permits and race but it

builds a literate society in important aspects of social life such as economics, law, science and government. There is no excuse for there being thousands of illiterate migrant workers' children in Sabah: these problems can be solved with a carefully designed curriculum that is relevant to current and future lives of these children.

### **Learning to Read**

Learning to read is a complex process that involves a variety of skills and abilities. The background of the child, the home of the marginalised and undocumented child has a great bearing on what the child brings to school on day one. Because our parents are mainly illiterate, the children's phonological awareness is severely limited when the child comes to school. The homes generally have minimal or no reading materials whatsoever. Oral language is the method of communication only. And this is a good start but parents need to be trained to take it further. Parents could talk (informal literacy) to their children about their environment, they could tell stories from their family, they could retell legends, they could make up stories. In fact, even for an illiterate parent there is much that could be done stimulate the phonological awareness and build vocabulary. Research shows that parent involvement in teaching children about reading and writing is related to the development of early literacy skills and to the success of that child at school. Vocabulary upon entry to school (formal literacy) is a determinant of the speed of reading progress at school. Our children often say 'I cannot do it'. Who taught them to say this? - Parents and their community. Children know they are already behind and so teachers must cultivate in them the determination to push themselves, so they don't fall back into the intergenerational cycle of literacy poverty.

### **Teacher Strategies for enhancing the memory of marginalised children**

When students learn a new piece of information or they begin to look at words that need to be memorised their brain is making synaptic connections. The average child makes connections and progresses at what we would call a regular rate but the marginalised child is different. Most marginalised children cannot remember things taught a day before. We in the Etania schools practice reciting (in many forms) the maths times tables every day yet after years children still find it hard to remember. Psychologist Hermann Ebbinghaus pioneered landmark research in the field of retention and learning, observing what he called **the forgetting curve**, a measure of how much we forget over time. But with Sabah's marginalised children many other things could be attributed to the forgetting curve including diet. This of course needs further research but suspicions arise from observation of the daily diet of the children. This is only one example of areas that could potentially affect the learning of the marginalised child.

*Some Strategies Etania teachers use to help marginalised children learn?*

1. Children go outside the classroom and use the information they discover from their environment. Pictures, drawing, stories etc.
2. The teacher repeats the topic in many different ways and at every opportunity.
3. Peer-to peer explanations. In a group or with a partner they can talk about the topic they have to remember.
4. Reading words can be incorporated in many talks, stories or activities during the school day. Building vocabulary. Building knowledge of the context. If the word is difficult the teacher can draw a picture beside it or the child can draw a picture to help in memory retention.

5. Use organic language word teaching.
6. Word association. Retaining words through association. Rote learning as we know does not work. Somehow, we have to help these children learn and retain the vocabulary that is meaningful to them.
7. Teachers give regular check tests in many forms e.g. diagramatic or pictures- the words will be reinforced again in the child's memory.
8. **Tiki and Kara reading scheme.** To teach reading to all Etania students we use the publication TIKI and KARA, a reading series in Bahasa Indonesia. Beginning with book 1A basic words and sentences introduce the child to the literate world. The scheme progressing with the child's individual interest, and timing, takes the child to a reading level at book 6B. Tiki and Kara are meaningful stories to the students because they are contextual. As well there are moral values embedded in the stories. For my students many of whom come from disadvantaged backgrounds the stories transport the child into a world that will be theirs if they are able to obtain an education.

Sylvia Ashton-Warner, the author of '*Teacher*' (1963), wrote of her experiences developing word vocabulary for ethnic Maori primary-aged children by directly taking words from the child's own culture and command of the language. Once children had conquered the rudiments of reading in their own organic thinking, they were then able to move on and conquer other languages and patterns of thought.

Ashton-Warner (1963) presents an interesting practical case for vocabulary

acquisition. This example focuses on the acquisition of literacy skills among disadvantaged children who were being educated in a language other than their mother tongue. The case is a proven successful literacy model where the focus is on growing vocabulary and initiating the joy of reading founded on the principles of organic reading developed by Sylvia Ashton-Warner in the 1960's. One of the learning centres in Sabah in the research study was found to be using this method of literary acquisition successfully. The literature provides a solid example of what can be done in the face of difficulties in teaching marginalised children.

#### **A Curriculum to meet the needs of the marginalised children**

Analysis of the research data revealed that the parents, teachers and students wish for a more relevant curriculum to meet their needs. They are content with the basic academic curriculum provided by the Indonesian curriculum but they desire equal emphasis on living and life skills. Living skills such as financial management, family management, managing small businesses and areas especially relating to agriculture were the dominant requests. Life skills such as communication, life management skills, problem solving and critical thinking, behavioural and values education, coping with statelessness and marginalisation, human rights were among the important concerns from the informants.

Despite all the issues facing the marginalised and stateless children of Indonesian labourers in Sabah, Etania is committed to developing learning programmes focusing on the three major areas of academic, life and living skills. The critical emphasis in the early years is on literacy. This curriculum structure will ensure children and youth have the opportunity for a productive future. And, importantly so that one day these children

can be part of the process assisting their communities and home country in nation building.

#### **References:**

- ASCD, (2008, April). Poverty and learning. *Educational Leadership*, **65**(7). Association for Supervision and Curriculum Development. ASCD Publications.
- Ashton-Warner, S. (1963). *Teacher*. Simon and Schuster Inc, Touchstone. New York. U.S.A.
- Deutsch, M. (1963). The disadvantaged child and the learning process. *Equity & Excellence in Education*, **1**(1). Routledge.
- Guernsey, B. Jr., Stover, L., & Andronico, M. P. (1967). On educating disadvantaged parents to motivate children for learning: A filial approach. *Community Mental Health Journal*, **3**(1), 66-72. doi: 10.1007/BF01543069
- Stanovich, K. (2000). *Progress in understanding reading*. The Guilford Press. Guilford Publications Inc.
- Tizard, J., Schofield, W. N. & Hewison, J. (1982). Reading symposium: Collaboration between teachers and parents in assisting children's reading. *British Journal of Educational Psychology* **52** (Part 1) 1-15. doi: 10.1111/j.2044-8279.1982.tb02498
- UNESCO. (2006). Literacy for Life. (EFA) *Global Monitoring Report*. UNESCO Publishing. Retrieved from <http://unesdoc.unesco.org/images/0014/001416/141639e.pdf>

FOREIGNISATION IN TRANSLATING *LASKAR PELANGI* TO *NIJI NO  
SHONENTACHI*

Adis Kusumawati  
*Japanese Department Airlangga University*  
adis-k@fib.unair.ac.id

**Abstract**

Nowdays can be found many translations imported books in all fields, including the translation of literary works. There have been many novel by Indonesian writers are translated into various languages around the world, including in Japanese. One of the Indonesian novel that has been translated into Japanese is a novel *Laskar Pelangi* written by Andrea Hirata. Andrea Hirata as a novelist who had experience school in many European countries using a lot of foreign terms in the writing of his novel, both in explaining the characteristics or the name of an object. and that's will affect the results of translation. Indonesian translation of the novel into Japanese requires proper technique to convey the story to the reader. This is necessary because Indonesia has many differences with Japan. By using the method of qualitative analysis, this study was conducted to know the techniques and ideology of translations used by translators in translating the novel *Laskar Pelangi* into Japanese. One difference that needs to be bridged by the technique of translation is a cultural difference. In the face of these cultural differences translators use many techniques borrowing; both naturalized borrowing and pure borrowing in translating foreign terms in the novel *Laskar Pelangi*. The selection of translation techniques shows that the translator ideology is foreignization.

**Keywords:** foreignisation, ideology of translation, *Laskar Pelangi*, translation

**INTRODUCTION**

Technology advancements make ease in every way, one of them is an ease of communication. With the growing sophistication means of communication, humans can communicate not only with individuals who are in one region as well as with individuals in different areas. This regional distinction is followed by other differences such as culture and language. To bridge language differences, language translation is required, so that communication between individuals can run smoothly. Thus it can be said that translation is the most important tool for accessing information from around the world. Translation is not only done to access science but also to know the culture of other regions. So today we can find

many translations of imported books in all fields, including translations of various literary works.

One of the novels by Indonesian writers who have been translated into Japanese is the novel *Laskar Pelangi* by Andrea Hirata. This novel tells about the struggle of Belitung Islands children who struggle to get education. In an attempt to achieve their dreams, these children are experiencing adventures that are increasingly maturing them. Andrea Hirata as the author of this novel with experience of schooling in European countries use many foreign terms in the writing of his novel, either in explaining the characteristics of an object or mention the

name of an object. The use of foreign terms is of course an impact on the translation effort into other languages. To translate from Indonesian into English of course facilitate the translator, but what if translated into Japanese?

Japanese language that has different characteristics from the Indonesian language, making the translator should try harder in translating this novel into Japanese. This characteristic difference is not only in the grammatical order but also the letters used. Indonesian has an S-P-O-K grammar pattern while Japanese is S-K-O-P, in addition Japanese uses four types of letters in its writing. The four types of letters used in Japanese are kanji, hiragana, katakana, and romaji (Okimori, 2010: 39). Both of these will be a bit more influential in translating Indonesian into Japanese. In addition, translation from one language to another involves not only linguistic elements but also involving other things outside the language, such as the socio-cultural elements that exist in the source language and the target language. Therefore important for an interpreter to have a sociocultural understanding of a nation whose language will be translated.

Research on translation has been done for a long time, and since then the theories and concepts used in translation research began to emerge. Theories and concepts that commonly used include translation procedures, translation techniques, and translation strategies. The use of terminology which associated with translation research is sometimes overlapping and causing confusion. To mediate this issue Molina and Albir (2002,

507-509) propose to define definitions for each of these concepts, so that there will be no overlap in the future. Molina and Albir define the following research methods, strategies and techniques. The method of translation is the way in which a particular translation process is done in relation to the purpose of translation, which is a global choice that affects the entire text. While translation strategies are procedures (conscious or unconscious, verbal or nonverbal) used by translators to solve problems that arise when performing the translation process. Translation technique is a procedure for classifying and analyzing how the translation equivalent applies. There are five basic characteristics possessed by translation techniques, namely 1. translation techniques affect the results of translation; 2. the technique of translation is classified by comparing it with the original text; 3. translation techniques affect the text micro unit; 4. techniques of natural translation are discursive and contextual; 5. The technique of translation is functional. From these characteristics it appears that translation techniques are not the only elements that can be used to analyze how the translation equivalent applies, but cohesion, coherence, themes and context also influence the analysis process.

To support this assertion Molina and Albir classify translation techniques into, 1) Adaptation, 2) Amplification, 3) Borrowing, 4) Kalke, 5) Compensation, 6) Descriptive, 7) Discursive Creation, 8) Established Equivalent, 9) Generalization, 10) Linguistic Amplification, 11) Linguistic Compression, 12) Literal Translation, 13) Modulation, 14)

Particularization, 15) Reduction, 16) Substitution, 17) Transposition, 18) Variation. The selection of translation techniques used by translators can show the translation ideology held by a translator. Venuti in Munday (2004: 144) states that there are two strategies for translating a text, and the strategy is related to the selection of the translated text and the method of translation that has been used. A translation strategy aimed at reducing foreign intervention in the target language is called domestication. Whereas the opposite of foreignisation is a translation strategy that accentuates the identity of the source text in order to protect it from the dominance of target language culture. Both of these translation strategies spawned two types of translation ideologies, namely the ideology of domestication and the ideology of foreignisation. Associated with both translation ideologies, Newmark (1988: 45) introduces diagram V to show the relationship between translation methods and translation purposes. The first method shows a method oriented to Source Language (SL) and a second method oriented to Target Language (TL). The SL-oriented translation method is a method of word-for-word translation, literal translation method, faithful translation method and semantic translation method. While the translation method is oriented to the TL is a method of translation adaptation, free translation methods, idiomatis translation methods, and methods of communicative translation.

## **LITERATURE REVIEW**

Research on Japanese translation into Indonesian has been done by Indonesian researchers, among others, by M. Indriana (2005) in his thesis entitled "Japanese Idiom Translation into Indonesian: Case Study of Translating Three Short Stories works of Akutagawa Ryunosuke ". This study examines the translation of idioms in short stories "Roshomon", "Yabu no Naka", and "Hana" into Indonesian using a qualitative descriptive approach. The results showed from 50 data, two were translated into TL idiom, 39 were translated to non idiom or by paraphrase, and 9 idioms were not translated. In terms of the correspondence of messages, 43 idioms get the equivalent translation. When viewed from the translation procedure by using transposition and modulation techniques found that there is a shift in shape and meaning. This shift occurs due to the different Japanese and Indonesian language systems. In addition to the Japanese language translation into Indonesian, there are also researchers who examine the translation of Japanese into English. Among them Yamamoto (1987) examines the effect of translator's knowledge of translation objects to the translation process. From the analysis results can be concluded that the translator who has the background object translation, in the process of translation has an error in the context of syntax. While translators who do not have a translation object background, in the translation results found an error in the lexical context.

## RESEARCH METHOD

Research translation, according to Holmes by its nature can be divided into two, namely the translation of theoretical research and the translation of research is descriptive. Descriptive study based can be subdivided into three, namely 1) the study of translation-oriented translation function, 2) the study of translation-oriented translation process, 3) research translation-oriented product or translation (Holmes in Sorvali, 1996: 4). This research is product-oriented research in other words focusing on translation results. This is in accordance with the purpose of research is to find the translation techniques used by the translator in addressing the problem of matching. The method that is considered appropriate in this research is descriptive qualitative research with approach of translation theory. Descriptive qualitative method is used with the consideration that the data used are qualitative data in the form of words, phrases, clauses and sentences in the novel *Laskar Pelangi Niji no Shonentachi*.

Data collection techniques used in this study is a method of referring, which is recorded the data that contained in the novel *Laskar Pelangi*. Because the research data is a written data, in the process of data collection techniques used is the technique of note, that is noted some form that is relevant for its research from the use of language in writing (Mahsun, 2005). For data analysis, data sample of novel of source and translation translation of each data is 185 data.

Data analysis technique applied in this research is intralingual pad method. Inverse intralingual method is a method that connects lingual elements, either in one language or in several different languages (Mahsun, 2005). With this method the existing data in the novel *Niji no Shonentachi* compared with data taken from the novel *Laskar Pelangi*. The first

step in data analysis is to determine the translation technique used by the translator, then from the translation techniques found specified method of translation used by the translator. The final step of data analysis is to draw the connection between the translation methods that have been found with the interpreter's ideology.

## DISCUSSION

Translation technique is a procedure for analyzing and classifying how the correspondence of translation takes place and can be applied to various lingual units (Molina and Albir, 2002: 509). The use of

### Bahasa sumber : Bahasa sasaran:

Kilau itu terus menyala sampai jauh malam. Eksploitasi timah besar-besaran secara *nonstop* diterangi ribuan lampu dengan energi jutaan kilowatt. (Hirata, 2006: 38)

錫の掘削はノンストップで続けられ、何十万キロワットという電力で何千というランプが灯され続けた。

(Kato, 2013: 38)

*Suzu no kussaku wa nonsutoppu de tsudzukerare, nannjyuman kirowatto to iu denryoku de nan sen to iu ranpu ga tomosaretsudzuketa.*

translation techniques determines the ideology of an interpreter, whether the translator is resource-oriented or oriented to the target language. The technique of translation of foreign terms used by translators in *Niji no Shonentachi* after being analyzed based on translation techniques used in translation, can be divided into two kinds. First the translation of foreign terms uses a technique of translation (a single technique), the second translation of a foreign term that applies two translation techniques.



**Table 1. Single Translation Techniques**

No	Teknik	Tota	Persentase
.	<b>Penerjemahan</b>	<b>1</b>	
1.	Adaptation	7	4.4%
2.	Amplification	2	1.26 %
3.	Pure Borrowing	9	5.66%
4.	Naturalized Borrowing	70	44.02%
5.	Kalke	1	0.63%
6.	Deskripsi	5	3.14%
7.	Kreasi Diskursif	11	6.92%
8.	Kesepadanan Lazim	29	18.24%
9.	Generalisasi	2	1.26%
10.	Harfiah	7	4.4%
11.	Reduksi	3	1.89%
12.	Tidak diterjemahkan	16	10.06%
	Total	159	100%

Translating Laskar Pelangi into Japanese with a single technique refers to the use of a single technique in translating the source language into the target language. From the result of data classification there are 159 data which is translated by using only one technique of data translation. There are two borrowing techniques used by translators in translating foreign terms in Laskar Pelangi novels, namely pure lending techniques and naturalization borrowing techniques. Based on table 1, naturalization borrowing technique is the most commonly used translation technique, it shows that although the author borrows the cultural term from Bsu, the term culture is adjusted both in terms of spelling and pronunciation. Adjustments in terms of spelling appear on the use of katakana letters in the writing of cultural terms translation.

#### **Data 1**

In example 1 the word nonstop translates to nonsutoppu with pronunciation and spelling similar to the source language with some adjustments. Such as the addition of a consonant double (letter t)

and the addition of vocal sound u to the dead consonant (letters s and p). The addition of the vocal sound occurs because in Japanese pronunciation there is no dead sound on the consonant except on the letter N.

#### **Ideological Orientation**

The translation ideology used by the translator can generally be divided into two, namely the ideology of foreignization and the ideology of domestication. The ideology of foreignization is an ideology with a source-oriented orientation. Translation techniques that fall within this ideology are literal translation techniques, pure borrow translation techniques, translation techniques of naturalization borrowing, and kalke. The ideology of domestication translation is a translation ideology that has a tendency to be oriented towards the target language. Translation techniques that belong to this ideology is a translation technique in addition to the four techniques above, namely modulation, reduction, transposition, amplification, and others.

From Table 1 it appears that the use of borrowing techniques reached the greatest number in the use of translation techniques, amounting to 66.04%. Thus it can be concluded that the translator embraced the ideology of foreignization in translating the foreign term contained in Laskar Pelangi into Japanese.

#### **CONCLUSION**

Translation of Indonesian novels into the language requires the proper technique to convey the content of the story to the readers. This is necessary because Indonesia has various differences with Japan. One of the differences that need to be bridged by research techniques is cultural differences. In the face of this cultural difference many translators use borrowing techniques, both naturalized borrowing and pure borrowing in

translating foreign terms in Laskar Pelangi novels. The selection of this translation technique shows that the ideology of the translator is a foreignization ideology, which has a source-oriented language tendency. Nevertheless the translator does not necessarily move the foreign term altogether, naturalization in writing and pronunciation is used translator to facilitate Japanese readers who are not familiar with foreign language.

## REFERENCES

- [1] Catford, J.C., "A Linguistic Theory Of Translation, An Essay In Applied Linguistics. London: Oxford University Press.
- [2] Hatim, Basil and Munday , Jeremy, "Translation An Advance Resource Book", Routledge: London. 2004.
- [3] Hirata, Andrea, "Laskar Pelangi", Bentang: Yogyakarta. 2006.
- [4] Hirata, Andrea, "Niji no Shonentachi", Translated by Katou Hiroaki, Sunmark: Tokyo.2013.
- [5] M.Indriana, Abigail, "Penerjemahan Idiom Bahasa Jepang ke dalam Bahasa Indonesia: Studi Kasus Penerjemahan Tiga Cerita Pendek karya Akutagawa Ryunosuke" <http://lib.ui.ac.id/opac/themes/id=83353>.
- [6] Mahmud, Ali Abdul Halim, "Karakteristik Umat Terbaik", Gema Insani: Jakarta, 1996.
- [7] Mahsun, M.S. "Metode Penelitian Bahasa", Raja Grafindo: Jakarta, 2005.
- [8] Merriam-Webster, "Merriam-Websters Disctionary and Thesaurus, Merriam-Webster: Springfield, Incorporated, 2014.
- [9] Molina, Lucia dan Amparo Hurtado Albir, "Translation Techniques Revisited: A Dynamic and Functionalist Approach. META, XLVII, 4. 2002.
- [10] Newmark, Peter, " A Textbook of Translation". Prentice Hall: London. 1988.
- [11] Pusat Bahasa, "Kamus Besar Bahasa Indonesia", PT. Gramedia: Jakarta, 2008.

**PROMOTING SOCIAL MEDIA LITERACY AND  
HARMONY: ANALYZING IMPOLITENESS  
IN SOCIAL MEDIA**

*Alvan Bastoni Nuradila*  
*Department of Linguistics, Universitas Gadjah Mada*  
[alvanbastonin@gmail.com](mailto:alvanbastonin@gmail.com)

**Abstract**

Social media offers dynamic yet rapid information regarding with almost anything in our day to day activities. Its fast growing community is supported by its user-generated content in which almost anyone can post anything. Due to its characteristics it is so hard to control its content. Useful information may be found by the user as well as trivia information. The user-generated content of social media also gives its users an opportunity to express their emotions which either explicitly or implicitly stated in their posts. The social media literacy concerning with those emotions is important to create a harmony in that cyber (public) space. This research is aimed to promote internet literacy, especially social media literacy, by analyzing the negative emotion of the social media users concerning with their impolite statement. It is important to analyze impoliteness in order to prevent its virality. Culpeper's (1996) model of impoliteness is used to analyze the impolite statement. The result shows that some strategies of impoliteness has been used in the social media.

**Keywords:** *social media, user-generated content, literacy, internet literacy, impoliteness*

PROBLEMS IN TRANSLATING SADNESS EXPRESSION IN  
THE NOVEL *BONJOUR TRISTESSE*

*Amarra Rizky Gabriella, Myrna Laksman-Huntley*  
*French Studies, Faculty of Humanities,*  
*University of Indonesia*  
e-mail: amarra.gabriella@yahoo.com

**Abstract**

This article is a study of translation problems found in translating expressions of sadness in the novel *Bonjour Tristesse* by Françoise Sagan (1954) and its Indonesian version, *Lara Kusapa* (2009). This qualitative study with literature review aims to look at the correspondence between French and Indonesian language. In this novel, 12 expressions of sadness are found to be successfully translated, using diction, proper language style, and equivalent. According to Keraf (1991), diction and style of the chosen language should be able to convey certain intentions and ideas. Based on the analysis with Catford's translation theory (1965), Newmark (1988) as well as Lazarus' (1991) emotional theory applied on the novel *Bonjour Tristesse* and its Indonesian translation, it is found that sadness is expressed by crying and most dominantly written explicitly. In addition, there are other ways of expressing sadness, such as the unwillingness to do something, daydreaming, and contemplating. This research also reveals that the use of various as well as precise terms and diction is an approach that enables the expression of sadness to be understood in details, thus making the message conveyed and expressed correspondingly.

**Keywords:** *equivalent, roman, sadness, translation*

THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTMENT  
STUDENTS TOWARD TARGET ORIENTED ACTIVITY

Anisya Rahmawati

*English Department, Faculty of Humanities, Universitas Jember*

Jln. Kalimantan 37, Jember 68121

E-mail: Anisya.rahmawati04@yahoo.com

**Abstract**

It was almost three decades that motivation has become a significant issue in language learning. It is defined as an important and complex phenomenon which intrinsically and extrinsically affects the language learners [4]. In the vein of facets in individual differences (IDs) and three phases of motivation proposed by Dornyei [6], this study tries to determine students' motivation progress toward target oriented activity on learning English, a group assignment. This study lends itself to two basic dimensions of such activity and its relation with motivation: Action Sequence and Motivational Influences. Questionnaires are distributed to English Department students 2015/2016 academic year as those are the data of the study. Therefore, it aims at revealing how much this type of learning strategy is efficient in fostering the building of and in affecting the fluctuation of students' motivation. This will help for effective implementation and understanding of IDs emphasis students' motivation progress.

**Keywords:** Motivation; Individual Differences (IDs); Target Oriented Activity; Action Sequence; Motivational Influences.

**1. Introduction**

Motivation research is complexly delineated by many components which have its role in its process. Therefore, motivation research cannot be explained in the brief discussion. As a complex and significant factor in learning English, this motivation research observes the case of motivation progress which sees how the depth of the learners' motivation is through the target oriented activities such as group assignment with a week deadline.

This impetus is leading power to sustain the long L2 learning process which is meant as the learner's need to keep on going or stay

still to the often tedious learning process. This issue explores the notion of affective elements with emphasis IDs. This is because the concept of motivation is much more considering individual differences in the L2 learning process. The IDs or individual differences itself are characteristics in respect of which individuals may be shown to differ from each other [6]. These IDs are related to the human mind, regarding to the uniqueness of the individual mind.

**2. LITERATURE REVIEW**

## 2.1 Motivation: Three Phases of Motivation

Motivation is one of many facets that has a big significance in L2 process. This process with regard the motivation as the main factor is needed a complex exploration on the phase to the learners. It means the learners are the most changeable creature and so their motivational stage.

Considering the process of motivation that is somehow a dynamic process, this process is respected as the ever-changing process that it can be assumed only seeing whether the learners like or dislike the language learning. Those, it arises the case about self-system. It depends on how individual sees and makes an effort toward the learning process. And in regards to it, the concept of motivation respectively emphasizes to the individual differences. These individual differences are the characteristics of an individual which are respectively seen and differed from others individual [6]. It draws its role in the language learning since it was a long time ago until now. It is still popular research that always develops according to how people think and behave as they do [6].

Dornyei's [6] theory divides motivation in the three stages of motivation. They are a pre-actional stage, actional stage, and post-actional stage. Dornyei and Otto [5] have proposed the theory based on the process-oriented conception of L2 motivation. In respect to the desires and wishes that are transformed to the three concepts of the process, the three concepts are first goals. Goals are the first thing which influences motivation. Those goals may be represented as choice motivation that everyone has. Then, it is needed to be generated because this motivational dimension is based on awareness that the individual will pursue. This is called as a pre-actional stage. It is mainly influenced by many factors such as, various goal properties, the value associated

with the learning process itself (outcomes and consequences), attitudes towards the L2 and its speakers, expectancy of success and perceived coping potential, learner beliefs and strategies, and the last environmental support [6].

The second is an actional stage. This stage of motivation refers to the intention to the goals, how the learners manage their intention to the goals in the particular action. This motivational dimension describes the process of learners in studying the language (L2). It can be concluded that the process on the actional stage mostly happens in the classroom. Learning language can be influenced by classroom setting, teachers or lecturers, and target oriented activity that supports the learners with L2. Moreover, anxiety about the task also can be a motivational factor in the actional stage. The main motivational influence of the actional stage is the quality of the learning experience, sense autonomy, lecturers' and parents' influence, and classroom reward and goal structure, influence of learner group, and knowledge and use of self-regulatory strategies [6].

The last is a post-actional stage. This stage stands for the action toward the intention. On this stage, the motivational dimension of evaluation of the process. The process can be as the learner experiences. The way they act to the experience is called as motivational retrospection. It will determine the kind of the next action of them in learning language. They will be motivated to pursue it in the future. The motivational retrospection would be attributional factors, self-concept beliefs, and received feedback, praise, and grades [6].

Furthermore, in relation to the motivational influences, there are many factors which force and fuel the action sequence. This energy source supports the learners positively and negatively in the action sequence. This means that the positive energy gives benefit to put motivation in stable on the long period of time. On the other hand, the negative force in here can be inhibiting which affect to a decreasing motivation. However, this can be happened only depends on whether they contribute to the successful device of the goal or make the learners continually try to be active [5]. The motivational influences shape five clusters according to the motivation phases in action sequence they affect. They are motivational influences on goal setting, intention formation, the initiation of intention enactment, executive motivational influences, and motivational influences on postactional evaluation.

## 2.2 Learning Strategies: Target Oriented Strategy

In respect to the characteristics of the learners as the consideration in learning language, learning strategies are very important. Many researchers emphasize that the learners of language are the participants of the community. Therefore, in order to success, the learners must be active in the community. Therefore, their skill in communicating will oftenly use. This gives the learners an advantage to practice their speaking skill. Moreover, being active is nothing without organizing appropriate learning strategies. There are the ways of learning which learners practically use to achieve the learning target. Those would be the strategy of learning that every learner possessing to get a success in the language they learn. Brown [4] says that the fundamental to their point of view is the identity that each learner creates in a socially constructed context. As learners invest in their

learning process, they create avenues of success.

Learning strategy commonly means as a way that consciously aware chosen of alternatives in order to cope with situation and task. This is usually required according to the learners. The lecturer will choose the best strategies which match to the condition of his/her students then precisely apply it. If we can conclude that learning strategies is an alternative learning way to the situation and tasks that reasonably choose as the standard of result. Brown [4] says that learning strategy is divided into three strategies that are commonly used in learning language. The first is Metacognitive strategies, a strategy of learning which is involve the planning on how to do the right way in learning, such as monitoring, evaluating, organizing about the learning process. The second one is Cognitive strategies, to the more specific learning tasks and involves more manipulation of the learning material itself. The last one is Socioaffective strategies, a social-mediating activity and interacting with others. On the other hand, Dornyei [8] divides the learning strategy into four strategies which involve an affective or emotional and experiences of the learners. One of the strategies is *Affective strategies*. This strategy is concerning taking control of the feeling or emotional conditions and experiences that shape one's subjective involvement in learning.

Certainly, affective strategies regard that the role of the individual of learners in learning can define the learning result. The learning result can be in the same level as the learners' standard or target in learning process. Instrumentally, this part of standard can be described as a motivation. The learners' purpose of learning second language may be derived from the intention of the standard itself.

Despite the three strategies, which can mean as the way or step in which is oftenly used by lecturers to teach their students in the way of activity such as activity in the classroom, the activity is more likely aiming to fulfil or gain what the learning is purposed. Mastering all aspect of the language is a target of the learners, and it has something to do with the activity of the learning language that can be known as target oriented activity. It can be a collaboration of learners and lecturers' motivation in making their students achieving a standard and successful in second language learning.

### **3. RESEARCH METHOD**

This research is a mixed research which uses both quantitative and qualitative research approaches. According to Blaxter et al. [3] state that the qualitative research is the research which concerns to the collecting and analysing information in as many forms but chiefly non-numeric as possible. While quantitative research is the research which is regarding to the process of observing a phenomenon, generating an initial hypothesis, and testing the hypothesis by analysing the

empirical data using standardized procedures [7]. Both of them are used to collaborate the data which include the use of a sort of numbers and the processing data that focus on the understanding a human experience in certain group.

This subject of this research is English Department students of 2015-2016 academic year in Universitas Jember. They are 26 students of Grammar and Structure 3 class. This class is chosen by researcher because the class applies two target oriented activities. The first, the lecturer gives her students a task a week after learning the lesson and this happens during semester. Second, the lecturer suggests her students to do a homework better with a group. Sometimes, a group assignment is also used in the classroom.

Moreover, the instrument of the research is a questionnaire which applies Likert scale to enable calculation. A questionnaire adopted by AMTB (Attitude/Motivation Test Battery) proposed by Gardner [9]. The questionnaires have been used by Gardner for his research with secondary school students studying English as a foreign language in Canada in order to define students' motivation by presenting an integrative and instrumental motivation using common factors of daily life. On the other hand, this recent study modifies some statements from Gardner [9] but most of



the questionnaires are designed by the researcher to specify of motivation on target oriented activity. The questionnaire consists of 37 statements which are divided into 3 sections according to three phases of motivation, preactional, actional, and postactional stage.

The reason of using likert scale by researcher is because people have their own level of expressing how they seem to be motivated. The questionnaires use six-level likert scale to give measurable value to the responses. The levels are:

Table 3.1 the levels of the Likert scale

The levels	The codes	The weight
Strongly Disagree	r1	1
Moderately Disagree	r2	2
Slightly Disagree	r3	3
Slightly Agree	r4	4
Moderately Agree	r5	5
Strongly Agree	r6	6

Next, after collecting the data, those data will be transfered to the coding procedure and to convert the responses' answer to numbers. Then, the result will be processed by using the formula:

$$NP = \frac{(n*1)+(n*2)+(n*3)+(n*4)+(n*5)+(n*6)}{Tn}$$

Figure 3.1 a formula to Count the Result of Likert Scale

*NP* = the average result of Respondents' scale

*n1* = the number of people who selected response

*r1* = the weighting of response

*Tn* = Total respondents

#### 4. RESULTS AND DISCUSSION

The findings of the motivation progress on each stage is shown that the stages in English Departement students are up and down in respectedly. This case becomes the most regard to the study because the motivation research is a complex research. The idea of influential factors or any factors that give much effort in learning English have studied with long time of period.

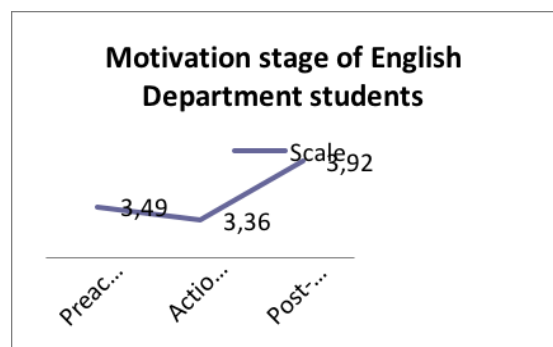


Diagram 4.1 The Motivation Stage

This means the research about motivation should be developed. In

order to reveal the influential factors that affect the progress of English Department students of 2015/2016 academic year, the researcher provides the data of the results on motivation scale after processing them and the results from previous studies about motivation among English Department students in the previous academic year. The finding would be instrumental motivation and integrativeness. And yet, those findings of the previous study should be the continual factor on subjects motivation.

The up and down the stages represent how the motivational stage of the learners is an accumulation. In the preactional stage, the learners were required to fill the questionnaire based on how they feel for the experience. Which means they freely express the state of their mind about the first stage. This stage contains many statements providing the goal setting which is needed as the present motivation. The scale of the first stage shows 3.49 that means the learners are slightly agree with the first state of motivation in the very first one. According to Dornyei & Otto [5] state that there are three representations of the preactional process. Those representation of motivational influences are divided into *Goal setting, Intention formation, and the Initiation of intention enactment*.

In the goal setting process, it makes up by some variables involve from the feeling into English. How the learners have desire to learn the target language and put some wishes and hopes through it. Besides that some chases, the opportunities also become the big account as the goal setting. It presents and to fulfill the learners on the learning process. The

opportunities that the learners gain can estimate how successful they are in learning English. Then, when the goal setting has been represented in the mind, the learners from an intention formation to the goal setting. In order to achieve or succes, the formation is produced into three categories. The first is action plan. This action planis figured out by regarding the goal that the learners want to achieve. The second one is goal or assigned task. As the basic of the action plan, assigned task needs commitment as the compliance. This is the third that become the determined action for the learners in the first stage of motivation. Besides that, the initiation of intention enactment is also involle in the process.

On the first action sequence, preactional stage, the energy sources influence the goal setting. Goal setting can have exceptional important. It means that the degree of motivation of each individual is effected by how much worth the goal. This goal can be instrumental or integrativeness. The learners can set their own goal in learning L2 as the most important such as gaining job, communicating with a new environment, having good reward, etc. Moreover, the level of the goal setting value is diverse and subjective. Those paticular things can affect the effort of the learners in learning. As long as the goals are still valuable or worth to achieve in the future, the more forces will motivate the learners in a long term period. If the value of the

goals are only in the short term progress such as a good grade, the learner will find the value as the out of usefulness in the future which means the motivational force does not last in a long period. Obviously, this can make the learners' motivation fluctuating in the certain things.

As well as goal setting, the motivational influences can be indicated by potency, expectancy of success, and relevance. Potency here is the probability of attaining the respective goals. The learners who have a big oppotunities and affordance to the goals will have expectancy. And this subjective feeling creates a stimulus to the intention formation. However, this process does stop only on this stage. It is because the stimulus does not guarantee that the learners will pursue the goal. It needs others aspects that will give more forces, such as self-confidence and relevance.

Table 4.2 the statements indicate self-confidence and relevance.

The statement number	The statement	The Average scale
29	I never feel quite sure of myself when I am speaking in a group discussion	2.84
36	A group discussion is really a waste of time	2.15

From the table 4.2 above, the statement number 36 shows that the a group discussion is not suitable which may affect the relevancy of learning style. Those can be some reasons

why the average scale of the learners on preactioal stage is low.

From the diagram 4.1, the figure of the action stage is 3.36 which means the learners are slightly disagree. It can be said that they are less motivated in the second stage. As the emphasis of an action in motivational process, they tend to be more motivated in the first stage. Those can be an unfulfilled progress in the first stage. However, the action stage consist of several executive motivational influences. Those are appraisal, subtask generation and implementation and action control [5]. Those seem to be as same as with the first stage, on the other hand, this stage emphasizes the application of the preactional stage in the learning comdition. The representation of the task, barriers, and commitment are the most influential variable i this stage. The actional outcome can be opposite with what have been expected in the first stage. This case involve many aspects that individually different. However, the actional stage is lower than two other stages. The actional stage itself is where the effort is shown by generating and implementing an actual enactment. This stage is the most directly influence by many factors. The one that gives most influential role is environment. This case can derive from EFL, a group, and learning strategy. As well as environment, self-regulation is very important to maintain an actual enactment in this stage. Even so, this seems the self-regulation of the learners

is in the low level as we can see in the table 4.1.

Different from the first and second stage, the last scale of the third stage is higher. From the diagram above, we can see that the scale is 3.92 which means the learners are identified to be moderately agree. This can be conclude that the learners are more motivated in the post-actional stage. In the post-actional stage there are two variable influence the stage. They are terminated action and achieved goal. Those variables give a different determining action in the last stage. Whether the learners are satisfied with the whole motivated behavioural process which they have been considered in previous stages. Then, those variable will be evaluated by three components in this stage. The component are forming causal attributions, dismissing intention and further planning, elaborating standart and Strategies [5].

In this stage, it seem that the learners are agree to the some statements which have proposed by the research in the questionnaire. It because during this phase the learners will compare initial expectencies and plans of action to how they turned out in reality and forms causal attributions about the extent of the intended goal that has been reached [5].Then they eliminated their standarts in the second phase and elaborate it for the further planning. Such and inventory, the next process may have different evaluation as before, the dynamic motivation occurs when the all strategies are out of the first experience. As a human being, the learners will always experience a new this than evaluate the mistake over and over.

## 5. CONCLUSION

Bringing the action sequence dimension into an action of the learners can only draw a pattern of the motivation itself, how it comes into an action rather than how it is built. However, regarding at the further outcome, there are motivational influences which fuel the actional sequence. This influnces are a matter of IDs and environmental factors. Those can be stimulus a force to the learners which can be enhancing or even inhibiting depends on how the implementation of the goal [5]. According to the results of motivation stages. The motivational influence can convey by seeing the indicators which affect the learners' motivation. There are some influential factors that are found in the English Department students. They are subjective values, emotion control, instrumental and integrative motivation, potency and opportunity, self-regulation somehow is very useful in urging the action or attaining the intention, self-concept beliefs, and relevance. Then, as well as personality factors, environment also plays a big role on the motivational phases of the language learners.

## REFERENCES

- [1] Anjomshoa, L. 2015. *The Importance of Motivation in SLA. International Journal on Studies in English Language and Literature.* ISSN 2347-3134. Volume 3 (2): 126-137.

- [2] Asih, U. K. 2014. *The Relationship Between Motivation And English Skill Achievement For The First Two Years Of Study In The English Department The Faculty Of Letters Jember University: A Case Study Of 2010/2011 Academic Year's English Department Students*. Jember: Jember University. (Unpublished)
- [3] Blaxter, L. Hughes, C. and Tight, M. 2006. *How to Research*. New York: Open University Press.
- [4] Brown, H. D. 2007. *Principles of Language Learning and Teaching*. Fifth Edition. USA: Pearson Education, Inc.
- [5] Dörnyei, Z. & Otto, Istvan. 1998. *Motivation in Action: A Process Model of L2 Motivation*. Working Papers in Applied Linguistics. Vol. 4 pp. 43-69.
- [6] Dörnyei, Z. 2005. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- [7] Dörnyei, Z. 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. New York: Oxford University Press.
- [8] Dörnyei, Z. 2008. *The Modern Language Journal: Motivation And Motivating In The Foreign Language Classroom*. Volume 78. Number 3, pp. 273-284. Hungary: Blackwell Publishing.
- [9] Gardner, R.C. 2004. *Attitude/Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario.
- [10] Krashen, S. 2013. *Second Language Acquisition: Theory, Applications, and Some Conjectures*. Mexico: Cambridge University Press.
- [11] Nicholson, S. J. 2013. *Influencing Motivation In The Foreign Language Classroom*. *Journal of International Education Research*. Volume 9 (3): 278-286.
- [12] Pribadi, E. D. 2000. *A Descriptive Study On The Influence Of Motivation And English Learning Experiences On The Second Semester Students' Participation In The Classroom*. Jember: Jember University. (Unpublished)
- [13] Saville-Troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- [14] White, L. 2003. *Second Language Acquisition and Universal Grammar*. New York: Cambridge University Press.
- [15] Yule, G. 2010. *The Study of Language, Fourth Edition*. USA: Cambridge University Press.
- [16] Zareian, G. and Jodaei, H. 2015. *Motivation in SLA: A State of the Art Article*. *International J. Soc. Sci. & Education*. ISSN 2223-4934 E. Volume 5 (2):295-385

**SHIFTING LANGUAGES IN ROUTA SUB-DISTRICT, INDONESIA: A  
SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL  
SOCIETY<sup>1</sup>**

Asrun Lio<sup>2</sup>

*Teacher Training and Education Faculty of Halu Oleo University<sup>3</sup>*

Email: asrun\_li@yahoo.com

**Abstract**

Routa, in Southeast Sulawesi is a site that has attracted migrant workers from other parts of Sulawesi, and the languages spoken there include Bahasa Indonesia, Tolaki, Bugis, Toraja and Bungku. This paper focuses on the use of the vernaculars in social interaction and communication in Routa sub-district where the communities are bilingual or even multilingual. This multilingualism is a particular identity marker to help distinguish between established and new migrants in this area. The social interaction in Routa has caused different forms of language shifting in a range of setting involving diverse groups. Daily communication provides instances of and opportunities to use expressions reflecting their ethnic identity through the linguistic behaviours of both code switching and code mixing. In this paper, I will explore the factors that affect the differences in language shift in this linguistically complex setting. The data for this paper are part of the field study research data for my PhD thesis which was conducted over a 12-month period, commencing in July 2011 and finishing in June 2012. During that period, I spent most of the time in Routa village, my field site and immersed myself in various local activities there. Part of this immersion required me to work in a number of local languages. The inspiration for this paper was my experience in Routa.

**Keywords:** Shifting language, social interaction and identity

## 1. INTRODUCTION

Routa lies in the border areas of three provinces, namely South Sulawesi, Central Sulawesi and Southeast Sulawesi. This region has been inhabited by people from the three corners of southern Sulawesi: Bugis, Toraja, Duri, Central Sulawesi: Bungku, Southeast Sulawesi: Tolaki (Wiwirano) due to economic and political reasons since the pre-colonial polities to the post-independence politics. Therefore, Routa society is multicultural and multilingual in such a way that identity group<sup>4</sup> mix, making it impossible to convey Routa identity as belonging to any particular group. There are areas in which a particular identity group predominates, but their ways are both accepted and used by other groups in the area.

The diversity of cultures and languages that exist in Routa is a result of a series of dynamic processes of migration and settlement patterns over time. In this paper, I highlight the identity of Routa people in relation to the language use in a multilingual society. Routa is multilingual and almost every adult person who has been living there for years is able to speak at least two local languages and Indonesian as a national

---

<sup>4</sup> Identity group(s) refers to ethnic group (*suku bangsa*) to describe social group that can be distinguished from other social group in relation to cultural identity differences, especially language [1]. Robinson, et.al [2] also use the same term to refer to ethnic group in Indonesia because the term of ethnicity used to distinguish economic rights of "indigenous" and "migrant" in the end of New Order era (1998). However, the term of 'ethnic' group or 'ethnicity' will be used in this dissertation when refers to scholars citation.

language. This multilingualism is a particular identity marker to distinguish new migrant from 'local people', independent from ethnic background [3].

This paper focuses on the use of the vernaculars in social interaction and communication in Routa sub-district where the communities are bilingual or even multilingual. This interaction has caused different forms of language shifting in a range of settings involving diverse groups. Daily communication provides instances of and opportunities to use expressions reflecting their identity group through the linguistic behaviours of both code switching and code mixing.

The main problem of this paper relates to language shifts in everyday social interaction and communication. I investigate code switching and code mixing in this linguistically complex setting. Some relevant questions are:

- 1) Why do they switch and mix codes?
- 2) What is the purpose of code switching/code mixing?

I relate this discussion to question of social identity.

## 2. LITERATURE REVIEW

The writer refers to several theoretical frameworks that are relevant to the topic of the study. In relation to the language contact and bilingualism, the writer use the theories as in [4], [5], and [6].

### 2.1 Language contact and bilingualism

Language contact can be seen from anthropological and linguistics point of view. Anthropologists consider language contact to be an aspect of cultural contact that may cause language interference as a result of cultural diffusion and acculturation

(see for example in [4]). In a language-contact investigation, an anthropologist concentrates on social factors, while a linguist tends to observe the structural factors of a language. The structural factors are the overall linguistic forms of a language and every language has its own system. A linguist benefits from the help of anthropology to describe and analyse factors related to the cultural domain that may influence linguistic expressions; likewise an anthropologist needs linguistic evidence to investigate acculturation [4]. However, this paper will research the non-linguistic factors (macro variables) in relation to code switching and code mixing phenomena as a result of language contact in a multilingual and multicultural society.

Linguists have used several different approaches to bilingualism. For example Ervin and Osgood use the term 'bilingualism' to refer to the ability to speak two languages (cited in [5]), while Ferguson applies the term 'diglossia' to refer to the use of two language varieties in which one of them has a high prestige (H) and the other one has low prestige (L) in a society; in this conception, 'diglossia' is considered by Ferguson as 'single-language phenomenon' as cited in [6]. In the context of Indonesian language – *Bahasa Indonesia* (BI), the H variety is used in formal settings in government, administration, education and mass media, while the L variety is used in informal settings such as communication with family members, friend and colleagues [6]. Melayu Sulawesi (MS) language is part of the local variant of the L variety of BI. Both bilingualism and diglossia are used to describe the relationship between the two phenomena

in speech communities. Bilingualism is 'the ability of speaker to speak more than one language', while diglossia refers to 'the distribution of more than one language variety to serve different communication tasks in a society as Fishman cited in [3]. According to Fishman cited in [3], there are four types of speech communities, namely: 1) both diglossia and bilingualism, 2) bilingualism without diglossia, 3) diglossia without bilingualism and 4) neither diglossia nor bilingualism.

In a multilingual society, different languages are used in certain condition and situations and the language choice is determined by the social environment [7]. As mentioned in the introduction that Rota sub-district is a multilingual region in which there are at least five languages spoken, the local *lingua franca* and the four local languages: Toraja, Bugis, Tolaki and Bungku. The national language (BI) is understood by all the residents in all villages but the use of local languages varies across the villages, depending on the language of the dominant group in the village. Toraja language (TL) is spoken mainly by people who live in Tanggola, Parudongka and Tirawonua villages. Bugis language (BL) is used by residents in the villages of Puuwirano and Tirawonua. Tolaki language (TOL) is mainly used in the villages of Walandawe, Lalomerui and by some Tolaki people who live in Rota village. Bungku language (BUL) is used by only a limited number of people who live in Rota village. Rota village is becoming a transit place for the Bungku who live in Lere'a village (which belongs to Morowali district, South Bungku (Bungku Selatan) and lies to the northeast



of Routa). They pass through Routa to sell their crops or forest products or even to buy their daily needs in Timampu. Some of the Bungku coming from Lere'a village are related to the Bungku who live in Routa. This is longstanding situation which makes the Bungku language vibrant in Routa today. These facts are evidence of the influence of macro variables on language ecology [8].

Regarding to the language use across villages, it is identified two groups of language practice can be discerned, namely **bilingualism** (in Walandawe, Lalomerui, Puuwirano and Tanggola) and **multilingualism** (in Routa, Tirawonua and Parudongka). The bilingual community tends to shift between one local language and the regional *lingua franca*, while the multilingual community tends to shift between two or more local languages and the *lingua franca* in their speech events.

## 2.2 Shifting languages

The use of two or more languages in a plural society is a very common phenomenon. It is 'nearly half of the world's population is bilingual' [9]. Similarly with Routa people who are bilingual or even multilingual, there are linguistic behaviours that occur as a result of the language contact, which include code mixing, code switching and interference [3].

Scholars who engaged with language contact issues between BI and local languages generally re-examine Weinreich's model (see [4]) in which a native language is considered as source of interference in the second language

acquisition; in Indonesia, the second context is generally considered as BI, which is also considered as the national *lingua franca*. For example, Taha in his dissertation of *One Discourse, Two Languages* has examined sociolinguistic factors of Buginese-Indonesian code switching by bilingual of Buginese-Indonesian in Ujung Pandang (today called Makassar) [10]. Taha concludes that code switching from Bugis language to Indonesian language or vice versa is a discrete mode of speaking among members of language community [10].

Errington in his book *Shifting Languages, Interaction and Identity in Javanese Indonesia* uses the term 'language salad' (BI: *bahasa gadho-gadho*) to refer to 'mixed' bilingual Javanese-Indonesian usage [11]. The *gadho-gadho* is 'a dish of lightly cooked or raw vegetable, mixed together on a plate and covered with peanut sauce' [11]. This term is commonly used in Indonesian to refer to situations where people mix languages. Errington's analysis suggests that 'the hallmark of *bahasa gadho-gadho* is inclusion of lexical material from one language (usually Indonesian) in use of the other' [11].

Both Taha [10] and Errington [11] only examine language contact in a bilingual setting where local language speakers (Buginese and Javanese) are in contact with Indonesian language. This paper, however, includes a multilingual setting in which the language contact situation is more complex.

### 3. METHODOLOGY

This study was conducted in Routa sub-district, Konawe district, Southeast Sulawesi.

The data of this paper are part of the field study research data for my PhD thesis which was conducted over a 12-month period, commencing in July 2011 to June 2012. During that period, I spent most of the time in Routa village, my field site and immersed myself in various local activities there.

The study employed both ethnography and ethnography of speaking approaches to describe and analyse the social interactions and language use in the communities. Ethnography includes observing, asking questions, participating in group activities, and testing the validity of one's perceptions against the intuitions of native speakers [12]. The ethnography of speaking focuses on the pragmatics of language as its subject matter and on language use in the conduct of social life [13]. The ethnographer of speaking is 'concerned with the cultural rules by which the social use and (non-use) of the language is organised' [13]. In this sense, this approach focuses on the language use associated with a social situation, not with its grammatical rules.

The primary data of this paper were taken from two speech events at elementary school (SDN Polihe) and at Pa Eka's house in Routa village. The two speech events presented in this paper will be analysed through the description of speech components known as Hymes's framework for the ethnography of speaking which uses SPEAKING as a guiding acronym:

S = Setting and scene refer to time and place in which the speech takes place.

P = Participants are those who are involved (speaker-listener) in the speech event.

E = End refers to the expected outcome or goal of the speech.

A = Act sequence refers to the actual form and content of what is said.

K = Key refers to the tone, manner or spirit in which a particular message is conveyed.

I = Instrumentalities refer to channels used, for example oral or written.

N = Norms of interaction and interpretation refer to the norms or rules in interaction, for example loudness, silence and gaze return.

G = Genre refers to kinds of expression such as poems, proverbs, riddles, sermons, prayers, lectures and editorials.

(Hymes cited in [14])

All the speech events analysed in this study are well suited to this level of complexity.

### 4. FINDINGS AND DISCUSSION

This section will present two cases of shifting languages. The first case occurred among the elementary students of SDN Polihe in Routa village. The second case occurred at Pa Eka's house.

**Case 1:** Code mixing in Bahasa Indonesia, Bugis, Tolaki and Melayu Sulawesi.

The speech event was recorded on Wednesday, 18 April 2012 at 10.00 am (time break). The participants are students of SDN Polihe and the observer. The students are 7-12 years old. The students' parents come from different language background (their first language and other local language), but they do not use these languages when speaking to their children. The parents speak these local languages to their spouses and they say that they use Bahasa Indonesia to their children, but when I observed, they were

actually using Melayu Sulawesi, a variant of Bahasa Indonesia (typical of South and Southeast Sulawesi) which is marked by the presence of words originally from South and Southeast Sulawesi languages such as particle forms (pi, mi, ji, le, beh) and personal pronoun markers (-ka, -nu, -ku, -ki, ko, komiu) as well as shortened forms of Bahasa Indonesia (sa = saya, pi = pergi, ko = kamu, nda = tidak) and accent used as indicated in the following script:

**Table 4.1 Code mixing in Bahasa Indonesia, Melayu Sulawesi, Bugis and Tolaki**

Line	Partici-pants	Speech	Translation
1	S1	Pinda- <i>ko!</i> , pinda- <i>ko!</i>	Please you (singular) move from here!
2	S2	Pegang dulu Do!	Hold (this bag) first Do (a name)!
3	S3	E sa pegang ini e	<i>I</i> hold <i>this</i> .
4	S4	<i>Nu</i> ika 'i !	You tie it (the <i>gasing</i> ).
5	S5	Oh <i>iyo</i> .	Oh <i>yes</i> .
6	S6	<u>Beh</u> , saya lagi <u>beh!</u>	It is my turn!
7	S1	Pinda- <i>pi</i> Sege!, <i>nu</i> -halangi- <i>ki!</i>	<i>Please</i> move out of the way, Sege! <i>You</i> are blocking <i>us!</i>
8	S4	Siapa lagi <i>mo</i> lawan- <i>ka?</i> Siapa lawan- <i>ka?</i> Kau?	Who else <i>wants</i> to beat <i>me?</i> Who will beat <i>me?</i> You?
9	Ob	Bagaimana cara mainnya itu?	How to play the game?

10	S2	Dilempar.	It is thrown.
11	Ob	Terus?	And then?
12	S2	Seperti <i>ji</i> tadi	It is <i>just</i> like before.
13	Ob	Siapa lawannya?	Who is the opponent?
14	S2	Sembarang.	Any person.
15	S1	Pinda- <b><i>ko!</i></b> , pinda- <b><i>ko!</i></b> He!	<b><i>(you) move !, (you) move !</i></b>
16	S4	Pinda semua, pinda semua, pinda semua.	Move all of you, move all of you, move all of you.
17	S5	Uh!, <i>ciibeng</i> , <i>ciibeng</i> (local slang).	Uh!, <i>it is broken</i> (the <i>gasing</i> ).
18	S4	Pinda- <b><i>ko</i></b> situ e, <b><i>na-kena-ko</i></b> <i>gasing</i> .	<b><i>Please (you) move from here, otherwise it will hit you.</i></b>
19	S5	Pinda- <u>komi</u> u e!	<u>All of you</u> <i>move!</i>

Notes:

- Normal font is Bahasa Indonesia
- Words in bold italics are ***Bugis***.
- The words underlined are Tolaki
- The words in italics indicate *Melayu Sulawesi*
- S = student(s)
- Ob = observer

(Data source in [3])

The script above shows one version of *bahasa gadho-gadho*, a mixture of Melayu Sulawesi characterised by the use of local language elements, such as the exclamation in Tolaki (*beh*) and pronoun markers from Bugis (***nu-***, ***-i***, ***-ko***, ***-ki***, ***-ka***) and Tolaki (komiu). Some words are also in their shortened forms (*sa* and *mo*) which are typical of Melayu Sulawesi. Besides, the students use the particles from Melayu Sulawesi ‘*pi* and *ji*’ in the conversation. The presence of these local language elements (TOL and BL) in the

speech event is associated with the *suku* identities in the multicultural society in Rounta. It is important to note that although their parents are multilingual, the children may understand but not speak the vernacular. It is likely that the children have heard their parents using their vernacular and aspects of this language may appear in the Bahasa Sinonggi, the regional *lingua franca* to which the parents expose their children, believing it to be Bahasa Indonesia. The ‘Bahasa Indonesia’ they learn from their parents is

only the regional variant which is heavily influenced by the local languages in Rounta and Melayu Sulawesi.

The speech event was recorded at Pa Eka's house, in the small living room, on 20 May 2011 in the evening. The transcribed script of the speech can be seen in the following table:

**Case 2:** Shifting in Bungku, Tolaki, Melayu Sulawesi and Bahasa Indonesia at Pa Eka's house in Rounta village.

**Table 4.2: Shifting in Bungku, Tolaki, Melayu Sulawesi and Bahasa Indonesia**

Line	Partici- pants	Speech	Translation
1	S1	<u>Beh</u> , kelas satu i Tika.	<u>Beh</u> , Tika is in Class One.
2	S2	Kelas satu.	Class One.
3	S3	<u>Kalase o ruo hae.</u>	<i>(She is)</i> <u>Class Two hae.</u>
4	S2	<u>Kalase o aso.</u>	<i>(She is)</i> <u>Class One</u> (she confirmed).
5	S4	<u>Inae pera banggonanggu?</u>	<u>Who is my friend?</u> (a boy was shouting)
6	S1	<u>Hei ... aikonaipo, aikonaipo!</u>	<u>Hei be careful, it (the ball) will hit someone!</u>
7	S5	<u>Hoe .... hoe ... pa guru, pa guru.</u>	<u>Hoe ... hoe ... a teacher, a teacher</u> (is coming).
8	S4	<u>Inae pera banggonamu?</u>	<u>Who is your friend?</u> (a boy was shouting)
9	S1	<u>Hei, aikonaipo matano !</u>	<u>Hei, be careful, it will hit his eyes!</u>
10	Ob	Kelas satu berapa orang?	How many students are there in Class One?
11	S1	Dua	Two
12	Ob	Kelas Dua?	How about Class Two?
13	S2	Tiga, ini e mas Ical.	Three, this is (mas) Ical (she pointed at Ical).

14	S3	<u>kelase oruo pera i Ical?</u>	<u>Is Ical (in) Class Two?</u>
15	S1	<u>Oho.</u>	<u>Yes.</u>
16	Ob	Oh tiga.	Oh three (people).
17	S2	Ripal kelas tiga.	Ripal is (in) Class Three.
18	Ob	Kelas dua berapa orang?	How many students are in Class Two? (reconfirmed)
19	S1	Dua juga.	It is also (Class) Two.
20	Ob	Dua orang, kelas tiga?	Two people, how about Class Three?
21	S2	Dua.	Two.
22	Ob	Haa dua orang!	Haa, only two! (surprise)
23	S2	<u>Beh, ma i Sahir?</u>	<u>Beh, what about Sahir?</u>
24	S3	<u>Beh, he... irorookaa.</u>	<u>Beh, he ... that is all (two).</u>
25	S2	<u>Beh, Ripal hae rongga i Tima.</u>	<u>Beh, Ripal is along with Tima.</u>
26	S3	<u>Beh, o ruo hae rongga inggiro.</u>	<u>Beh, it is only two including there (them).</u>
27	S1	<u>Ma i Ripal, kalase opio?</u>	<u>What about Ripal, in what class?</u>
28	S2	<u>Kalase omba.</u>	<u>(He) is (in) Class Four.</u>
29	Ob	Kelas tiga berapa orang?	How many students are in Class Three?
30	S3	Dua.	Two.
31	Ob	Kelas empat berapa orang?	How many students are in Class Four?
32	S3	Tiga orang	Three people
33	Ob	Kelas lima?	How about Class Five?
34	S3	Satu.	One.
35	S2	<u>Beh, dua.</u>	<u>Beh, two.</u>
36	S3	Satu orang	Only one
37	Ob	Kau saja?	Only you?

38	S3	Bukan, saya kelas enam, dua orang	No, I am (in) Class Six, two people (in Class Five).
39	Ob	Jadi hanya tiga belas orang semua?	So, the total students are 13?
40	S3	<u>Iye</u> (more polite form)	<u>Yes</u>

Notes:

- The bold and underlined indicates **Bungku language**
- The words underlined indicate Tolaki language
- The normal font indicates Bahasa Indonesia
- The italics indicate *Melayu Sulawesi*
- The words in bold italics are ***Bugis***
- \* The youngest daughter was crying; she fought with her older sister for a space.

(Data source in [3])

The script above begins in Bungku language, the sentence is uttered by Pa Aco (Line 1), but it does not mean that Pa Aco can speak the language very well. He actually speaks simple common Bungku expressions and understands some Bungku words which are similar to Tolaki. Pa Aco speaks the sentence in Bungku ‘*moinu-inu sou!* – Have a drink first, mate!’ just after Ma Eka serves cups of coffee to guests (the participants). Pa Aco told me later that he acts like this because he knows that Ma Eka is from Bungku, so if he starts the conversation using Bungku that will make him closer to the family members as he speaks their vernacular and make the situation more relaxed (these were Pa Aco’s comments after coming back from Pa Eka’s house).

Then Pa Eka speaks to his wife (Ma Eka) also in Bungku (Line 2). He says that he has asked his child to make coffee for the guests (Pa Aco and myself), but

the guests refused the offer, saying that they have already had a drink. As a matter of fact, this is only good manners on the part of Pa Aco and me, in order not to disturb the family as we did not see Ma Eka when we arrived. Yet, a few minutes after our arrival, Ma Eka came through the back door and started making coffee for us.

It is interesting to see that when Pa Aco turns to a new topic, he initially uses a Bungku word but follows it in Bahasa Indonesia with insertions of Bugis language ergative pronoun (*-i*) and Melayu Sulawesi (MS) particle (*mi*) as indicated in Line 3, and Ma Eka replies in Tolaki as indicated in Line 4. When the conversation returns to Pa Aco, he shifts to Bahasa Indonesia and mixes it with Melayu Sulawesi (Line 5).

After that, Pa Eka then shifts his code to Tolaki in Line 8 and up to Line 19. The conversation was interrupted when the children began to fight over a place to

watch TV as indicated in Line 20. Santri (the youngest daughter) says in Bahasa Indonesia with insertion BL pronouns ‘pinda-*ko Riski, tempat-ta* tadi ini e – Get out of here Riski, it was my place just now’. This case is the same as in script 1. This indicates the strong influence of Bugis language in children’s talk in Routa.

And then Riski replies in Melayu Sulawesi ‘*Ambe mi!* – Take it!’. The word ‘*ambe*’ is the short form of *ambil* (Bahasa Indonesia). In Line 22, Pa Eka exclaims in Bahasa Indonesia ‘*Apa!* – What is wrong!’ This exclamation actually has a pragmatic meaning, that Pa Eka wants the children not to make any noise or trouble while their parents are talking. This is why Ma Eka calls one of the children (Riski) to come closer to her, so they cannot make any more trouble.

What is interesting is Ma Eka who is a Bungku woman, but she did not speak Bungku to her interlocutor even though she was aware her interlocutors can speak Bungku (Pa Aco and Pa Eka). In this situation, Ma Eka was adjusting to accommodate the interlocutor’s perceived language competence.

## 5. CONCLUSION

It is concluded that the social interaction and communication among people in the complex sociolinguistic environment of Routa sub-district is characterised language shifting that occurs in a variety of settings of diverse society groups. The differences in language shifts are due to certain factors, the linguisti environment, the language acquisition of the speakers and social setting. Their daily

communication provides instances of and opportunities to use expressions reflecting their *suku* identity through the linguistic behaviours of both code switching and code mixing. Factors I have observed that make people perform code switching and code mixing in Routa include the presence of third person, when turning to someone who speaks the same language, when cahnging topic and adjusting to accomodate the interlocutor’s perceived language competence.

## 6. REFERENCES

- [1] Pusat Pembinaan dan Pengembangan Bahasa. 1997. 'Kamus Besar Bahasa Indonesia', *Kamus Besar Bahasa Indonesia (Indonesian Dictionary)*, Jakarta: ma Pustaka.
- [2] Robinson, K., McWilliam, A., Mahli, A. and Lorenzen, S. 2010. *Sulawesi Nickel Social Baseline and Community Relations Project*. Canberra: Australian National University – Rio Tinto Research Partnership.
- [3] Lio, Asrun. 2015. *Shifting Identities: A Case Study of Routa Sub-district, Konawe Rgency, Southeast Sulawesi, Indonesia*. Doctoral Thesis. The Australian National University: Canberra.



- [4] Weinreich, U. 1974. *Languages in contact. Findings and problems*. The Hague: Mouton.
- [5] Osgood, C. E., Sebeok, T. A. and Diebold, A. R. 1965. *Psycholinguistics: a survey of theory and research problems*. Bloomington IN: Indiana University Press.
- [6] Sneddon, J. 2003. 'Diglossia in Indonesia', *Bijdragen tot de Taal-, Land- en Volkenkunde, Leiden*, 158(4): 519–49.
- [7] Hudson, R. A. 1996. *Sociolinguistics*. Cambridge: Cambridge University Press.
- [8] Arka, I. W. (2013). Language management and minority language maintenance in (eastern) Indonesia: strategic issues, *Language Documentation & Conservation*, 7: 74-105.
- [9] Grosjean, F. (1982). *Life with two languages : an introduction to bilingualism*. Cambridge, Mass., Harvard University Press.
- [10] Taha, Z. 1985. 'Satu Wacana Dua Bahasa: Faktor-faktor Sociolinguistik Alih Kode Bahasa Bugis – Bahasa Indonesia', *Linguistik, Ujung Pandang*: Universitas Hasanuddin.
- [11] Errington, J. J. 1998. *Shifting languages: interaction and identity in Javanese Indonesia*. Cambridge;/New York: Cambridge University Press.
- [12] Saville-Troike, M. (1989). *The ethnography of communication : an introduction*. 2nd ed. Oxford, UK ; New York, NY, USA: B. Blackwell.
- [13] Bauman, R. and Sherzer, J. 1975. 'The ethnography of speaking', *Annual Review of Anthropology*, 4: 95–119.
- [14] Wardhaugh, R. 2006. *An introduction to sociolinguistics*. 5th edn. Malden MA: Blackwell Publishing.

INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA

Budi Purnomo

*Sahid Tourism Institute of Surakarta*

[budipurnomo989@yahoo.co.id](mailto:budipurnomo989@yahoo.co.id)

**Abstract**

This research aims at investigating interpretation quality of cultural terms made by local tourist guides during providing information and assistance to English speaking tourists visiting Mangkunegaran Palace of Surakarta. This study is of a qualitative and descriptive nature. The data were collected through joining ten guided group tours at Mangkunegaran Palace, recording and analyzing the quality of tourist guides' interpretation. The cultural terms were classified into five categories: palace properties, royal heirlooms, ancient weapons, precious antiques and cultural ceremonies. The interpretation quality was classified into accuracy and acceptability. To reveal the accuracy, the interpretation of cultural terms was rated by inter-expert raters. To know the acceptability, the interpretation of cultural terms was rated by tourists. The research findings show that the interpretation of cultural terms made by tourist guides was generally less accurate and less acceptable. The findings indicate strongly that the tourist guides should improve their interpretation quality in order to increase tourist satisfaction.

**Keywords:** interpretation quality, cultural terms, tourist guides

**INTRODUCTION**

Tourism industry is the largest and fastest growing industry in the world. The basic goal of the industry anywhere is to provide an enjoyable and positive memorable experience for tourists. Conversations between tourists and tourism service providers occur in the services of receiving reservations, meeting tourists at the airport/harbor/railway station, providing information upon arrival on the way to the hotel, helping tourists with their registration, handling telephone inquiries, giving directions, giving information about art performances and entertainment, beginning a tour and describing the itinerary, describing points of interest on the tour route, serving meals at restaurants, describing processes used in making art

objects, bargaining for souvenir prices, describing tourist sites and handling checking out.

As one of the tourism service providers, a tourist guide is a person who escorts tourists with a language chosen by them for a specific purpose about tourism objects and interprets the history of cultural heritage and local interest. In many cases, the tourist guide is the tourists' first impression of a foreign country. In other cases, the tourist guide may be responsible for teaching tourists about culture and sites in a city or town. During providing information and assistance, the tourist guide often interprets cultural terms at the tourist sites.

Up to now, there are some interesting studies have been done on tour guide interpretation. Reference [1] described that effective interpretation by tourist guides can influence tourist's level of mindfulness.

With the good interpretation prepared by the tourist guides, tourists will be more active, questioning and capable of reassessing the way they view the world. Reference [2] confirmed that tour guide interpretation has an influence on tourist satisfaction and that tourist satisfaction, in turn, influences destination loyalty. Destination loyalty is also indirectly influenced by tour guide interpretation through tourist satisfaction. Key findings include correlations between tour guide interpretation and tourist satisfaction as well as tourist satisfaction and destination loyalty, which are stronger for tourists who perceive a high degree of playfulness and flow in their tourism experience. Reference [3] found that the interpretation strategies used by Indonesian tourist guides to interpret cultural terms are: addition, borrowing, synonymy, descriptive equivalent and componential analysis.

The main purpose of this paper is to investigate interpretation quality of cultural terms made by local tourist guides during providing information and assistance to English speaking tourists visiting Mangkunegaran Palace, a main tourist site in Surakarta City of Central Java, Indonesia.

## LITERATURE REVIEW

Tourist guide is one of the key front-line players in the tourism industry. Through his/her knowledge and interpretation of destination's culture, communication and service skills, s/he has the ability to transform the tourists' visit into an experience and knowledge level [4].

As an interpreter, a tourist guide not only conducts tourists while discussing and commenting on things seen, but also tries to relate their significance to the experience and knowledge of others [3]. Interpretation is identifying and explaining to the visiting public the meaning of certain artifacts, buildings, landscapes, or sites have within the context of culture and heritage. Interpretation depends on direct observation of contact with the subject. Interpretation develops appreciation. Tourists may come

for a variety of reasons, but the goal is to help them develop an understanding of why the building on a tour.

Culture is something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication [5]. A term is a word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study. The linguistic units of the cultural terms in this research include words, phrases, clauses and sentences.

In interpreting cultural terms, a tour guide needs a strategy. Reference [6] identified unknown concepts in a target language, such as culture-specific concepts. Adapted from translation strategies, reference [7] classified interpretation strategies into ten kinds: (1) borrowing, (2) cultural equivalent, (3) descriptive equivalent, (4) componential analysis, (5) synonymy, (6) formal interpretation, (7) specification and generalization, (8) gain, (9) omission or deletion and (10) modulation. The quality of cultural terms interpretation is affected by its accuracy and acceptability.

Mangkunegaran Palace was built in 1757 by the first Mangkunegara or Kanjeng Gusti Pangeran Adipati Mangkunegara I. So far there were nine kings led Mangkunegaran. The present enthroned leader is the Kanjeng Gusti Pangeran Adipati Arya Mangkunegara IX that led the palace since 1987 [8]. Mangkunegaran sites are located at the center area of the city. From outside, this palace is hidden from a high wall that was built surrounding the palace. As we are walking into the palace from the entrance door we will find a giant traditional Javanese building which is called as *pendapa*. Three sets of *gamelan* are arranged neatly inside the *pendapa*. Next to the *pendapa* tourists may look around the exhibition room in the main building where private collections from the previous kings are kept and exhibited. There are jewelries, photos, weapon, accessories, and more

collections displayed inside this room. Next to the exhibition room tourists will be guided to the places inside the main building like palace garden, dining room and meeting room. The last place to go is a room placed at the east side of the palace, where all the Mangkunegaran’s carriages are kept and treated.

In this research, I develop criteria to assess the accuracy of interpreting cultural terms which can be described in the following diagram.

**Diagram 1. Assesment Criteria for the Accuracy of Cultural Terms Interpretation**

Category	Criteria
Accurate	The meanings of the words, phrases, clauses and sentences of the source language are interpreted accurately into the target language; there is absolutely no distortion of meaning.
Less accurate	The majority meanings of the words, phrases, clauses and sentences of the source language are interpreted accurately into the target language but there is still the distortion of meaning or the interpretation of the double meaning or there is a meaning that is omitted, disturbing the unity of the message.
Inaccurate	The meanings of words, phrases, clauses and sentences of the source language are interpreted inaccurately into the target language or omitted.

I also develop criteria to assess the acceptability of interpreting cultural terms which can be described in the following diagram.

**Diagram 2. Assesment Criteria for the Acceptability of Cultural Terms Interpretation**

Category	Criteria
Acceptable	Words, phrases, clauses and sentences of interpretation can be easily understood by the tourists.
Less acceptable	In general, the interpretation can be understood by the tourists, but there are certain parts that should be asked again to the tourist guide to understand it.
Unacceptable	Interpretation is difficult to be understood by the tourists.

**RESEARCH METHOD**

This research is of a qualitative and descriptive nature. It was done in Mangkunegaran Palace of Surakarta which is not only a home to the prince and his families, but also becomes the flame guard of Javanese culture. In this palace the tourists can learn from seeing directly on how culture still being preserved in the pace development of the world.

The data were collected through joining twenty guided group tours in Mangkunegaran Palace of Surakarta and recording the tourist guides’ interpretation of cultural terms to English speaking tourists. The structures of tour participants include people from all walks of life, of different levels of education and of all ages (except for children). The guided group tours formed the arena where expressions of interaction between tourist guides and tourists could be observed. The cultural terms were classified into five categories: palace properties, royal heirlooms, ancient weapons, precious antiques and cultural ceremonies. These categories are the main components of the cultural heritage promoted by the Ministry of Tourism to be continuously preserved. The collected data

were categorized in terms of the accuracy and acceptability of the cultural terms interpretation.

**DISCUSSION**

Based on the data analysis, research findings can be described and discussed as follows.

**Analysis of Interpretation Accuracy**

The frequency of interpretation accuracy of the cultural terms made by tourist guides at Mangkunegaran Palace of Surakarta can be explained by the following table.

Interpretation	Palace properties	Royal heirlooms	Ancient weapons	Precious antiquities	Cultural ceremonies	Total
Accurate	7 (35%)	7 (35%)	9 (45%)	8 (40%)	5 (25%)	36 (36%)
Less accurate	10 (50%)	12 (60%)	10 (50%)	9 (45%)	11 (55%)	52 (52%)
Inaccurate	3 (15%)	1 (5%)	1 (5%)	3 (15%)	4 (20%)	12 (12%)
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>100 (100%)</b>

The following is an example of accurate interpretation used by a tourist guide.

**Tourist:** What is the next program?

**Guide:** From here we would enter *Siti Hinggil* to see a collection of some palace carriages. *Siti* means land and *hinggil* means high. We should step up around one meter. It is not

like a highland in your country, a hill of a mountain. Don't worry, just one meter high.

In the above conversation, the tour guide split up the words *siti hinggil* into elements of *siti* and *hinggil*, interpreted them into elements in the target language (*land* and *high*) and then explained the meaning. So, the phrase of SL is interpreted accurately into the TL and there is no distortion of meaning.

The example of less accurate interpretation used by a tourist guide is as follows:

**Tourist:** Is this the Siti Hinggil?

**Guide:** Right. The Siti Hinggil also functions as a place where *garebeg* ritual is started. *Garebeg* is a big event held three times a year in Islam great days namely Maulud, Fasting month along with Idul Fitri and Idul Adha.

In the above conversation, the tour guide tried to describe meaning and function of words *garebeg* in the source language because the words are very closely related to specific culture in the source language and the use of cultural equivalence did not give accuracy needed. So, the meaning of the word of SL is interpreted accurately into the TL but there is still the distortion of meaning. To be no meaning distortion, the word *garebeg* should be interpreted *religious ritual* instead of *big event*.

The example of inaccurate interpretation used by a tourist guide is as follows:

**Tourist:** What kind of ritual held in this room?

**Guide:** The ritual is held for the *tingalan ageng* of Prince Mangkunegara. *Tingalan* means sight and *ageng* means big.

In the above conversation, the tour guide splitted up the words *tingalan ageng* into elements of *tingalan* and *ageng*, interpreted them into elements in the target language (*sight* and *big*). So, the meaning of the phrase of the SL is interpreted inaccurately into the TL. To be accurate, the

phrase *tingalan ageng* should be interpreted *big annual birthday* instead of *big sight*).

**Analysis of Interpretation Acceptability**

The frequency of interpretation acceptability of the cultural terms made by tourist guides at Mangkunegaran Palace of Surakarta can be explained by the following table.

Interpretation	Palace properties	Royal heirlooms	Ancient weapons	Precolonial antiquities	Cultural ceremonies	Total
Acceptable	8 (40%)	8 (40%)	9 (45%)	7 (35%)	6 (30%)	28 (28%)
Less acceptable	10 (50%)	9 (45%)	10 (50%)	9 (45%)	8 (40%)	46 (46%)
Unacceptable	2 (10%)	4 (15%)	1 (5%)	4 (20%)	6 (30%)	16 (16%)
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>100 (100%)</b>

The following is an example of acceptable interpretation used by a tourist guide.

**Tourist:** Who is standing in front of the gate?

**Guide:** He is an *abdi dalem*. *Abdi* means *staff* and *dalem* means *palace*.

In the above conversation, the tour guide used the phrase *palace staff* to interpret *abdi dalem*. So, the phrase *palace staff* can be easily understood by the tourists.

The example of less acceptable interpretation used by a tourist guide is as follows:

**Tourist:** It seems many rooms inside, right?

**Guide:** You're right. This building is separated into few rooms, namely library, wardrobe room on the left, bedroom on the right, *gandok wetan* and *gandok kulon*. *Gandok wetan* means *east pavillion* and *gandok kulon* means *west pavillion*. Both are where the prince family live.

**Tourist:** How if they are couple of marriage? Are they also separated in *east* and *west pavillion*?

In the above conversation, the tour guide used interpreted the phrases *gandok wetan* and *gandok kulon* into *east pavillion* and *west pavillion*. The interpretation of phrases can be understood by the tourists but there are certain parts that should be asked again to the tourist guide to understand it. To be no more questions, the tourist guide should add more information, like *east pavillion for single male family* and *west pavillion for single female family*.

The example of unacceptable interpretation used by a tourist guide is as follows:

**Tourist:** What is this?

**Guide:** This is *badhong*. *Badhong* means *male genital protection*. It was made by a brass. It was used by a married prince during an animal hunt in a forest or traveling far distance without accompanied by his wife. The purpose is to protect royal blood.

**Tourist:** Is there a lock for it?

**Guide :** No. It was locked and opened by a *mantra*. *Mantra* is a *prayer that functions as a remote control*.

**Tourist:** It's nonsense, I think. I can't imagine how it works.

In the above conversation, the tour guide interpreted *mantra* into a *prayer that functions as a remote control* that was difficult for the tourist to understand it. So, the interpretation is unacceptable.

**CONCLUSION**

Based on the above findings and discussion, it can be concluded that the

interpretation of cultural terms made by tourist guides was generally less accurate and less acceptable.

The findings indicate strongly that the tourist guides at Mangkunegara Palace of Surakarta should improve their interpretation quality in order to increase tourist satisfaction.

## REFERENCES

- [1] N.E.H.M. Rosi, S.M. Noor, M. Jaafar & R. Mohamed. Creating mindful tourists as heritage sites through tour guide's interpretation: a case study of Georgetown world heritage sites. *GSTF International Journal on Media & Communication (JMC)*, Vol. 1. No. 2, February 2014.
- [2] N-T. Kuo, K-C. Chang, Y-S. Cheng & J-C. Lin. Effects of tour guide interpretation and tourist satisfaction on destination loyalty in Taiwan's Kinmen Battlefield Tourism: perceived playfulness and perceived flow as moderators. *Journal of Travel & Tourism Marketing*, Vol. 33, 2016.
- [3] B. Purnomo. More than words: strategies used by Indonesian tourist guides to interpret cultural terms in Surakarta and Yogyakarta Royal Palaces. *Proceedings of 1st English Language & Literature International Conference (ELLiC 2017)*, University of Muhammadiyah Semarang, 6th May 2017.
- [4] T-Y. Chang, S-F. Kung & D-B. Luh. The innovative service model: a study on tour guide service design in Taiwan by ICT application. *Academic Research International*, Vol. 2 No. 1, January 2012.
- [5] D. Thanasoulas. The importance of teaching culture in the foreign language classroom. *Radical Paedagogy*, Vol. 3 No. 3, July 2001.
- [6] M. Baker. *In other Words: A Coursebook on Translation (2nd ed)*. London: Routledge. 2011.
- [7] Z. Suryawinata & S. Haryanto. *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan*. Yogyakarta: Penerbit Kanisius. 2013.
- [8] Suyatno, H.A. Tjokronegoro, I.G.N. Merthayasa & R. Supanggih. Acoustic parameter for Javanese gamelan performance in Pendopo Mangkunegaran Surakarta. *Procedia-Social and Behavior Sciences*, Vol. 184, 20 May 2015.

JAVANESE 'DANGDUT' AND LANGUAGE ACQUISITION FOR NON-JAVANESE PEOPLE

Choirul Fuadi<sup>1</sup>, Anisa Nur'aini<sup>2</sup> and Riyan Nuari<sup>3</sup>

Yogyakarta State University

[choirul.fuadi2015@student.uny.ac.id](mailto:choirul.fuadi2015@student.uny.ac.id)<sup>1</sup>, [anisanicha@gmail.com](mailto:anisanicha@gmail.com)<sup>2</sup>, [riyannuarii@gmail.com](mailto:riyannuarii@gmail.com)<sup>3</sup>

Abstract

Javanese language as a tool for communication for Javanese people is rather unique. It spreads around Java Island. From East to West, Javanese has many differences, especially in vocabulary. The differences of the vocabulary sometimes become obstacle for the Javanese learner in the form of non-javanese people. Literature might be a solution to solve the problem because literature can provide many vocabularies, language function and also cultural understanding. Literature here means Dangdut in Javanese, or usually called as Javanese dangdut. Javanese dangdut is one of the music types of dangdut that uses javanese language. The data took purposive random sampling and There were 21 respondents which has background as non-Javanese people, first language are non-Javanese and student of Graduate program of Yogyakarta State University. The interview conducted both by face to face, telephone and messenger interview by WhatsApp application. They gave six question, First question, they were asked about do they like Javanese Dangdut/Song?. By the 21 respondents, most of them answer no and the rest answered yes. Second, how often do you listen Javanese Dangdut. They gave various answers, such as every day, seldom and never. Third, Do the Javanese dangdut help you to master Javanese Dangdut. The majority answer is yes. Fourth; by listening Javanese dangdut, does it help you to increase the Javanese vocabulary? The majority answer answered yes. Fifth; by listening Javanese dangdut, does it make you pleasure to learn Javanese? Some of them do like to Javanese classic than traditional music. In contrast, they answer no because they never try to listen and feel that Javanese Dangdut is peculiar/crowded. Sixth; by listening Javanese dangdut, does it improve your motivational interesting to learn Javanese Language? In this question, the answer is divided into two; yes and no. Javanese dangdut can help non Javanese people to learn Javanese language.

**Keywords:** Javanese Language, Dangdut Music, Literature

INTRODUCTION

Javanese is a regional language that massive used in central and eastern parts of Java island. The native speaker of Javanese around 80 millions or over which spreads not only Indonesia but also in Malay, Suriname, and Singapore (Quinn, 2011:362). This language also is the

biggest regional language in Indonesia which affected most in national language of Indonesia.

Furthermore, Quinn (2011:362) also write that Javanese has two basic respect levels called respect levels (called *ngoko* or "low Javanese" and *krama* or "high Javanese"). *Krama* or *kromo* usually use to speaks to elder people, high-ranking



people, such as officials, religion leaders, and else. *Ngoko* usually use in daily life and communicate with same age people. This respect levels of Javanese has many variations especially in words and different pronunciation, these differences depends on the region where the language placed.

Because Javanese has many native speakers and wide language distribution area, it has many variations of language from the words until the structured of the language itself and sometimes it becomes a problem for Javanese learners especially non-Javanese people. Javanese learners especially non-Javanese people usually learn Javanese in order to communicate in right way. Its could be for the needs of profession, job, social, and any other reasons.

Then, there are many ways to learn language for this non-Javanese people. The non-javanese people could take class in formal way or get courses, but one of the easiest ways are using literature through music. This music here is *Dangdut*, especially *dangdut* with Javanese language. Javanese *dangdut* is one type of *dangdut* music that popular these days, usually using *ngoko* Javanese. However, research on *dangdut* used in language learning has not yet to be found. Especially Javanese *dangdut* uses in the mastery of Javanese language for non-Javanese people. And, the purpose of the study is to describe the role of Javanese *dangdut* for non-javanese people in acquiring the Javanese language.

### JAVANESE AND JAVANESE DANGDUT

Javanese language has a function as the marker of identity of Javanese or language identity for Javanese people. H.D subroto and Suryadi (2014:244) stated that Javanese language as the language identity,

is used as a means of communication in the family environment, the Javanese community, revealer Javanese art, ceremonial traditions and conveys locally proselytizing tool. The basic culture in Java is the stratified society that shape the use of any language rise, starting from level *ngoko*, *krama*, until *krama inggil*. Stratified-level is something that is essential in the Javanese community (Sudaryanto, 1989:96-97).

To learn javanese begin with introducing *ngoko* before *kromo*. Quinn (2011: 366) has surveyed a Javanese textbooks for foreigners tells that some introduce and consolidate command of *ngoko* before introducing *krama*, principally *Hedendaags Javaans* (Modern Javanese) by Ben Arps et al. (2000) and *Sri Ngilang* (The Disappearance of Sri) by George Quinn (2010). But, the other books start from *karma* before introducing *ngoko*. These include *Wiwara: Pengantar Bahasa dan Pustaka Jawa* (Gateway: An Introduction to the Language and Writing of Java) by Harimurti Kridalaksana et al. (2001) and *Inleiding tot het Modern Javaans* (An Introduction to Modern Javanese) by J.J. Ras (1994).

In classroom, Javanese is taught with a same way as the other languages taught. But it seems dilemma when teacher ask students to practice *ngoko* with him/her, but students can't practice *ngoko* with them. As Quiin (2011:367) explains "it is almost unthinkable for a student to address a teacher by "talking down" or "talkingintimately" to him/her in "ngoko". To do so would not just be rude or socially gauche, it could beseen as deliberately and bluntly insulting".

The music defines as the written or printed signs representing vocal or instrumental sound. Javanese *dangdut* is

one of the type of music *dangdut*. *Dangdut* itself has many changes through time. The name of *Dangdut* come from the instruments sound when its music play. It says “dang” and “dut” so it called *dangdut*. Javanese *dangdut* is affected by also *campursari* and *slendro*. Its instrument is similar with the usual *dangdut*, sometimes mix with *campursari* and *slendro* then used Javanese as the song lyrics. Because it is really enjoyable to listen, there are many fans of this music kind.

**LANGUAGE ACQUISITION THROUGH LITERATURE (MUSIC)**

Literature is one of the way to learn a language. The use of literature as the medium or media in language teaching and learning begin in 1980’s. In this time, literature in the form of literary texts are used in language teaching (Mohammad and Rahimi, 2012:32).

Then, Mckay (1982: 529-536), Lazar (2002:15-19) and Moody (1972: 6-13) are agreed that literature could use in language learning. It makes language are easier to master and acquire. Literature provides not only language function but also cultural awareness even social function. Through literature, language could learn undirectly.

Music can use as alternative method to learn a language. The function of music has role for language acquisition because through music learners can increase his/her vocabulary. Music is effective to teach learners how to spell it. By music, not only provide pleasure, but they also enhance language practice and positively affect to vocabulary acquisition and memorization (Kuśnierek, 2016: 42).

Table 1. Respondents List

No	Name	Gender	Origin	First Language
1	Naufal Fitriyansah	Male	Sebatik, North Kalimantan	Bugis

Song lyrics will stimulate phonetics, vocabulary and improve grammar and students are motivated (Boothe & West, 2015:4). Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures (Millington, 2011: 140).

In the teaching of language, music is one of the medium to learn a language. The use of music and song in the learning a language is not new. As early as Bartle (1962), Richards (1969) or Jolly (1975), scholars have been arguing for use of music in a language acquisition context for both its linguistic benefits and for the motivational interest it generates in language learners (Engh, 2013: 113). Over decades, the scholar and researchers have made theory about relationship music with language learning. They assumed that language and music are the two ways that human beings use to communicate and express themselves through sound (Khaghaninejad, M. S., & Fahandejsaadi, R, 2016: 11).

**RESEARCH METHOD**

The aim of the study is to describe the role of Javanese *dangdut* for non-javanese people in acquiring the Javanese language. The qualitative descriptive research used in the study. Purposive random sampling will use to identify and determine the object. There were 21 respondents which has background as non-Javanese people, first language are non-Javanese and student of Graduate program of Yogyakarta State University. They are as follows:

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE)**

Oct 20-21,2017

2	Qosim Al-Idrus	Male	Lombok, West Nusa Tenggara	Lombok
3	Hajrah Hidriya	Female	Banjarmasin, South Kalimantan	Banjar
4	Ratnawati	Female	Kuningan, West Java	Sunda
5	Sulfah Risna	Female	Makassar, South Sulawesi	Bugis
6	Hendri Gayo	Male	Aceh	Gayo
7	Joko Susilo Utomo	Male	Jambi	Jambi
8	Vivi Rauf	Female	Gorontalo	Gorontalo
9	Fadilaturrahmah	Female	Palembang, South Sumatra	Palembang/ melayu
10	Dea Rusdiana	Female	West Sumatera	Bahasa Indonesia
11	Ardillah Kurais	Male	Palopo, South Sulawesi	Bugis
12	Anwaril Hamidi	Male	East Kalimantan	Bahasa Indonesia
13	Susiati Abbas	Female	Luwuk Banggai, Central Sulawesi	Suku Saluan
14	Riyan Syahputra	Male	Aceh	Gayo
15	Arif Bulan	Male	Bima, West Nusa Tenggara	Bima
16	Eki Rahmad	Male	West Sumatera	Minang
17	Rizatmi Fikri	Female	Praya, Central Lombok	Sasak
18	Zul Aini Rengur	Female	Moluccas	Ambon
19	Moh Abraham Akbar Eisenring	Male	Palu, Central Sulawesi	Kaili
20	Wais Qarni	Male	Palu, Central Sulawesi	Kaili
21	Magfiroh Fajrin	Female	Sumbawa	Sumbawa

Unstructured interviews used in collect the data. The material of interviews are about Javanese Dangdut/song to learn Javanese language that has benefit to increase the motivational, vocabulary acquisition, medium of learning, and pleasure to learn. They were asked six questions. The interview conducted both by face to face, telephone and messenger interview by WhatsApp application.

## DISCUSSION

The interviews conducted to 21 respondents to various backgrounds of Non-Javanese people and first language is non-Javanese. First question, they were asked about do they like Javanese Dangdut/Song?. By the 21 respondents, most of them answer no and the rest answered yes. Their reasons; having not interest or dislike to the Javanese dangdut, some of them answered it about music style. In contrast, their reasons to like Javanese dangdut were to increase their Javanese vocabulary. They interest to learn Javanese.

Second, how often do you listen Javanese Dangdut. They gave various answers, such as every day, seldom and never. They like to listen every day because they believe that Javanese dangdut is one of medium to learn Javanese easily and increase their vocabulary. They seldom listen Javanese dangdut because it depends on their mood condition and environment forced them to listen Javanese dangdut, such as in market, culinary garden. The never listen Javanese dangdut, it means that they have no intentionally to listen the music.

Third, Do the Javanese dangdut help you to master Javanese Dangdut. The majority answer is yes. They believe that music is one of the pleasant medium to learn a language. In contrast, by it music style, they do not like to listen Javanese Language.

Fourth; by listening Javanese dangdut, does it help you to increase the

Javanese vocabulary. The majority answer answered yes. Because they often listen Javanese language, they feel curious to know the meaning of the song lyric. By listening music, they found new vocabulary.

Fifth; by listening Javanese dangdut, does it make you pleasure to learn Javanese. Because they often listen Javanese dangdut, it makes Javanese Language seem to be easy to learn and understand. They also feel that Javanese dangdut has good to listen. Some of them do like to Javanese classic than traditional music. In contrast, they answer no because they never try to listen and feel that Javanese Dangdut is peculiar/crowded.

Sixth; by listening Javanese dangdut, does it improve your motivational interesting to learn Javanese Language. In this question, the answer is divided into two; yes and no. They answer yes because they want to increase their Javanese language ability. But sometime, it also depends to their mood to learn Javanese. In contrast, they answer no because they fell hard to learn Javanese language through Javanese music/song. They need to learn the basic of Javanese language in order to more understand about Javanese language.

## CONCLUSION

In this research, the situation is non-formal. The environment forces them to listen Javanese dangdut everyday, but not all of them interest about Javanese dangdut. Javanese dangdut help them to understand about Javanese language because music is one of method to learn a language easily and happily.

Javanese dangdut as popular music in Indonesia have many listeners. Javanese dangdut can be listening in all social class. Javanese dangdut can help non Javanese people to learn Javanese language. Non Javanese people can increase their Javanese language ability by Javanese

dangdut but depend on their motivation to learn Javanese language.

## REFERENCES

- [1] Boothe1, Diane & West, Jeff. (2015). English Language Learning through Music and Song Lyrics—The Performance of a Lifetime. International conference; the future of education, edition 5 ; 1-5.
- [2] Engh, Dwayne. (2013). Why use music in English Language learning? A survey of the literature. *Journal of English language teaching*. 6 (2); 113 - 127.
- [3] H.D. Edi Subroto, Sri Marmanto and M. Suryadi. (2014) The use of *krama inggil* (Javanese language) in family domain at Semarang and Pekalongan Cities. *International Journal of Linguistics*, Vol. 6, No. 3.pp. 243 - 256.
- [4] Khaghaninejad, M. S., & Fahandejsaadi, R. (2016). Music and Language Learning. Retrieved from: [https://www.researchgate.net/profile/Mohammad\\_Khaghaninejad/publication/307014316\\_Music\\_and\\_Language\\_Learning/links/57c1554008ae2f5eb333f042.pdf](https://www.researchgate.net/profile/Mohammad_Khaghaninejad/publication/307014316_Music_and_Language_Learning/links/57c1554008ae2f5eb333f042.pdf)
- [5] Kuśnierek, Anna. (2016). The role of music and songs in teaching English vocabulary to students. *World Scientific News (WSN)*, 43(1): 1-55.
- [6] Millington, Neil T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2 (1): 134-141.
- [7] Mohammad, Khatib, Hossein, A., & Rahimi. (2012). Literature And Language Teaching [Versi Elektronik]. *Journal Of Academic And Applied Studies*, volume 2 No 6. pp. 32-38.
- [8] Quinn, George. (2011). Teaching javanes respect usage to foreign learners. *Electronic Journal of Foreign Language Teaching*, 2011, Vol. 8, Suppl., pp. 362–370.
- [9] Quinn, Georgee. (2010). Sri Ngilang, The disappearance of Sri: A theatrical introduction to spoken Javanese for English speaking students. Canberra: College of Asia and the Pacific, Australian National University.
- [10] Sudaryanto. (1989). *Pemanfaatan Potensi Bahasa*. Yogyakarta: Penerbit Kanisius.

ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE

Dwi Ario Fajar  
*Universitas Pekalongan*  
dwiariof@gmail.com

**Abstract**

Literary studies in education today are often studied analyzed through social theories. These impact to the individual's critical attitude toward social issues. Human identity as ecological creatures are ignored if they do not see the literature from ecocriticism studies. Ecocriticism will help human in developing their eco-literacy. Thus, literature has more valuable environmental awareness. In Pekalongan folklore, many environmental issues are still worth discussing even though the folklore presents from generation to generation in the form of oral literature. The objective of the study is to reveal the relation between human and nature and environment in Pekalongan folklore. This study uses descriptive qualitative. The findings of this study are some Pekalongan folklore cannot be separated from nature. Most stories are talking about the importance of nature and good environment toward human beings. This study is hoped that the ecocriticism in Pekalongan folklore contribute to develop eco-literacy.

**Keyword:** Eco-Literacy, Ecocriticism, Folklore.

**INTRODUCTION**

Environmental awareness has become very interesting global issue by the end of the decade. The issue of global concern was started from the UN conference on environment in 1972 in Stockholm Sweden (Mansbach,1997:14) the conference became the beginning of a milestone of advanced conferences on the environment. The conference was widely welcomed throughout the world, including Indonesia. One factor why environmental concerns are a continually global issue is the exploitation of natural resources that always lead to global impacts. This global impact occurs because of a damage and exploitation of nature that impacts like a domino effect. If a region has massive destruction or natural exploitation it will have a global impact. For example, the use of CFCs that result in global warming (Baylis, 1999).

On the other hand, environmental awareness is very vigorous until now due to low awareness of humans in managing this earth. Environmental damage such as

soil contamination, water pollution, air pollution, deforestation, and waste are fundamental environment problems that have not been resolved yet. As in Indonesia, the destruction of ecosystems such as the lack of forest area, and forest fires is also a permanent problem that has not been well resolved even through legal law. These kinds of things are becoming global anxiety to the environment. According to Gore (1992: 3), the root of the problem lies in the lack of spiritual aspect in understanding human relationships with the natural surroundings. So that environmental issues are derived from the individual human and human consciousness of the environment.

Education has an important role in awakening people to the environment. Environmental awareness through education needs to start early. Early awareness is not only to study the

problems of environmental damage but more emphasized how children have environmental care attitude and behavior (Dumouchel, 2003). Thus, the character and attitude of humans will be more loving environment and reduce environmental damage in the future.

Education can be done various things, one of them is literature. Literature is a medium that can be used in character education. As we know, in literature there are values that exist within society. Literature has also long been used as a modifier of human consciousness. Literature has a power not only to interpret the world by changing people's consciousness about it (Worster in Glotfelty: 1996). In Indonesia the influence of literature in changing human environmental awareness has long been used. But today many people do not realize it.

Folklore is an intangible local wisdom. Many of folklore is in the form oral literature has many noble values that greatly maintain the harmony of life between human and nature. Indonesian folklore has many cultural diversity and noble values. Maybe if it is calculated, folklore in Indonesia is up to millions. Folklore from place to place have different characters. The role of folklore is very supportive in environmental conservation or harmonious relationship between human and nature. The following quote is evidence of the linkage between folklore and nature conservation and environmental awareness.

Only if nature brought up into people's everyday images into the

stories they tell, can its beauty and its suffering be seen and focused on. The success of all environmentalist efforts finally hinges not on some highly developed technology or some arcane new science but on a state of mind: on attitudes, feelings, images, narratives (Beck:2002).

Narratives in folklore are in favor of ecological and environmental issues when literature is studied with eco-literacy. Eco-literacy will help people understand the importance of preserving the environment. Eco-literacy in literature is useful when applied in schools or education. So that character education in respecting the environment is delivered.

The spirit of eco-literacy will be mediated by critical theory, ecocriticism theory. Ecocriticism is a new theory among other literary theories. Through an ecocritical analysis, which is the study of the relationship between literature and the environment, one can examine the characters' relationships to the natural world and how a story may reach out to its readers depending on the child's gender, ethnicity, and/or age (Christensen et al.2008). Selain itu ecocriticism highlights the relationships between nature and culture, and in many cases, provides a critical viewpoint to stories and how they portray the environment and the human actors that affect it (Dobrin and Kidd 2004).

## LITERATURE REVIEW

### Pekalongan Folklore

In many places like Pekalongan, folklores are less explored for the improvement of local character. This local character is very necessary when in a neighborhood or community that has identity crisis. Maybe people only know that Pekalongan Indonesia only known as the batik industry. Pekalongan is very famous to produce batik. Therefore, folklore of Pekalongan should be re-explored to maintain local wisdom.

Pekalongan is one of the areas in Indonesia that has many kinds of folklore. As in other places in Indonesia, Pekalongan has a diversity of local wisdom. The diversity of folklore is one of the many cultural heritages that have a noble value. Talking about folklore, Pekalongan has a lot of folklore stories for years known and recognized by the people. But this folklore is sometimes not well documented. Most of the Indonesian folklore is oral literature, as well as Pekalongan. That is why it is necessary to conserve this oral literature by increasing the studies of folklore or oral literature.

As mentioned above, folklore can stand harmoniously in the frame of education. According to William R, Bascom, The emeritus professor of folklore at the University of California at Berkeley is 4: (a) as a projection system, that is, as a means of reflecting the delusion of a collective; (B) as instruments of ratification of institutions and cultural institutions; (C) as a child education tool; And as a tool of coercion and supervision so that the norms of society will always be adhered to its collective members (Bascom, 1965: 3-20). From the last function it seems that folklore is very beneficial for society.

### **Ecocriticism**

Eco-literacy cannot be separated from ecocriticism. In eco-literacy is not only the ability to read and write about ecology and the environment, but a critical way of thinking. So, in the critical thinking about the environment and ecology need ecocriticism.

A way to analyze environmental texts is through the process of ecocriticism, a term coined in the 1970s (Buell 2005:13). Ecocriticism is the “study of the relationship between literature and environment conducted in a spirit of commitment to environmentalist praxis” (Christensen et al. 2008:37). It works to move the idea of environment from concept to concrete and is made possible by environmental concerns (Christensen et al. 2008). Ecocriticism observes the interconnection between nature and culture, especially the cultural artifacts of literature and language.

Sukmawan (2014) concluded that ethical ecocritical studies have four important points to be studied. Environmental wisdom embodies moral principles of respect for nature, moral responsibility for nature, cosmic solidarity, caring for nature, principles of no harm to nature (no harm), simple life principles and in harmony with nature; principles of justice; principles of democracy; and the principle of moral integrity.

### **RESEARCH METHOD**

Methods centered on an ecocritical analysis of one of Pekalongan folklore, "Wonopringgo" story. Some Pekalongan folklore is very close to ethical studies. The model of ethical studies is very close



to the wisdom of the environment. Environmental wisdom in advance rather than local wisdom. Considering that the wisdom of the environment is the attitude and behavior typical of local people, the popular concept is known next is local wisdom. Amrih (2008) refers to wisdom as a form of willingness to see, feel, initiate, and then obey the norms; the willingness to see and act according to the natural law of the Creator; and the form of consciousness to be part of nature to create a unity of harmony.

This research uses descriptive-qualitative. Descriptive-qualitative is used because it describes a social phenomenon (Moleong, 2007). The social phenomenon that exists in this research the relation of human and nature.

## DISCUSSION

### **Nature and Human Relationship**

Respect for nature is felt in some Pekalongan folklore. This honor is manifested by naming an area or village name. It is a tribute to nature as an ecological element based on human consciousness in an environmental ethic. So, it can be said that nature has the right to be respected. The right occurs because humans are part of nature that cannot be separated in the ecological relationship between human and nature.

There are so many names of regions and villages that use the names of trees, fruits, forests, rivers, lakes, waterfalls, swamps, etc. Naming that uses the elements of nature is not arbitrary but there is a narrative story that lies behind the naming. By tracing the folklore associated with the ecology, it will have an impact on how we respond to nature well. Furthermore, the understanding of

eco-literacy or a critical attitude to human and natural harmony will be better.

There is one example of Pekalongan folklore using a combination of forest and bamboo. This village is called "Wonopringgo" (*Wono* means forest, *Pringgo* means bamboo). In short, there is a place in Pekalongan that is overgrown by bamboo. When the Dutch colonial period, this bamboo forest became one of the Dutch needs and wanted to be seized by force. So that indigenous people led by Sheikh Subakir held resistance against the Dutch. The end of the story, the Dutch were defeated by Sheikh Subakir and other residents. Sheikh Subakir and his followers rested in the bamboo forest and named the place "Wonopringgo". It is said that in Wonopringgo is a safe place from the various attacks of the Dutch so that many residents who come bring their property and livestock for shelter that is believed to be safe from the attacks of the Dutch ([www.desawonopringgo.com](http://www.desawonopringgo.com)).

Eco-literacy is required to understand the natural systems that make life on earth possible. From the story with the understanding of eco-literacy is not only limited to how the name that uses natural elements are used as the name of the place or village but more critical again to see the natural and ecology system that forms

### **Nature is Human Savior**

In the story of "Wonopringgo", humans are very dependent from nature. This can be seen from the story that gives the message of a very strong relationship between man and nature. The salvation of mankind depends on the sustainability of nature. In the story implicitly, nature helps human survival. It can be studied with an ecocriticism view. The view is

ethically that nature always benefits humankind. However, the story that has the value of local wisdom is not explicitly give a message to the children and grandchildren. Local wisdom is the best message the ancestors inherited for posterity. The message is delivered through symbols and signs that have meaning.

Several things represent the message that nature saves people. In the “Wonopringgo” story, humans are very dependent on bamboo forests in protecting their lives from harm. In the story, the danger symbols are represented by "The Dutch". Indonesia has a dark history with the Dutch. The Dutch colonized Indonesia nearly 350 years. While the bamboo forest as a reproduction from nature can protect the community from harm. Thus it can be understood that nature helps human life. Humans are very dependent on nature in life.

#### **Nature as the Human's life**

In the story, the Dutch want to seize the Wonopringgo region which a lots of bamboo trees. Maybe logically would be ridiculous when the Dutch really need to bamboo trees. The question is why the Dutch do not want to bamboo from another place. These are symbols and marks are represented. The bamboo forest is not only a symbol of nature, but bamboo is a representation of human life. Local wisdom packs nature as human's life well. Implicitly, the people led by Sheikh Subakir defend the bamboo forest desperately because of the importance of the bamboo forest for the community. The bamboo forest is the heart of people's lives. That is, humans will not live without nature.

#### **Nature and Human's Prosperity**

Nature gives everything to humans, including prosperity. Human welfare can be determined how humans take care of nature and its environment. In the story, the bamboo forest also provides benefits for the people to hide their property and livestock from the Dutch. Property and livestock are representations of wealth, benefit, profit and survival. Then, when re-read the interpretation obtained is that when humans maintain and maintain nature (bamboo forest) then nature will also protect the prosperity of life. So, the value of environmental wisdom that is delivered a message that humans must always take care of the environment (forest) so that people live prosperous. Human must be synergistic with nature. Human will not live without nature. When humans deny the danger or misfortune they get.

#### **CONCLUSION**

Critical readings with ecocriticism are helpful to strengthen the ability of eco-literacy. With the awareness-raising of eco-literacy, humans must be able to place themselves as being part of the ecology. With this awareness, it will have an impact on environmental awareness. So that human relationship with nature or environment to be harmonious.

The ability of eco-literacy should be delivered into the pedagogic and educational spheres. Through education, the spirit of youth in eco-literacy will always be built in the future, eco-literacy in folklore.

Our ancestors have been very literate in eco-literacy through their local wisdom. The mutually beneficial relationship in folklore has fulfilled the principle of responsibility for nature,

cosmic solidarity, caring for nature and no harm.

## REFERENCES

[1] Amrih, Pitoyo.2008. *Ilmu Kearifan Jawa*.

Yogyakarta: Pinus Book Publisher.

[2] Bascom, W. (1965). *The forms of folklore:*

*Prose narratives*. Journal of American Folklore.

[3] Baylis, John and Steve Smith. (1999). *The*

Globalization of World politics: An Introduction to International Relations, Oxford: University Press.

[4] Beck, Ulrich In Buell, Lawrence. (2001).

*Writing for an Endangered World:Literature, Culture, and Environment in the US and Beyond*. New York: Harvard Press

[5] Christensen, C. M. et al. (2008) *Disrupting*

*Class: How disruptive innovation will change the way the world learns*. New York: McGraw Hill

[6] Dobrin, Sidney I and Kidd, Kenneth B.(2004). *Wild Things: Children Culture and Ecocriticism*. Detroit: Wayne State University Press

[7] Dumouchel. (2003). *New Horizon for*

*Learning*. Available on; <http://www.newhorizons.org>

[8] Glothfelty, C dan H. Froom (eds.). (1996).

*The Ecocriticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press.

[9] Gore, A. (1992). *Earth in The Balance*

*Ecology and The Human Spirit*. New York: Rodale

[10] Mansbach, Richard W.(1997). *Global*

*Puzzle: Issues and actors in Global politics*, Houghton Mifflin Company, Boston, 1997

[11] Moleong, Lexy J. (2007). *Metodologi*

*Penelitian Kualitatif*. Remaja Rosdakarya: Bandung.

[12] Subagjo, P.J. (1999). *Hukum Lingkungan*

*dan Perannya dalam Pembangunan*. Jakarta: Rineka Cipta.

JAVANESE GREETING VARIATION IN PUPPET SHOW “KARNA TANDHING”

Endang Nurhayati and Avi Meilawati  
*Universitas Negeri Yogyakarta*  
[endang\\_nurhayati@uny.ac.id](mailto:endang_nurhayati@uny.ac.id), [avimeilawati@uny.ac.id](mailto:avimeilawati@uny.ac.id)

**Abstract**

Wayang performances contain many aspects of language that are not inexhaustible to be studied. One of the interesting aspects to be studied is the variation of the greetings. The purpose of this study is 1) to describe the types of greetings in wayang kulit show; 2) to describe the greeting function in wayang kulit. This research is descriptive research. How to collect data techniques refer, and note. The subject of the research is the recording of the Karna Tandhing play wayang kulit played by Ki Timbul Hadiprayitno. Validity used is semantic, and interater validity, while its reliability uses stability reliability. The results show that the types of greetings in the shadow play show include: type of pronoun, name of self, educational title, vocation, based on kinship or awu line, paraban 'not real name / special name, poyokan or name pengguka, profession, Like, greeting of pride, mbasakake 'greeting for someone on the basis of kinship', greetings associated with residence, greetings to God / goddess, greeting zero, greeting noun + ku, mu, e, ne, ira, ipun, kang, Ingkang, dalem, greeting honorifiks, and greeting bookmarks. Identified greeting functions are to: greet, call, call, salute, place in the order of relatives / mbasakake, tease, quip, mention the origin of the person addressed, mention the area of power, familiarity and humor.

**Keyword:** greeting, Javanese language, puppet show, “Karna Tandhing”

**INTRODUCTION**

Language is never separated from human activities. Language serves to express ideas, communicate, tease, quip, pray, greet and so forth (Kartomiharjo, 1988:1). In line with Kartomiharjo, Tanen (1996: 14) language becomes an important tools for solving a series of problems, building social contact, brainstorming, or simply preliminary. Based on these views communication can be divided into two,

namely communication that is social contact and communication in order to solve problems or exchange ideas. The rule of the language of silaturahmi according to Crystal (1980: 264) including the role or function of phatic function. The form of language that has the function of fatis include greetings, designations, calls, satire, bullying, humor and others. This view is in line with the Malinowsky, and Alwasilah's view that language forms that generate

social contacts such as greetings and greetings include the type of language/communication fatis or phatic.

Greeting activities are a form of social contact. Almost all people with any language greeting activities must happen at any time in order to awaken the communication braid in the form of bertegur greeting. Someone in greeting others will choose a specific, special, even unique diction in order to build social contacts at will. To meet this need emerged various types of greetings in accordance with their respective functions. For example, what greeting options are appropriate to honor someone, tease someone, show the position of a person's relatives, point to the origin and position of a person or other function. For example: "Sing mbonang mengko sapa? Sing mbonang Abu. "Who plays bonang (one type of gamelan) later ssiapa? Who plays the Abu bait. 'Greetings 'sing mbonang' serves to indicate the position of someone who is playing the role of bonang. Greetings of this type usually appear on the Javanese artists such as kerawitan, pakeliran, kethoprak and all the arts that use Javanese gamelan accompaniment.

Other examples: "Pukulun ingkang wayah ngaturaken sungkem pangabekti." 'Pukulun (the name of the god in the puppet) your grandchild expresses respect and devotion' This greeting is known by the Javanese even though they do not use in their life because it appears in the art of wayang performance, or perhaps in

prayer by a religious believer who believes in a god. From the above examples prove that the greeting and its function in the wayang kulit show has interesting variation and there are differences with the greeting in Javanese society which has been studied, therefore on this occasion will be studied variation of greeting type and its function in wayang kulit show with the hope that the results can complement the study of greetings and language fatis in general. The purpose of research is to describe the types of greetings, and its function in the wayang show shadow play Karna Tandhing.

## LITERATURE REVIEW

Wayang kulit comes from the root word which means shadow. Mayang means playing shadow or puppet shadow show (Mulyono, 1989: 51) made of calf leather, buffalo or goat on display with night lights by a dalang with Mahabharata, Ramayana, Panji or other stories according to the times. Wayang kulit is a genuine Javanese art that has existed since 700 years Caka or approximately 784 AD.

This show is known as a spectacle and a play or a show/entertainment that contains the values of life and moral teachings for the people of Java. Javanese wayang kulit shows Javanese language mixed with Old Javanese, Sanskreta and other languages according to their mastermind ability.

Therefore the types of greetings that are mentioned must also refer to Javanese language greetings.

Greetings by Kridalaksana (1984: 171) are linguistic forms of morphemes, words or phrases chosen to express the relationship between the speaker and the speech partner in a conversation. Chaika (1982: 45-52) distinguishes between greetings with greetings, and calls. A greeting is part of a greeting that contains a lust. The power in question is a greeting as a marker of the identity of the speaker. The higher the social level of the spoken partner who is addressed, the more formal the choice of greeting type will be chosen for him. This description is in line with Crystal's view (1980: 13) which states that greeting election is not expected to create social contact tension, therefore the selection of greetings should be considered carefully and accurately. One can not possibly tackle anyone because this behavior is a violation of the norms of politeness prevailing in Javanese society. There are aspects of extralingual that should be the basis for determining the selection of greetings in social contacts in order to harmonize and communicate comfort. These aspects are age, degree or heredity, gender, kinship or awu, marital status, communication degree level (Wijana, 1991: 2), the purpose of greeting, the proximity of speakers with speech partners, and the use of greetings such as the arena of literature and art (Nurhayati , 2003: 14). The types of greetings in the Indonesian language Kridalaksana research results consist of 9 types of greetings namely greeting type pronouns, greeting self, greeting, greetings title and

rank, greeting actors, greetings bentu noun + ku, greeting deiksis, nominal greetings, and greetings zero or zero (1982: 14-15). The Wijana classifies the type of greetings into greetings of pronouns, greetings of kinship, job greetings, name greetings, greetings of affection, greetings relating to religion, and friendship greetings (Wijana, 1991: 7)

The types of greetings based on the description can not be arbitrarily defined. This means that there should be a guideline on which to base the choice of greeting diction. Haliday in Barori Tou's translation (1994: 16) election greetings are influenced by the context of speech in the form of a field of discourse, discourse discourse, and the means of discourse. The rules of coocurency are rules relating to the equality of the greeting form with the position of the person who is addressed. This rule is called syntagmatic (Ervin Tripp, 1972: 213).

## **RESEARCH METHOD**

This research is a qualitative descriptive research, with the subject of the recording of wayang kulit Karna Tandhing performed by Ki Timbul Hadiprayitna. Data are morpheme, words and phrases greeting that captured from the speech of puppeteer as a medium of monologue, dialogue of wayang figures are played. The trick with the technique of referring note that is listening carefully and recorded data found to the data card. The research instruments are human instrument and data card. Validity used is semantic and

interlateral validity, and reliability of stability.

## DISCUSSION

Research result This study produces types of greetings namely greeting pronouns, greetings of the name of self (small name, other name or *dasanama*), title greetings from the position, greetings call or call, greeting descent, greeting *paraban'*name familiar name ', greeting *poyokan'* disdain ', greeting professions and job actors, greeting of pride, greeting dislikes to someone, greetings *peprehanan/mbasakke*, greetings related to residence, greeting respect, greetings associated with trust, greeting zero, greeting point, and greeting noun + *ku, mu, ne, e*. The *funsi* greetings found in this research are the function of respecting, calling, calling, *mbasakke*, expressing pleasure and displeasure, or *ngalem* and *ngenyek*, expressing intimate relationships, showing origin and region of power.

In this paper, we only discuss the greetings namely greeting pronouns, greetings of the name of self.

1. The greetings of the pronouns have several types of *kawula*, *abdi dalem*, *pekenira*, *manira*, *dalem*, *adalem*, *kula*, *panjenengan*, *sampeyan*, *aku*, *kowe*, *dheke*, *ulun*, *us*, *sira*, *sliramu*, *keng slira*, *kowe kabeh*, *aku kowe*. This type can be categorized into first person pronouns greetings, pronouns second person *tangga*, singular third person pronoun, pronounce first person and second plural in speech level *ngoko*, *krama*, and *bagongan*. This type of greeting serves to call the spokesperson in a formal and casual situation. *Ngoko* greeting type commonly used in

ordinary situations, while the greeting with the level of spoken *krama* commonly used to honor partners said. One example of his speech is as follows. "Maswapati: My son Srikandhi kowe padha raharja?" 'Maswapati: My granddaughter's Heroine are you safe?' Kowe's greeting to Srikandi indicates that Maswapati treats Srikandi ordinary nothing special such as saluting, or loving. Unlike the following speech. "Sengkuni: The servant of Sengkuni commanded to your servant." Sengkuni's command has the function to honor the king according to the position of a king, and to demean himself Sengkuni as a people/servant. Greetings *Kawula*, servant *dalem kawula* serves to humble the speaker and salute the highest-spoken partner for a king. I will not dare to use the pronoun *I*, or *hula* because this greeting applies only in the same strata. Next word *dalem* on *pangandika dalem* can not be replaced with greeting *kowe*, *sampeyan*, or *panjenengan* because if this is done Sengkuni dismissed the king by *menyetukan* himself and even humbled if using *kowe* greeting.

2. Type greeting the name of self  
Greetings name of self is found as many as puppet characters. Among them are: *Duryudana*, *Sengkuni*, *Basukarna*, *gathukaca*, *Wrekudara*, *Arjuna*, *Srikandi*, *Maswapati*, *Semar*, *Gareng*, *Petruk*, *Bagong* and others. This type of greeting is used to mention the person's name with anchor without the added marker of politeness. This greeting function to degrade the position of the spokesperson, showing anger and resentment. An example is the following quotation. "Gareng: Bagong Gandheng truck dead, Inek kae dadi mabakyumu piye?" 'Gareng: Bagong trucks died, if Inem became your sister-in-law how?' Greetings name of self Truck (*Petruk*), *Bagong*, and *Inem*

called and greeted by Gareng is a greeting or anchor greeting to indicate the position of people who called and is lower position, so this greeting serves to distinguish social status or social strata between speakers sister status does not need to honor Petruk sister speakers with greeting such as *le*, *thole*, or *adhiku* that serves appreciate, and honor partners say. Another example is the following quote. "Wrekudara: Dursasana anake wong picak, majua nek wani tandhing my opponent!" 'Wrekudara: Dursasana blind boy, come forward if you dare to fight me.' Dursasana greeting serves to humble, and insult the partner said, because *penyapa* are angry. This is seen in the blind child's choice of words. If under normal circumstances it is impossible for Wrekudara whose sister status will greet her sister by name alone and even added as the blind child. In contrast to the following speech is greeting the name of self plus honorifik. "Karna: Sometimes it is the King Yayi Prabu Duryudana .." Karna: My brother dinda Prabu Duryudana .. 'This greeting is a greeting with the function of saluting, the form of greeting is a combination of greeting the name of self with honorific greetings or honorifik yayi Prabu.

#### 3. Type of Greeting Degree or Position

The greetings of title and position in this research are: *Nata gung binathara*, *prabu*, the *nata*, the *nindya mantri face*, *rekyana patih*, *raden*, *duke*, *senopati*, *manggala*, *pengapit*, *rishi*, *begawan*, *prameswari* and others. This greeting has a function to indicate the position of the person being addressed or called. The word greeting can stand on its own but can also be attached to the name of self. In addition to these words serves to mention the position and title, if the greeting is attached to the name of place or region hence this greeting serves to show the origin of the person addressed

or declared the territory of the person who is addressed. Examples of his speech are as follows. "Duryudana: Rama Prabu Mandaraka dereng dangu rawuh .." 'Duryudana: Father of King Prabu Mandarak who just present ..'. Greeting Rama Prabu Mandarak is a greeting that serves to call the position or title of the king, with this greeting known that the person who is addressed is a king whose strata kinship is older or tune *awune* because it is called *rama*. Besides this greeting also serves to show the territory of the king and the origin of the king of Mandaraka country. The word Mandaraka is not the name of the king but the name of the place, while the king's name is *Salyantaka*.

#### 4. Greeting Type Nickname

These types of greetings include *Reng*, *truck*, *Gong*, *Gok*, *Lung*, *Setyaki*, *Dursasana* and others. Call greetings have call name full variations and name splits. Full call greeting has the same function with the greeting of the name of self that is to honor the addressed. This greeting usually also serves to indicate the level of familiarity between the recipient and who is addressed, as well as the level of social contact formality. Relationships are less familiar, and formal communication, greeting used is a call greeting or full name of self. Conversely if the greeting is using a name, definitely the relationship with the greeter who is more familiar. Examples of speeches that use the greeting are as follows. "Banowati: Raharja sowanmu Gog!" 'Banowati: it's fine with you Gog' Banowati: Dursasana, ana parigawe what dhimas sowan? "'Banowati: Dursasana, what are the needs facing?' In the quotation there are three types of greetings: greeting call / full name and fragment, and a greeting of honor. Gog Greeting serves to show that a person



has a low position than a hermit. Togog the full name is greeted by only a servant, while the hermit is the master and the wife of the king who has the power to say hello to his partner. The next greeting is a greeting calling the full name of Dursasana, this greeting serves to distinguish the position of Togog the servant, and Dursasana employer Togok the brother-in-law Banowati, and greeting greeting the dhimas greeting brother-in-law to brother-in-law equally royalty. Dursasana is a prince of Hastina the darling sister of Duryudana king.

5. Greetings noun + me, mu, ne, e, any, ingkang, keng, kesuka dalem

This greeting has a function to show ownership or possessiveness. This type is nothing that is respectful and ordinary. Respectful greeting usually uses diction with the level of speech manners, while the level of speech ngoko for ordinary greeting. An example of a speech using one of these greetings can be seen in the following example. "Srikandhi: Kaka Prabu keng rayi ngaturaken pambagya panakrami." 'Srikandi: Kanda Prabu your sister said welcome.' The greetings of keng rayi is a greeting that shows the ownership function of your sister to the person who is addressed.

6. Greetings Zero

This type of greeting is the use of greetings lesap, because the greeting shapes do not appear but understood by the addressed. An example can be observed in the following quotation. "Togog: arep menyang ngendi, kene wae!" 'Togog: where to go, here! This greeting is delivered Togog to his brother Bilung who will move away from the seat for fear of Banowati, for interrupting the talk. Togok does not mention the greeting of his sister's name, but his sister understands when addressed, and is warned not to stay

away. This type of greeting will become easy to understand by presenting the context of speech, otherwise greeting will be a deixical greeting that still requires explanation from the pelur.

The description and discussion of the above greetings are based on Javanese culture. The truth of this analysis has been validated by the FGD with the Javanese speakers' interathe, and the puppeteer of the play is Hadimbrayitna. Besides that the interpreter or the researchers are also still intensive Javanese are associated with Javanese culture and society that is still cultured Java. On the other hand the analysis has referred to the reference (reference triangulation) and check with the results of previous research or research roodmap.

## CONCLUSION

Greetings namely greeting pronouns. This type of greeting serves to call the spokes person in a formal and casual situation. Ngoko greeting type commonly used in ordinary situations, while the greeting with the level of spoken krama commonly used to honor partners said.

Greetings of the name of self. This type of greeting is used to mention the person's name with anchor without the added marker of politeness. This greeting function to degrade the position of the spokesperson, showing anger and resentment.

## REFERENCES

- Kartomiharjo, Suseno. 1988. Bahasa Cermin Kehidupan Masyarakat. Jakarta: Dikbud.

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

Tanen, Deborah Frances. 1996. Gender and Family Interaction. UK: Oxford.

David, Crystal. 1980. Dictionary of Linguistics and Phonetics. Blackwell Publiding.

Kridalaksana, Harimurti. 2001. Kamus Linguistik. Jakarta: Gramedia.

Chaika (1982: 45-52

Mulyono. 1989. Santun Bahasa. Jakarta: Gramedia.

Wijana, I Dewa. 1991. Dasar-dasar Pragmatik. Yogyakarta: Andi.

Nurhayati, Endang. 2009. Sociolinguistik: Kajian Kode Tutar dalam Wayang. Yogyakarta: Kanwa Publisher.

THE GIRLS OF RIYADH'S PERSONALITIES IN THE NOVEL OF

*BANATU'R-RIYADH* THE WORK OF RAJA 'ASH-SHANI'I

Eva Farhah<sup>1</sup>, M.Farkhan M<sup>2</sup>  
<sup>1,2</sup>, Arabic Language and Letters Department,  
Faculty of Cultural Sciences, Universitas Sebelas Maret  
[evafarhah@staff.uns.ac.id](mailto:evafarhah@staff.uns.ac.id); [hawafarhah@yahoo.com](mailto:hawafarhah@yahoo.com)

**Abstract**

*Banatu'r-Riyadh* a work by Raja 'Ash-Shani'i is the object material in this study. In terms of the title, the work raises the question: What happens and how were the girls of Riyadh? The emergence of these problems needs to be answered by researches on the girls of Riyadh which have been previously conducted. Therefore, the girls of Riyadh as the purpose of this research is oriented to seek and express the personality of the girls of Riyadh whose social and cultural life environments are different to be compared with women of other countries. To be able to reveal personalities of the figures in the novel, this article applied psychological theory of literature along with the method of observation. Thus, any of the arising problems can be answered thoroughly.

**Keywords:** *Banatu'r-Riyadh*, psychological literature, personality.

**INTRODUCTION**

*Banatu'r-Riyadh* is one of the Arablitrary works (Saudi Arabia) that tells about the lives of four women whose main primary setting was taken in Riyadh. These women character are Qamrah, Sadim, Michelle and Lumeis. In Indonesian, *Banatu'r-Riyadh* means 'perempuan-perempuan di Riyadh' (ind.); 'the girls of Riyadh' (eng.), the word *banat* is the plural form of the word *bintun* (single) which means "daughter" (Munawwir, 2007). The so call *banat* (plural) because these women are narrated

in the novel *Banatu'r-Riyadh*, a group of women of more than two women. Precisely in this work there are four women. Then Ar-Riyadh is the capital of Saudi Arabia. *Banatu'r-Riyadh* is the work of Raja Ash-Shani'i, a doctor who came from Saudi Arabia. He became famous through his novel "The Girls of Riyadh", in Arabic "*Banatu'r-Riyadh*". Raja 'Ash-Shani'i born in 1981 and grew up in the city of Riyadh, Saudi Arabia. He comes from a family of doctors, his interest in reading and writing experience encouraged him to record his female friends who were in Riyadh.

*Banatu'r-Riyadh* or The Girls of Riyadh (trans. Novel in English) is his first and immediately sticking his name to be a byword in various internet forums in the world. This work was first published in Lebanon in 2005, later published in English in the UK in 2007. This work is already registered for the Dublin Literary award 2009. Raja 'Ash-Shani'i received dental medical degree from King Saud University in 2005 and the present time he lived in Chicago, United States (Sofyan, 2012).

Furthermore, this work is a material object identified in this study, while the formal object is the women's personality. As cited on the title of this work, *banatin* Arabic languagemean girls or women. Thus, problem which will be sought for the answer in this study was the personality of the women (ibid). As is the personality is a set of motivations, of needs, and choices of a person who acts as a spontaneous expression of which is the blueprint for an individual's strengths and weaknesses as they are. Another definition stated that personality is a number of attitudes and human behavior which is the wholeness, as well as the characteristics of a person. Personality is also a unity of soul and body systems within the individuals that is dynamic and adjustable to the environment. Thus, this study aims to reveal the spontaneous expression, a number of attitudes and behavior, the peculiarities of a person, or a manifestation of the unity of body and soul of a person's system and can be adapted to their environment, represented by women leaders in *Banatu'r-Riyadh*.

## LITERATURE REVIEW

A study on The Girls of Riyadh's personality is necessary to be disclosed visibilities of the unprecedented life background and personality. This study has never been done before. However, there are a number of relevant studies to the material

object of this study. The first study conducted by Ahmad Sidiq (2011), who examined '*Ad-Dalalah Al-Isyariyah fi Taftik Al-Abuyah Al-'Arabiyyah Banat Ar-Riyadh li Raja' Abdullah Ash-Shani'i*'. The results of this study are indexical relations between the Arabic culture and a phenomenon that occurs in the novel character of *Banatu'r-Riyadh*. That is the restraint of the rights and obligations of women. Thus, women are seen as just puppets being played by men. Meanwhile, in terms of the dismantling indexical Arabic patriarchal system, I found a change in the Saudi governmental system pioneered by the Salafi or neo *wahabiyah* that men and women should be differentiated their rights and obligations and then establish Islamic laws which by some is considered as authoritarian. The second study conducted by Intan Aisha (2011), who examined '*Konflik Batin Tokoh pada Novel The Girls of Riyadh Karya Raja Al Sanea: Kajian Psikologi Sastra Sigmund Freud*' inner conflict of the Character on the Novel *The Girls of Riyadh the Work of Rajaa Al Sanea: Sigmund Freud's psychology of literature study*. The results of this study reflect the psychological aspects of the novel *The Girls of Riyadh* dominated by the id aspect and figures who dominated all the aspects, both the id ego and superego is Qamrah. Although the Arab novel is basically always uphold the norms, values, and the Islamic moral nuances, this novel describes precisely the opposite. This novel shows more negative aspects inherent in human beings, proven aspects of id identical with characteristics' personality that are rude, violent, rebellious, who do not want to obey the norms and laws. The third study conducted by Syahril (2012), who examined the '*Arena Produksi Kultural dan Kekerasan Simbolik Analisis terhadap Novel Banatu'r-Riyadh Karya Raja' Ash-Shani'i: Perspektif Sosiologi Pierre Bourdieu*'. The Arena of Cultural Production and Symbolic Violence Analysis on the Novel *Banatu'r-Riyadh, a Work of Raja 'Ash-Shani'i: Pierre Bourdieu's Sociological Perspective*. This study discusses the arena of cultural production and symbolic violence in the novel

Banatu'r-Riyadh along with the implications for the symbolic violence. The fourth study conducted by Risna Rianti Sari (2013) who examined '*Riyadh fi Riwayat Banati li Raja 'Ash-Shani'i: Dirasati Tahliliyati Ijtima'iyah*'. The results of this study reflect the descriptions of people's lives in Riyadh either in terms of culture, tradition, the problems facing society of Riyadh as well as the interaction between men and women in Riyadh. Thus, the link between people's lives in the novel Banatu'r-Riyadh a work of Raja 'Ash-Shani'i with the real life conditions in the Riyadh. The last study is Yeni Puspitasari (2016) wrote "*Kekerasan terhadap Perempuan: Kajian Kritik Sastra Feminis Psikoanalisis Helene Cixous dalam Teks Novel Banatu'r-Riyadh Karya Raja 'Ash-Shani'i*" [Violence against Women: Feminist Literary Criticism Study of Helene Cixous Psychoanalysis in Texts Novel of Banatu'r-Riyadh a work of Raja 'Ash-Shani'i]. Descriptions of violation against women in the novel related to feminist literary criticism psychoanalysis Helene Cixous. The result of this study reveals that there are domestic violence and public violence afflicting the women's figures in the work.

From a number of studies that have been done by previous researchers, none of them seem to have answered the arising problems in this study, particularly on the knowledge of the girls of Riyadh's personality. Above all, this research needs to be carried out to complement and enhance the existing studies.

## RESEARCH METHOD

Relevant studies have been done on personality, in this case; Women Personality in the novel of *Banatu'r-Riyadh Riyadh* by Raja 'Ash-Shani'i using the psychology of literature theory. This theory is understood as an approach that sees literature as a work containing the events in the psychological life of human beings and re-represented by the author (creator) through a given imaginary on the characters or factual figures (bdk. Wilbur,

1962; Spring, 1993; Sangidu, 2016). In other words, the psychology of literature is a discipline that considers the literary work manifesting the psychological elements which self-contained on the figures of a literary work. To analyze personality, a helping theory of psychology purposed by a psychiatrist named Allport. He argued that *personality* comes from the word *persona*, or *mask* in Indonesian known as *masker*, the mask is put on by a comedian or a performer. Thus, the players or individuals during his/her life time act charmingly through *pesona*, masked face, or hold a dynamic role. Into more details, Allport provided an understanding of the person as follows. *First*, a number of properties owned by someone, *second*, how does one see or be seen by outsiders, the *third*, the role performed by a person in his life, and the *fourth*, a personal exhibit the properties of a prominent and respected (Kartini, 1985; Muin, 2016).

Those four elements are inseparable from a person because they are an integral part in the activity of the body which consists of the brain, nerves, and muscle that move the body as an expression of one's appearances in an effort to adjust to the environment. Moreover, one possible inherited ability to develop a good personality on certain types as long as he or she is still in the developmental process. In addition, there are also properties that the frequency of appearance repeatedly in a variety of behavior, but the nature of it cannot be developed as long as he get on well with the environment (Muin, 2016).

Furthermore, to measure or assess a person's personality, we need to use the observation method. In the observation method, the measurement of a person's personality directly focused on things that are specifically selected in certain situations, or when the characteristics to be studied appear, and this observation can be

made at anytime. The technique covers the following directions: *first*, timesampling method (implementation is under investigation for a time period), *second*, the incident sampling method, (to specify various behavior in certain situations, such as at the time a person feels excited, angry, that can be indicated from the way she or he is speaking), *third*, diary method (taking note on a person's behavior in a notebook) (Muin, 2016).

Chart 1: Human behavior and the aspects affect

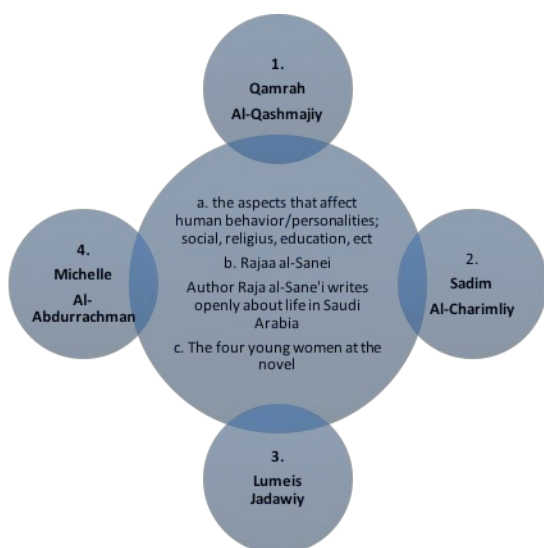
Based on the chart 1, there can be the descriptions of people's lives in Riyadh either in terms of culture, tradition, the problems facing society of Riyadh as well as the interaction between men and women in Riyadh. For example:

- (1) The textual data that describes Qamrah's religious personality figure as follows.

*Qamrah reads basmallah, chauqalah, chapter of al-falaq, an-nas, ayatkursi, and some other memorized prayers before bedtime (Ash-Shani', 2007).*

**DISCUSSION**

As already mentioned in the background of the problem, in Banatu'r-Riyadh discovered and disclosed four females of Riyadh's personality, the Al-Qashmanjiy Qamrah (Qamrah), Sadim Al-Charimliy (Sadim), LumeisJadawiy (Lumeis), and Michelle Al -'Abdurrachman (Michelle) as a representation of a woman's personality Riyadh in the following discussion.



Based on the above passage it can be explained that Qamrah is personally religious. Religion is religion to guide everyday behavior and thought. The guide is believed to be a value, and ritual that later appear then run as a consequence of that belief. Her religiosity is visible from her attitudes, as she often read chapters to chapters of the Holy Qur'an and memorizes some prayers at bedtime. Similar reading person who is running for his/her religious service or deity shall gain rewards from the almighty Allah (Al-Qatthan, 2004: 18). As mentioned in the Qur'an (17: 9) "Indeed, this Qur'an guides to the (path) which is the most upright and gives good news to the believers who do good deeds, that they will get a great reward (Al-Qur'an, 2010 [17]: 9).

(2) The textual data that describes Sadim figure of personality is not an honest person in terms of her committed action, having a sexual relationship like a husband and wife with her lover named Walid as follows.

*Sadim completely kept hiding this secret to everyone. She enjoyed her pain in silence and solitude.... (Raja', 2007).*

Based on the above passage, it is interpretable that Sadim did not show her honesty to everyone around her, including her own father, that in fact she has committed forbidden relationship. She kept completely her secret to everyone. The disappointment and hurt afflicted her, for which she felt, and understood through contemplating alone (Raja', 2007). Introspection or in Arabic *muhatabah* is to do self-evaluation on him/herself for deeds that have been undertaken throughout the day. This is done to find out; more good deeds or bad deeds instead.

(3) The textual data that described Lumeis' personality such as loves to imitate men's attitudes and dress as follows.

*Lumeis wore a white dress, therefore, her legs and height seem to be tall and her athletic body shaped (Raja', 2007).*

Based on the above passage can be explained that Lumeis is a boyish girl in terms of her appearance, this is primarily shown from the way she dressed like men so that the height and shape of her athletic body becomes vividly seen. Typically, the women who love to look like men have their own code, more independent from the other women and have a competitive soul as well.

(4) The textual data that indicates that Michelle is a person who loves to embrace western culture is as follows.

*In Valentine's Day, Michelle dressed in red. The bag also shades of red. Likewise her friends on campus.... (Raja', 2007).*

The above passage can be explained that Michelle's participation in celebrating *Valentine's Day* became one of the proofs that she is a character who loves western culture, especially American (Raja', 2007). Sociologically, *Valentine's Day* culture is a form of global culture which may have been propagated by the major capitalist countries, especially the United States. Even more than that, globalization requires a world without borders, whether it be political boundaries, geographical and territorial boundaries or norms of morality throughout the world to whom it is directed. Globalization is sweeping the world, normally characterized by the homogenization of foods, entertainment, fashion model and thought (stream of thinking) (Rizka, 2009).

Based on the analysis of the novel *Banatu'r-Riyadh* a work by Raja 'Ash-Shani'i there can be found a number of women Saudi Arabia's personality represented by the four

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE)**

Oct 20-21,2017

female characters in that work. Shortly the work described in below chart.

Temperamental	Qamrah Al-Qasbiyah	Sadim Al-Charimiy	LumeisJadawiy	Michelle Al-
<b>Melancholes</b>	1.Religious 2.Love of Literature 3. Obedient 4. Romance 5.Dishonest 6. Sincere	x	X	X

<b>Chole ric</b>	x	1.Affective 2.Cotious 3.Fond of traveling 4.A highly competitive 5. Overconfidence 6.Disquiet 7.Dishonest 8.Religious	X	X



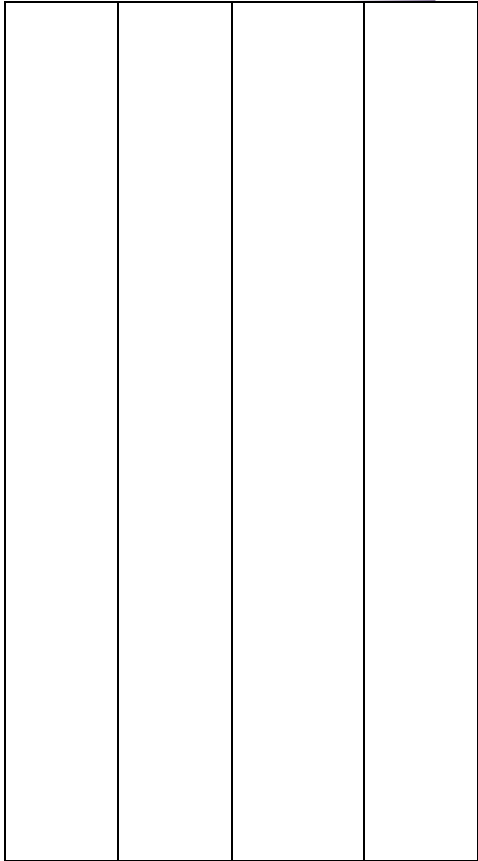
<p><b>Sanguineous</b></p>	<p>x</p>	<p>x</p>	<p>1.Boyish/To mboy 2.Fond of Danci ng 3.Soci able 4.Lov e to appea r stylish ly 5.Stub born 6.Nos y 7.Reli gious 8.Bra ve and Cleve r</p>	<p>X</p>		<p>aking English 3.Love of Embracing the Western culture</p>
<p><b>Phlegmatic</b></p>	<p>x</p>	<p>x</p>	<p>X</p>	<p>1.Boyi sh/To mb oy 2.Cle ver in spe</p>		

Chart 2: the Saudi Arabian women’s personalities according to the types of general temperamental personality (Florence, 1996).

**CONCLUSION**

The study which has been conducted on the characters displayed in the Arab novel of *Banatu'r-Riyadh*, there are at least four prominent characters of Saudi Arabian females’ personalities as described by Raja 'Ash-Shani'i in his work. Among those personalities are the melancholy (Qamrah Al-Qashmajiy), Choleric (Sadim Al-Charimliy), Sanguineous (LumeisJadawiy), and the last is the phlegmatic (Michelle Al-Abdurrahman). Even though, the traits or behaviors describable from the given chart 1, the list may not be absolutely applicable as a dominant potency of psychological element determining the attitudes and characters of women in general.

In specific type of development, the structure of the human psyche is potentiality interchangeable in accordance with the influential factors binding over them, i.e., the cultural, environmental and social factors. The findings of four types of Saudi Arabian female's personality are sought to understand the local knowledge or insight of the Arab country, especially things related to the female figures living in the Saudi Arabia to be able to adapt with the place where they lived or visited.

## REFERENCES

- [1] Ahmad Sidiq, "Ad-Dalalah Al-Isyariyah fi Tafkik Al-Abuyah Al-'Arabiyyah Banat Ar-Riyadh li Raja' Abdullah Ash-Shani'i", 2011, unpublished.
- [2] AWMunawir, "Al-MunawirKamus Arab-Indonesia"(Ditelaahdandikoreksioleh Ali Ma'sumdanZainalAbidinMunawir). Surabaya: PustakaProgressif, 1997, pp.150.
- [3] AW MunawirdanFairuz. M, "Al-MunawirKamus Indonesia-Arab", Surabaya: PustakaProgressif.2007, pp. 112.
- [4] David G.Myers, "Social Psychology", New York: McGraw-Hill, 2010, pp.82.
- [5] Florence Littauer, "Personality Plus: BagaimanaMemahami Orang Lain denganMemahamiDiriSendiri", Jakarta: BinarupaAksara, 1996, pp.28.
- [6]Intan Aisha, "KonflikBatinTokohpada Novel The Girls of Riyadh Karya Raja Al Sanea: KajianPsikologiSastra Sigmund Freud", 2011, unpublished.
- [7] KartiniKartono, "Kepribadian, SiapakahSaya?", Jakarta: CV Rajawali, 1985, pp.27.
- [8] MuinGhazali, & NursehaGhazali, "DeteksiKepribadian", Jakarta: BumiAksara, 2016, pp.20, 21.
- [9] Raja Ash-Shani'i, "The Girls of Riyadh", Jakarta Selatan: Ufuk Publishing House, 2005.
- [10] \_\_\_\_\_, "Banatu'r-Riyadh", Beirut: Daru's-Saqi, 2007, pp.7, 11, 12.
- [11] Rif'atSyauqiNawawi, "KepribadianQur'ani", Jakarta: PenerbitAmzah, 2014, pp:79.
- [12] RisnaRianti Sari, "Riyadh fi RiwayatiBanati li Raja' Ash-Shani'i: DirasatiTahliliyatiIjtima'iyah", 2013, unpublished.
- [13] Sangidu, "KondisiKejiwaan Para TokohdalamKānatHiyal-Adh'āf (DahuluDiaPerempuan yang Terlemah) Karya Nawal el-Sa'dawi: AnalisisPsikologiSastra", JurnalAtavism e, BalaiBahasa Surabaya, 2016, pp.2.
- [14] Sofyan, "Resensi", <http://sofyanpyan.blogspot.co.id>. Diakses pada 13 Oktober 2015 pukul 01.57 WIB, 2012, pp.2-3.
- [15] Syahril, "Arena ProduksiKultural dan Kekerasan Simbolik Analisis terhadap Novel Banatu'r-Riyadh Karya Raja' Ash-Shani'i: Perspektif Sosiologi Pierre Bourdieu", 2012, unpublished.
- [16] Wilbur S. Scott, "Five of Literary Approaches Criticism an Arrangement of

Contemporary Critical Essays”, New York: Collier Books, 1962, pp.69-70.

[17]

YeniPuspitasari,“KekerasanterhadapPerempuan:KajianKritikSastraFeminisPsik oanalysis Helene CixousdalamTeks Novel Banatu‘r-Riyadh Karya Raja’ Ash-Shani‘i” (Violence against

Women: Feminist Literary Criticism Study of Helene Cixous Psychoanalysis in Texts Novel of Banatu‘r-Riyadh a work of Raja ‘Ash-Shani‘i), 2016, unpublished.

DEVELOPMENT OF TEXT LEVELLING BASED ON SURABAYA'S LOCAL  
CULTURE

Evi Fatimatur Rusydiyah  
*Universitas Islam Negeri Sunan Ampel Surabaya*  
Surabaya, Indonesia  
evi\_fatimatur@yahoo.com

**Abstract**

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. All our lives are reading. The results of the PISA survey in 2006 and 2011 showed that the students' reading ability of Indonesia was still low compared to other countries. This condition is certainly questionable, because basically all children are born with the same potential, including the children of Indonesia. However, with these data concluded that habituation and learning model implemented in Indonesia is different from international standards so that such potential was not well developed as other countries.

Surabaya as one of the second largest metropolitan city after Jakarta has high enough concerns in developing a reading culture. Many activities carried out in developing a reading culture in Surabaya. However, one activity that has not been done is to measure the child's reading level. Also, there was no specific program conducted to select tiered books in accordance with the children reading abilities.

Therefore, this research is intended to develop a reading culture program through the design of tiered books in order to increase children read capability and to see their reading comprehension level. The book was designed into 7 levels as new books presented in the midst of the people of Surabaya. The book was developed in accordance with the indicator of Fountas and Pinnel in their book *The Continuum of Literacy Learning Grades K-2 and grades 3-5* adapted with Indonesian curriculum. Besides, reading comprehension ability assessment is a new tool. This research was conducted by the research design R & D (Research and Development), implemented in schools in Surabaya that have been involved in Surabaya Literacy program. The study resulted that, in addition to, producing tiered books as many as 7 levels of the book, during the implementation of the product, first-graders reading skills may not necessarily be the ability at level 1 reading. The reading ability of the student depends on a lot of variables, such as a social community the student live, educated family or not, and the attractiveness of the textbook itself.

**Keywords:** *book tiered, local culture, reading comprehension, and assessment* .

**INTRODUCTION**

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly

done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. This indicates that reading activities

dominate all human life so that quality of reading necessarily needs to be improved. By reading, one enhances knowledge and experience, increases the thinking power, and sharpens the reasoning, so that he will achieve significant progress and self-improvement. The fact also shows that the development of knowledge in developed countries has been marked by a culture of reading and writing productivity.

A research conducted by Taufiq Ismail in 1996 entitled "Rabun Membaca – Pincang Menulis", showed the reading culture among students, high school graduate in Germany read 32 titles of books on average, in the Netherlands 30 books, Russian 12 books, Japan 15 books, Singapore 6 books, 6 books Malaysia, Brunei 7 books, while Indonesia 0 books. The study showed that advanced countries are the nations that reading culture of the community is high, while the developing countries are still low. Meanwhile, in the field of publishing scientific papers, the productivity of Indonesia is still low. Based on data from Scimagojr, Journal and Country Rank 2011, Indonesia is ranked 65 with number 12 871 publications. Indonesia's position is under Kenya with 12 884 publications. United States was in the first rank, with publication 5,285,514.

Based on the survey results of the Program for International Student Assessment (PISA) in 2006 data also showed that more than 95% of Indonesian students have the ability to read up to the middle level, while more than 50% of students Taiwan was able to achieve a high level and advance.

While the results of the PISA survey in 2011, has not shown that Indonesia students' reading abilities rises to the level of *advance*. This condition is certainly questionable, because basically all children are born with the same potential, including

the children of Indonesia. However, with these data we can conclude that habituation and learning model implemented in Indonesia is different from international standards so that such potential is not well developed as other countries.

The phenomenon becomes our concern as a developing country needs a lot of improvement in order to compete with other countries, especially facing increasingly fierce global competition. To do so, an effort to familiarize literacy is compelled for learners and for all Indonesian people to improve their quality of life.

Surabaya as one of the largest cities in Indonesia has Literacy program initiated by government. Surabaya became City of Literacy Movement since 2004. The program has been grown very rapid and shows good results. One of them is that students' interest in reading is higher proved that Surabaya library visitors increase from year to year. However, Surabaya does not have data on what level of the student reading ability. Therefore, the research aims to make the book tiered in accordance with the characteristics of Surabaya and also to examine the level of students' reading comprehension ability.

## **LITERATURE REVIEW**

*Reading text leveling* is a system used in book reading level. The leveling text has been developed, such as, the Fountas and Pinnell Level, Basal levels, Rigby level, DRA Level and Reading Recovery Level. In this study, researchers will use text leveling developed by Irene Fountas and Gay Su Pinnell (2008). Indicator of leveling text is used to support a tiered develop textbooks in accordance with the level of the student's ability to read. Reading texts are classified into various parameters,

such as number of words, the number of different words, the number of high-frequency words, long sentences, sentence complexity, word repetition and illustration support.

Research conducted by Schaffner et al (2013) resulted that the level of intrinsic and extrinsic reading motivation on 5<sup>th</sup> grade students affected by the number of readings in the book. Through his findings, he said that when students were given a number of paragraphs, it would only provoke extrinsic motivation for anxiety of poor grades. However, when they were only given a few paragraphs of text, intrinsic motivation and extrinsic would provoke to understand the text reading accompanied by illustrations. They love to read and not just a fear factor to the teacher for not completing readings. The finding supports the text pattern leveling conducted by Fountas and Pinnell. Fountas and Pinnel do not assume that 1<sup>st</sup> grader will be at level 1, 2<sup>nd</sup> grader will be at level 2, 3<sup>rd</sup> grader will be at level 3 and so on. In other words, the level of the class does not determine the degree level of reading ability, but factors determine the rate level is influenced by many aspects, including the teachers' teaching style, reading habituation at school and at home, parents assistance, socio culture of the community and so forth.

Another study conducted by Unrau and Schlackman (2006) showed that intrinsic and extrinsic motivation did not influence on reading achievement for urban high school students. A theoretical model was initially developed to represents the research-based reciprocal relationship between ethnicity, gender, grade level, intrinsic motivation, extrinsic motivation and reading achievement. When the model was tested, the model SEM showed statistically significant effect.

For example, the results of SEM analysis of several groups showed that intrinsic motivation has a stronger positive relationship with reading achievement for Asian students than Hispanic students. Analysis by gender, ethnicity, and grade levels showed a statistically significant decrease over time for the intrinsic and extrinsic motivation. The results also showed a significant decrease in the overall motivation to read during the middle school years for students in urban schools. The result is interesting to study because the intrinsic and extrinsic motivation of students in the urban schools declined year after year. This can be viewed that technological development are increasingly rampant, internet-based games are more interesting than reading becomes one of the factors provoking the low level of motivation of students to read in urban areas. Therefore, a book that remains them motivated to read is highly required.

Similarly, a study conducted by Wigfield et al (2004) examined how two programs of learning to read, the Concept-Oriented Reading Instruction (CORI) and Multiple Strategy Instruction (SI), could influence intrinsic motivation in 3<sup>rd</sup> grader students reading and driven separately fond of reading ( have self-efficacy). Each reading program carried out at the beginning of school year, and lasts 12 week. 150 3<sup>rd</sup> grade students participated in CORUI and 200 students in SI. The results of pre-post tests showed the response of students in reading motivation only increased in the CORI group. This research is very interesting since the study showed that the strategy of learning to read also become significant factors in the level improvement of student's reading activities.

In the perspective of Levis-Straaus Structural anthropology, the studies indicated that

reading activities involved elements of language. Language is a system. Then the elements of language are called phonemes, a system consisting of relations and oppositions. So, the attractiveness of a reading can be positioned on the integration of phonemes from the local culture. As a Structuralist, Levis-Strauss examined that the language cannot be - separated from the phenomena of nature around. The theory was influenced by various theories of anthropology, psychoanalysis, philosophy and more. But he had found a structural "method" via modern linguistics. The structural method Levi-Strauss developed is different from structural functionalism grounded by Durkheim or even structural dependencies with Marxist influences. Thus, Levi-Strauss's structural anthropology is more influenced by modern linguistics, because with this structuralism, Levi-Straus found his "method" (ShriAhimsa, 2001).

Thus, phonemes packed in a sentence system will be heavily influenced by the local culture, customs, and ancestral heritage, fiction or non-fiction, history and so forth. As the research mentioned above indicates that the student's motivation to read is also shown through teacher reading learning strategies, the number of sentences in a passage, and is also determined by the motivation of the reading.

## RESEARCH METHOD

The study used research and development method, referring to the Borg and Gall (1989) with the necessary adjustment to the existing conditions. The steps in this research and development can be detailed as follows. *First*, a preliminary study includes: (1) pre-study include: review of the literature on theories tiered book and the results of relevant research with a focus on research and draft

of research and development. The study decided to use text leveling indicator of Fountas and Pinnel (2) qualitative studies include collecting data on local wisdom of Surabaya on social aspects (religious, local culture, folklore of the area of Surabaya, the history of the city of Surabaya, and trend issues in Surabaya). *Second*, drafting the model of tiered book was conducted in the form of an internal *workshop* involving a team of writers and schools to test products. *Third*, initial product trials include analytical test involving *stakeholders* outside of *workshop* internal participants. *Fourth*, operational testing was conducted using a participatory approach involving *stakeholders* (Author, principals, librarians, and prominent cultural / customary / religious / community). *Fifth*, validity test involves experimentation validator expert in the development of tiered book. *Sixth*, the revision of the results of the validity test. *Seventh*, dissemination and implementation include creating reports and recommendations, publication of research results, and the use of textbooks tiered.

The research will be conducted to examine the results of such implementation, which was to look at the reading level of the students at Surabaya-based tiered book local culture. Capturing data through assessment using android based application developed by the State Islamic University Sunan Ampel Surabaya. The application is developed using 7-level reading based on the indicators hierarchy of Fountas and Pinnel as it exists in books tiered. Data of students drawn from 32 schools spread in the southern, northern, center, western, and eastern parts of Surabaya. Overall students drawn were 5300 students. Data collection was performed by 500 librarians. They work under the library and archives department of Surabaya. The librarians before taking to the pitch are trained

in advance how to use the application as well as in the introduction of the concept of indicators of reading texts according to the level provided with 7 levels. This data was taken from February to August 2017. The data were analyzed using qualitative analysis to see how the reading skills of students in each class. Classes are referred to in this study were grade 1 to grade 6 elementary school.

## DISCUSSION

The tiered book is presented in a 7-level book. Every level designed to the characteristics of students of different reading abilities. **At level 1** is called the level of pre-starter with indicator 1) The language is simple and familiar, 2) 3 to 5 words per line, 3) 2 to 4 lines per page, 4) short sentences with a pattern of simple sentences, a minimum consists of a subject and a verb and or subjects and adverb, 6) large-sized article on each page, 7) illustrations on each page, 8) consistent writing placement. **Level 2** is called the beginner's level with indicators 1) two or more words that change each page, (2) 4 to 6 words per line, 3) 4 to 6 lines per page, 4) longer sentence, with a more complex pattern , 5) Use a comma to separate words, 6) illustration depicting complex ideas, 6) realistic story with a simple plot. Then, **third level**, called the transition level. That level has several indicators, 1) new words in each sentence, 2) 6-8 lines per page, 3) 2-3 sentences per page, 4) longer and detail sentences, 5) general punctuation (points and capital letters.), 6) a 2-3 simple sentence patterns, 7) a series of long text without pictures or illustrations, 8) an informative text presenting more appropriate topic to the idea of a students.

Of the three levels above, then proceed to the **Level 4**, called the growing level. The book level 4 has indicators 1) the use of figure of speech

is simple, 2) the story longer to load a lot of words per page, 3) 2-3 patterns complex sentences similar, 4) contains common punctuation (periods, commas and capital letters), 5) have a high predictive value, and 6) started a series of text contained long (more than 2 paragraphs) without pictures or illustrations. Then, **level 5**, called the independent level. At this level has indicators 1) sentence more than 15 words, 2) load more difficult words, foreign words per page which is presented without repetition, 3) 8-10 lines per page, 4) a 4-5 pattern similar complex sentences, and 5) a series of sentences : a noun, verb, adjective, separated by commas. While at **level 6** is called the proficient level. At this level has indicators 1) more than 20 words sentence, 2) longer sentence by loading patterns increase in the number of sentences, 3) pages filled with text, 4) a 2-3 pattern compound sentence, 5) contain a chart with a scale and caption writing that requires understanding and interpretation in some texts, 6) more complex fantasy story with multiple episodes related to the single grooved.

These indicators were elaborated to develop a tiered book. The indicators were adopted from text indicator leveling of the Fountas and Pinnell and Indonesian curriculum books in 1994. Development is completed with the selection of textbook vocabulary, word count, illustration, print layout, content, concept adjusted to local knowledge element of Surabaya. This is in line with the results Schaffner et al (2013) that the use of the amount of text that matches the characteristics of the students will increase intrinsic and extrinsic motivation of interest in reading and reading comprehension. Although this study only drew data from class 5<sup>th</sup>, it shows if the amount of text put into consideration in the making of the book will affect the student's motivation to read so that those who cannot read at



all given the short text will increase their interest in reading and gradually they will be smooth and look for books that have more text as a challenge to read.

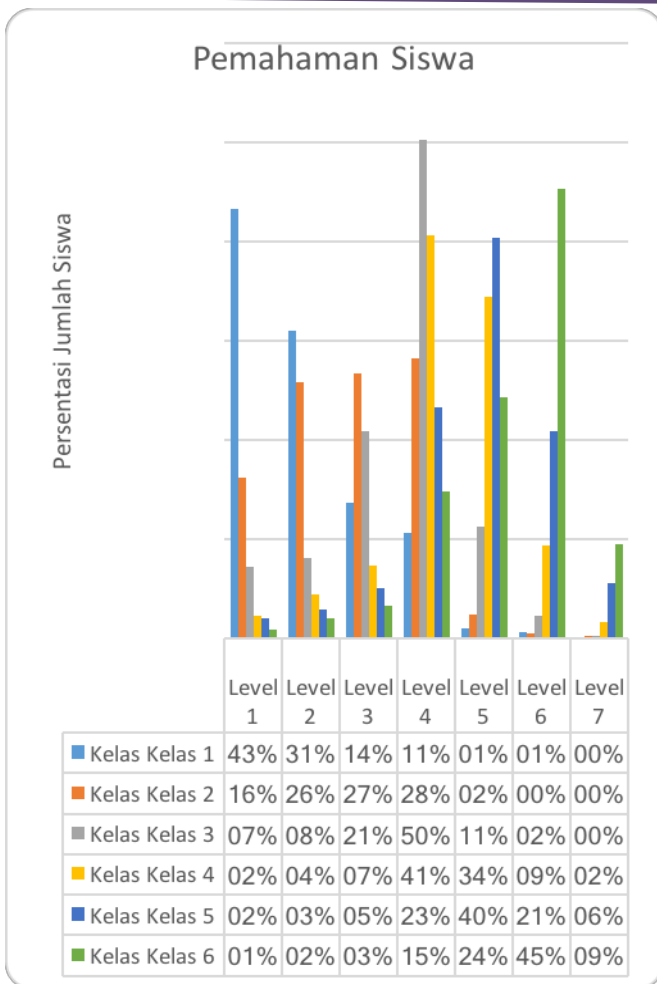
The 7 levels of the book were entitled fruits, Surabaya Zoo, School activities, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. The books are packed with storylines that fit local cultural context in the hope that the book will be increasingly in demand to be read. Students who have not had the skills of reading also would like the book for their own context, as Levi-Strauss in his structural method says that phonemes in the text system will ease students to understand the content of reading if it fits and relates to the context of the local culture (ShriAhimsa, 2001). Levi-Strauss saw that linguistics is mainly characterized by three features that can be utilized in anthropology. First, as a language is entirely a sign system, so language elements called phonemes is a system consisting of relations and oppositions. These relations are the cultural context of the reader. Second, the system should be studied in a synchronous, before diving into the problems of diachronic. Third, the laws of linguistic show an unconscious level. The laws of grammar, for example applied to people without hesitation. (Levi-Strauss, 1968)

The tiered books above are used side by side with the application reading assessment "let's read" developed by the Laboratory Faculty of Tarbiyah and Teaching UIN Sunan Ampel Surabaya. The data obtained from these activities is the level of fluency, pronunciation and students reading comprehension. However, this study will focus on reading comprehension. Applications were used by assessors with the way the books presented to the students, then the students read, and the assessor

gave the questions in accordance with the indicators. Assessors record the quality of answers in the application in accordance with the criteria in the indicator so that the level they read can be identified and classified, whether at level 1, 2,3,4,5,6 or 7?

In the reading assessment used a few indicators. At level 1 has indicators 1) Mention the name of an image, and 2) understand the difference between words and images. While level 2 has an indicator to identify the contents of the text with the help of illustrations, level 3 has indicator 1) determine the meaning of the word in the context of a particular sentence and 2 ) stop reading when finding a word that is difficult to understand / control of understanding, level 4 has indicator 1) identify the meanings of words in large quantities and 2) mention important parts of a story, level 5 has indicators 1) make meaning of new vocabulary, 2) connect the content of the text with the known facts, and 3) retell the content of reading, level 6 has indicator 1) use the information in the image, locate and use written information in the text, identifying the explicit meaning, and retell the content of reading with coherently. While the last level is level 7 has indicator 1) use the information in images, photographs, maps, and graphs 2) identify implicit meaning, 3) retell the content of reading with coherently and precisely, and 4) able to infer the content of reading.

In the implementation of tiered book usage data found the following student understanding.



Graph 1. Reading Comprehension Ability

Data displayed show that the reading skills of students do not depend on its class, but it depends on many factors behind. The data in the graph show that not all students in first grade have the reading comprehension on level 1. At level 1 is 43%, some 31% are at level 2, some also are at level 3 with 13.6, at level 4 with 10.6%, at level 5 with 0.9%, at 0.6% level 6 and level 7 yet. In Class 2 found a 16.2% level 1, level 2 with 25.9%, a

26.7% level 3, level 4 with 28.2%, on a 2.3% level 5, level 6 with 0.5%, and at level 7 with 0.2%.

In grade 3 found some interesting data where the grade 3 are 7.2% at level 1, level 2 with 8%, 20% level 3, level 4 with 50.2%, level 5 with 11.3 %, at level 6 with 2.3%, and at level 7 with 0.2%.

In Grade 4 student data found a 2.3% level 1, level 2 with 4.4%, 7.3% at level 3, level 4 with 40.6%, 34.5% at level 5, level 6 with 9.3%, and at level 7 with 1.6%.

In 5th grade student data found 2.0% at level 1, level 2 with 2.8%, 5.0% at level 3, level 4 with 23.3%, 40.4% at level 5, level 6 with 20.9%, and at level 7 with 5.6%. In 6th grade student data found 0.8% at level 1, level 2 with 2.0%, 3.3% at level 3, level 4 with 14.8%, 24.3% at level 5, level 6 with 45.3%, and at level 7 with 9.4%.

The data showed that every student in the class has a different criteria indicator of reading understanding, so in the learning process the teacher has to adjust to the characteristic of student. Teachers should not be implementing the same strategy in learning to read as the reading ability depends on individuals. Therefore, teachers have to prepare different learning strategies for students of different characteristics. This finding is supported by research Wigfield et al (2004) implementing different learning strategy and found that learning strategies can increase the motivation to read (CORI) and learning strategy that is less able to motivate reading (SI). Other factors are found, in addition to learning reading strategies of teachers, such as social condition of the community, as Schaffner et al., studied in 2013, and the

inappropriate text as Unrau and Schlackman studied in 2006.

Therefore, this study indicates the importance of encouraging students to reading comprehension better by using appropriate learning strategies by teachers, fosters motivation to learn reading comprehension through the design of the book (the number of words, syllables, words, and illustrations or pictures), and considers the factors of ethnography of local communities, such as develop books based on the local culture, so that the reading contains contextual passage to student life.

### **CONCLUSION / CLOSING REMARKS**

The research results in producing 7 levels of tiered guide book with the title of fruits, Surabaya Zoo, School Activities, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. In the current study also found when implementing the products that the reading ability of 1<sup>st</sup> grade students may not necessarily be at level 1 reading ability. The reading ability of student depends on a lot of variables such as a social community student live, educated family or not, and the attractiveness of the books themselves, and how their teachers teach reading strategies.

### **REFERENCES**

- [1] Borg, RW, Borg, JP & Gall, MD, Applying Educational Research: A Practical Guide, 5<sup>th</sup> Ed, Boston: New York: Pearson, 2005.
- [2] Borg, RW, Borg, JP & Gall, MD. Educational Research: An Introduction, New York: London: Longman, 1989
- [3] Fountas, IC & Pinnell, GS, Guided reading: Good first teaching for all children, Portsmouth: Heinemann, 1996
- [4] Reading Amount as a mediator of the Effects of Intrinsic and extrinsic Reading Motivation on Reading Comprehension Ellen Schaffner, Ulrich Schiefele and Hannah Ulferts, Reading Research Quarterly Vol. 48, No. 4 OCTOBER / NOVEMBER / DECEMBER 2013, pp. 369-385
- [5] Motivation and Its Relationship with Reading Achievement in an Urban Middle School. Norman Unrau and Jonah Schlackman The Journal of Educational Research, Vol. 100, No. 2 Nov., - Dec. 2006, pp. 81-101
- [6] Shri Ahimsa-Men, Heddy, Strukturalisme Levi-Strauss-Mitos dan Karya Sastra, Yogyakarta: Galangress 2001
- [7] Children's Motivation for Reading: Domain specificity and Instructional Influences Wigfield Allan, John T. Guthrie, Stephen Tonks and Kathleen C. Perencevich. The Journal of Educational Research Vol. 97, No. 6, Contemporary Issues on Motivation JUL. - Aug. 2004, pp. 299-309
- [8] Levi-Strauss, Claude, Structural Anthropology, London: Alen Lane, 1968.

INTERFERENCES OF INTERROGATIVE SENTENCES IN ENGLISH AND JAVANESE  
LANGUAGE IN YOGYAKARTA  
(CONTRASTIVE ANALYSIS)

*Evi Pebri Ila Rachma, S.Pd*  
*Linguistics Universitas Gadjah Mada*

**Abstract**

The research entitled “Interferences of Interrogative Sentences in English and Javanese Language in Yogyakarta (contrastive analysis)”. This study is an attempt to identify, analyze and contrast of English and Javanese language which focuses on the interrogative sentences in relation to their functions in both of language. This research analyzed interrogative sentences based on the Tracy’s theory (1990), interference theory based on the Weinreich concept(1970) and contrasted both of language using Lado’s theory. The English data collected from English books and the data of Javanese language have been collected by interviewing some informants in\ Special Region of Yogyakarta. The data are then identified and analyzed using contrastive analysis approach. The result showed that English and Javanese language in Yogyakarta have similiarity in functions of interrogative sentences. Interference in using interrogative sentences by low education people in Yogyakarta caused by some factor. They are limited of vocabulary, different structure of interrogative sentences both of language and caused by their mother language habits.

**Keywords:** *English, Javanese language, interogative sentences, interference, contrastive*

TRANSLATION OF LUCKY LUKE COMIC SERIES TITLE FROM FRENCH TO  
INDONESIAN

*Fairuz Syeh Assegaf, Myrna Laksman-Huntley*  
*French Studies Program, Faculty of Humanities, Universitas*  
*Indonesia, UI Depok Campus, 16424, Indonesia*  
fairuz.syeh@ui.ac.id

**Abstract**

There is a shift in the translation of 73 series of Lucky Luke comics from French to Indonesian language. This translation symptom occurs in getting the most appropriate and the closest meanings from the source language (SL) and to be accepted in the target language (TL). The result by using the theory of Catford (1965) qualitatively shows that in the process of translation, there is a class shift. This leads to the additional or disposal meaning of the title. However, there are also some series which titles are not affected by the class shifts, and the messages are delivered well to the target language. Thus, the readers can understand the same meaning as those understood by the readers from source language. Titles in Indonesian are shorter when compared to French because Indonesian does not use article word class. Therefore, the title of the series that has been translated into Indonesian eliminates the characteristics of the French series titles.

**Keywords:** *translation, shift, series titles, comic*

THE INFLUENCE OF REITERATION LEXICAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY

Farida Agoes , Nur Rohmah  
*Politeknik Negeri Bandung*  
[soegaadiraf@yahoo.com](mailto:soegaadiraf@yahoo.com)

**Abstract**

This paper aims to find out the types of, the numbers of, the most and least reiteration lexical cohesion used in the novel *Homesick: My Own Story* by Jean Fritz and to find out the influence of reiteration lexical cohesion as the rhetorical components of text into the flow of story in the novel. For this purpose, some steps were conducted, i.e. in collecting data, the reiteration lexical cohesion found in the novel were identified and recorded; after that the types of reiteration lexical cohesions in the novel were analyzed based on the theory of Halliday and Hasan (1976). From the analysis it was concluded that there are five types of reiteration lexical cohesions found in the novel *Homesick: My Own Story*, i.e. repetition, meronymy, antonymy, synonymy, and hyponymy. Repetition is the most common reiteration type used especially in the first four chapters of novel to help her readers easily follow and understand the story. Hyponymy is the less used in the novel because of its function only for avoiding repetitions which can make readers feel bored if they appear to many times. Using the variations of reiteration lexical cohesion is needed to make the readers understand while enjoying the novel.

**Keywords:** reiteration lexical cohesion, repetition, meronymy, antonymy, synonymy, hyponymy.

**INTRODUCTION**

Repetition are generally used in children life. In their speaking, children usually use more repetitions because of their limitation on vocabularies, data, and information. In novel *Homesick: My Own Story* by Jean Fritz which is written for children of eight to twelve readers, some repetitions can be found. The repetitions are not only for drawing children's attention toward the writer's ideas but they can also make writer's ideas being memorable. Repetition is a powerful device which can lay emphasis and create rhythm. One kind of cohesion which is also unpopular for the students

of non-English departments is reiteration which can be divided into grammatical cohesion and lexical cohesion.

This project, focused only to lexical cohesion, specifically reiteration including repetition, synonymy, antonymy, meronymy, and hiponymy. Beside for finding out the types of, the numbers of, the most and least reiteration lexical cohesion used in the novel *Homesick: My Own Story* by Jean Fritz, it is also to find out the influence of reiteration lexical cohesion as the rhetorical components of text into the flow of story in the novel.

## LITERATURE REVIEW

Text and rhetoric cannot be separated to make the message understood by the readers. Knowing who are the readers of the text or essay including the ages, genders, occupations, educations, and positions is an important thing to be able to select the words used in order to make them meaningful and can be interpreted. Cohesion as "a semantic relation between an element in a text and some other element that is crucial to the interpretation of it" (Halliday and Hasan, 1994) is a necessary property for the creation of unity in text. Cohesion is divided into two elements, i.e. grammatical cohesion and lexical cohesion. Lexical Cohesion refers to a number of semantically related words occurring in text subsequently to make all parts of the text connect closely to each other in meaning. Halliday (cited in Curtis and Cam, 2011) mentioned that the connection made between lexical components, words (e.g. rabbit), groups (e.g. the velveteen rabbit) and phrases (e.g. get up steam) is referred to lexical cohesion. One kind of lexical cohesion is called reiteration. Reiteration is "the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent. (Halliday and Hasan in Silvia, nd.). As partial repetition, reiteration consists of synonymy, antonymy, hyponymy, meronymy, and general nouns (Qingshun, 2014 & Tanskanen, 2006). Related to the function, Tanskanen (2006) said that reiteration is "reiterating the previous item, either in an identical or somewhat modified form and this is the basis for the creation of a cohesive tie between the items. Often the tie is strengthened by the fact that the items are co-referential." Repetition is the act of rewriting the same word, but does not need

to be in the same form, Halliday (cited in Curtis and Cam, 2011).

Repetition as the reiteration plays an important part in construction of text. Using relevant repetition devices, a paragraph can be integrated into a text coherent in meaning. Repetition has the power of rhetoric that is why it is also called rhetorical repetition. Rhetorical repetition is an instance of using a word, phrase, or clause more than once in a short passage dwelling on a point. Rhetorical repetition concerns the deliberate arrangement of words to achieve a particular poetic effect. Using rhetorical repetition in a text build a redundancy, reinforcement of a key idea or overstatement. It can be positive or negative. If it is used positively, it works to build up and emphasize the description or the relationship described. If it is used negatively, it has the effect of undermining what has been declared. Rhetorical repetition is used to persuade and influence or to express ideas more powerfully. It has a powerful literary effect as well as bearing within it implicit emotional or psychological suggestion in relation to the speaker or the subject (Richard Nordquist). Moreover, Dixon said that there are five functions of repetition in writing, i.e. for establishing a rhythm, for emphasizing a point, for comforting effect, to get reader's attention and for creating certain effects.

As it has been mentioned that repetition as reiteration consists of synonymy, antonymy, hyponymy, meronymy, and general nouns. In this case, I just discussed synonymy, antonymy, hyponymy and meronymy. Synonymy is the word that has similar meaning with other word. According to Oxford Advanced Learner's Dictionary, synonymy is "the fact of two or more words or expressions having the same meaning." For example, the word "noise" that has similar meaning with the word

“sound”. According to Really-learn-English (2017) synonym is used to make speaking or writing richer and more interesting. Antonymy is the words that have the opposite meaning with other words. Oxford Advanced Learner’s Dictionary described that antonymy is “a word that means the opposite of another word.” For example, the word “silence” that has the opposite meaning with the word “sound”. Really-learn-English (2017) explained that using antonym helps to emphasize a point, show contrast, or explain the exact meaning. Hyponymy, as mentioned by Halliday (cited in Curtis & Cam, 2011) is one word that represents “a class of thing and the second either a superclass or a subclass, or another class at the same level.” For example, oak, pine and elm are the hyponym of tree. Khaire (2009) explained that hyponymy often functions as “a means of lexical cohesion by establishing referential equivalence to avoid repetition. Hasan (cited in Cerban, 2010) pointed out that meronymy is “a constituent part of, or a member of something.” For example, trunk, branch, and leaf are parts of tree. Montesinos (2010) described that meronymy has two roles as “lexical items and as connectors of sentences which provides the necessary textual cohesion by means of cohesive chains and helps avoid repetition (p. 31).”

**RESEARCH METHOD**

Novel entitled Homesick: My Own Story consisting of seven chapters, 176 pages, written by Jean Fritz which is intended for intermediate level ESL students by City College of San Francisco ages 8 – 12 and published in 1982 by Paper Star, is the source of data to get the

answers of the project entitled ”The influence of reiteration lexical cohesion as the rhetorical component of text into the flow of story”. The novel is a fictionalized autobiography of Jean Fritz. It tells about a little girl who has to live and grow up far away from her hometown. In this novel, Jean tells about the difficulties of living in China when the Chinese Civil War happened. For meeting the purpose of research, collecting, identifying, recording, selecting and analyzing data were conducted. Qualitative method was used for analysis. Miles and Huberman (2014) theory, i.e. reduction, data display and drawing conclusion were used in analyzing the data. After that the conclusion was drawn.

**DISCUSSION**

Related to the types of, the numbers of, the most and least reiteration lexical cohesion used in the novel Homesick: My Own Story by Jean Fritz, from the analysis, it was found that there are five types of reiteration lexical cohesion used, they are repetition, synonymy, antonymy, hyponymy and meronymy as shown in the following table.

No.	Types of Reiteration	Number of Reiteration Found	Percentage (%)
1.	Repetition	51	51.52
2.	Meronymy	18	18.18
3.	Antonymy	14	14.14
4.	Synonymy	9	9.09
5.	Hyponymy	7	7.07
Total		99	100



*Table . The Types of Reiteration Lexical Cohesion Found in The Novel Homesick: My Own Story*

From total 99 reiteration lexical cohesions found, repetition places a high rank, i.e. 51 (51.52%), then it is followed by meronymy (18 or 18.18), antonymy (14 or 14.14%), synonymy (9 or 9.09), and the lowest is hyponymy (7 or 7.07). Related to the influence of reiteration lexical cohesion as the rhetorical components of text into the flow of story in the novel, as Dixon said about the uses of repetition for rhythm, for emphasis, for comfort, for attention, and for effect. The writer used repetitions more than others because she wanted to attract the attention of her readers, to make her idea clearer and as the effect the readers of age eight to twelve will understand the message sent in her novel. The following are the examples: “I could never be the **president** of the United States. I didn’t want to be **president** (pg.10, L3-4) Still, why should there be a law saying that only a person born in the United States could be **president**? (L5-7). Everyone wants to be a president. For getting the position everyone will be ready to spend a lot of money and waste energy. The repetition of the word ‘president’ is to attract reader’s attention, to emphasize, to explain clearly that racism is happened everywhere including in United States. It is impossible for anyone who are born out of US to be the president in US and it is supported by law. The second position of reiteration used in the novel is meronymy. When something is referred to by a smaller part of the whole it is called meronymy. The writer used meronymy because she

wanted to express part-whole relationship and she wanted to invite readers to follow her logic. Jean uses meronymy to show a whole-part relationship in connecting the sentence. Moreover, Jean also uses meronymy to give the readers detailed information of the story. The following are the other examples: “They were going to live in a **house** with five modern **bathrooms**, she said. (L18-19). I’d never dreamed that a **bathroom** could make so much difference in a person’s life. (L24-26). The **basin** and **pot** and **tub** were pale blue. The **toilet paper** too. (L27-28)

Antonymy and Synonymy which place the third and the fourth position has also influenced the flow of the story of the novel. Synonymy and Antonymy were used in the novel in the purpose of avoiding monotonous, to make the writing being more colourful and richer. Synonymy as the state of being synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. Antonym word has an inherently incompatible binary relationship which refers to the fact that one word in an opposite pair entails that is not the other pair

Synonymy:

“I stood in the hall, trying to catch my breath, and as always I begin to feel **small**. (pg 13, L24-25) Once, I asked my best friend, Andrea, if the hall made her feel **little** too.” (L28-29)

Antonymy:

She was **modern**. (pg.17, L9)....She might look **old-fashioned**... (L10)

“But China’s so **big**,” he’d say, as if were apologizing for having come so far and doing so **little**. (Pg. 43, L20-22)

The antonymy was used to show the opposite meaning of some words in the novel. Antonymy, in the novel studied,

mostly founds in the same sentence. Jean uses antonymy in her novel to show the contrast in the story. Besides, by using antonymy, she also makes the readers to understand the situation on the story by explaining some meanings and emphasizing some points. To sum up, Jean mostly uses antonymy in the same sentence. The purposes of using antonymy in her story are to show contrast, explain a meaning and to emphasize.

In the novel, the hyponymy occurs in the same sentence or in the sentences that are following each other. The hyponymy is used to help Jean's readers to relate to the word she refers in the story, so they could get more understanding of the story. For example, the sentence "A Great Dane." in the table above refers to the word "dog" in the sentence before it. Without mentioning the word "dog" before, the reader would not understand what the meaning of "A Great Dane" is. Therefore, the purpose of using hyponymy is to establish referential equivalence, to avoid repetitions in her writing and to avoid the feeling of bored of the readers. As the effect, the use of hyponymy can help her readers understand and enjoy the novel.

## CONCLUSION

Reiteration lexical cohesion consists of repetition, synonymy, antonymy, hyponymy and meronymy. From the analysis, it could be concluded that the five types of reiteration lexical cohesion was found in the novel *Homesick: My Own Story*. The most common reiteration type that is used by the writer is repetition followed by meronymy, antonymy, synonymy and hyponymy.

The reason why repetition is the most used especially in the first four chapters of her novel because Jean's intended readers were children of eight to twelve and to help her readers to easily follow and understand the story. The reason why she rarely used hyponymy in the novel is because she hoped that the readers will still enjoy the novel while understanding it without feeling bored of too many repetitions.

## REFERENCES

- [1] Agustina W. (2015). The types of cohesion used in the 'Issues of the Day' strip in The Jakarta Post. Register, 8(1), 113-140.
- [2] Alotaibi, H. (2014). The role of lexical cohesion in writing quality. *International Journal of Applied Linguistics & English Literature*, 4(1), 261-269. doi:10.7575/aiac.ijalel.v.4n.1p.261
- [3] Antonymy. (2017). In OxfordLearnersDictionaries.com. Retrieved from <http://www.oxfordlearnersdictionaries.com/definition/english/antonymy>
- [4] Cerban, M. (2010). Lexical cohesion: Aspects of collocation using Halliday and Hasan's systemic model of cohesion. Retrieved from [https://papers.ssrn.com/papers2.cfm?abstract\\_id=279960](https://papers.ssrn.com/papers2.cfm?abstract_id=279960) sol3/
- [5] Curtis & Cam (2011). Discourse analysis cohesion. Retrieved from <http://linguistics.usask.ca>
- [6] Dixon, C. R. (2010). The uses of repetition in writing...and in life. Retrieved from <http://wordstrumpet.com/2010/12/the-uses-of-repetition-in-writing-and-in-life.html>
- [7] Ebrahimpourtaher, A. & Eissaei, S. (2013). Awareness of lexical cohesive devices in text and reading comprehension. *International Journal of Educational Research and Technology*, 4(2), 63-65.
- [8] Encyclopaedia Britannica (2016). Novel. Retrieved from <https://www.britannica.com/art/novel>
- [9] Hakim R. A. (2015). Lexical cohesion in fiction stories with reference to *The Frog Prince* and *The Bully*. *Humanis*, 13(2), 1-7.
- [10] Hala, D. & Chaima, M. (2016). *Reiteration in Charles Dickens' Hard Times* (book one) [Dissertation]. Retrieved from <https://bu.univ-ouargla.dz/master/pdf/Dehane-Mokhtari.pdf?idmemoire=4004>
- [11] Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M.A.K. (1985). *An introduction to functional grammar*. New York: Oxford University Press.
- [12] Haris, S. N. F. & Yunus, M. M. (2014). The use of lexical cohesion among TESL post graduate students in academic writing. *Journal of Education and Human Development*, 3(2), 847-

- 869.
- [13] He, Q. (2014). A study of lexical cohesion theory in reading comprehension [Abstract]. *International Journal of English Linguistics*, 4(6), 143-150. doi:10.5539/ijel.v4n6p143
- [14] Ibrahim, A. H. (2017). Investigating reiteration in English and Arabic advertisements (a contrastive analysis). *PEOPLE: International Journal of Social Sciences*, 3(1), 403-423. doi: 10.20319/pijss.2017.s31.403423
- [14] Khaire, A. (2009). *Lexical relations: Hyponymy nad homonymy*. Retrieved from <http://www.ibuzzle.com/articles/lexical-relations-hyponymy-and-homonymy.html>
- [15] Khany, R. (2014). Translation students' knowledge of lexical cohesion patterns and their performance in the translation of English text. *Procedia – Social and Behavioral Sciences*, 98, 925-931. doi: 10.1016/j.sbspro.2014.03.501
- [16] Ma'wa F. & Mirahayuni N. K. (2010). An analysis of lexical cohesion in W. Somerset Maugham's two short stories *Mr. Know-All* and *The Outstation*. *Paraphrase*, 10(2), 50-60.
- [17] Mirzapour, F. & Maryam, A. (2011). Study on lexical cohesion in English and Persian research articles (a comparative study). *English Language Teaching*, 4(4), 245-253. doi: 10.5539/elt.v4n4p245
- [18] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. California: SAGE Publications.
- [19] Montesinos, C. O. (2010). The part of the building: Meronymy in the discourse of construction engineering. *Estudios Ingleses de la Universidad Complutense*, 18, 11-34.
- [20] Plot. (2017). In *OxfordLearnersDictionaries.com*. Retrieved from <http://www.oxfordlearnersdictionaries.com/definition/english/plot>
- [21] Really-Learn-English. (2017). *Synonyms and antonyms*. Retrieved from <http://www.really-learn-english.com/synonyms-and-antonyms.html>
- [22] Reiteration. (2017) In *OxfordLearnersDictionaries.com*. Retrieved from <http://www.oxfordlearnersdictionaries.com/definition/english/reiteration>
- [23] Silvia, A. (n.d.). *Grammatical and lexical cohesion*. Retrieved from [https://www.academia.edu/2344329/Grammatical\\_and\\_Lexical\\_Cohesion](https://www.academia.edu/2344329/Grammatical_and_Lexical_Cohesion)
- [24] Tutor.com (2008). Main elements in a novel. Retrieved from <http://www.tutor.com/cmspublicfiles/providers/mainelementsnovel.pdf>
- [25] Synonymy. (2017). In *OxfordLearnersDictionaries.com*. Retrieved from <http://www.oxfordlearnersdictionaries.com/definition/english/synonymy>
- [26] Tanskanen, S. (2006). *Collaborating towards coherence: Lexical cohesion in English discourse*. Amsterdam: John Benjamin Publishing.

**COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH ON  
STUDENTS' READING LEVEL**

Jonel Ladesma Capasoro

**ABSTRACT**

Cognitive Academic Language Learning Approach (CALLA) is a metacognitive strategy model designed to develop students' understanding of the value of reading strategies to develop reading comprehension through five stages: preparation, presentation, practice, evaluation, and expansion. This study determined the effects of CALLA on students' reading level. Specifically, it sought to identify the reading level of students in the CALLA and non-CALLA groups in the pre-test and post-test; find the significant difference in the reading level of students in the CALLA and non-CALLA groups; and determine the significant difference in the reading level between the CALLA and the non-CALLA groups. The study used a quasiexperimental design among 82 Grade 9 respondents. Data were collected from the 50-item teacher-made test which served as pre-test and post-test. Results show that more progress is seen in the CALLA group, as it had more students who reached the instructional reading level compared to the non-CALLA group. Furthermore, both CALLA and non-CALLA groups have significant increase on their pre-tests and post-tests individually. However, upon the assessment of the significant difference on students' reading level between CALLA and non-CALLA, the result shows that students in the CALLA group have better results compared to students in the non CALLA group. It could be concluded that CALLA instruction is more effective than the instruction in the non-CALLA group regarding reading level.

**ORIENTAL IMAGES OF THE MALAY FEMALE OTHER IN JOSEPH  
CONRAD'S *AN OUTCAST OF THE ISLANDS***

Ladjiman Janoory

**Abstract**

This paper analyses Joseph Conrad's Malay novel *An Outcast of the Islands* to reveal how Orientalism as the Western body of knowledge and Eurocentrism as its philosophical ideology operate both in the realm of the conscious as well as the sub-conscious that negate the female Other. This article seeks to show that Western representation of the Eastern women is based on and informed by Orientalism, which is an epistemological underpinning of Western sense of superiority over the Other. The analysis will reveal the fact of European textual reality in representing the Malay woman. The focus of this paper is Conrad's portrayal of the images of the Malay female Other in the form of the female antagonist, Aïssa. Aïssa is Conrad's textual representation of the sensuous, malicious and vengeful Malay woman. This representation of Aïssa subscribes to Eurocentric perceptions of the exotic and sensual female Other. While Conrad's views about European colonialism are groundbreaking in its pessimistic suppositions about the colonial endeavors, he is still subjective to European epistemological assumptions about the female Other.

**Keywords:** *orientalism; the female other; eurocentrism; textual representation*

**MENTAL PROCESSES IN TEACHERS' REFLECTION  
PAPERS: A TRANSITIVITY ANALYSIS IN SYSTEMIC  
FUNCTIONAL LINGUISTICS**

Leonardo O. Munalim

*Philippine Women's University- School of Arts and Sciences*  
Leonardo.munalim@yahoo.com; lomunalim@pwu.edu.ph

**Abstract**

The tradition of reflective teaching has been around for thirty-four years since Schön (1983) first proposed the notion of reflective practice. Many studies heavily rely on written genres in the investigation of teachers' reflective practices. Thematic categories were threshed out through content and descriptive analyses. However, these themes were not culled from the clauses of mental processes employed by the teachers to express their inner world of experiences. This exploratory study proposed the transitivity model in Systemic Functional Linguistics (SFL) to generate the mental processes from reflection papers. Initial papers with 17,937 word tokens were produced by 28 teachers of English enrolled in a writing course. All processes were generated by UAM Corpus Tool. The themes generated from the Phenomena felt, thought of, sensed, desired, and perceived by the *Senser* were culled using content analysis. Results show that teachers are still boxed within the default material and relational processes. Results demonstrate that they employed higher mental types of sensing such as cognitive and desiderative. Based on the *Phenomena*, the top themes include: (1) commendations for the course professor, (2) writing process, its challenges, nature, and concepts, and (3) actual classroom experiences, learnings, and the subject. Although the results corroborate with the themes identified in previous studies, these present themes may be treated as valid and more realistic views and dimensions of reflective practices. This exploratory study suggests that the *Phenomenon* in the mental processes may be an ideal situs of teachers' human internal affairs as reflective practitioners. Literacy in Linguistics and Language Education.

**Keywords:** *reflective pedagogy; reflection; transitivity; systemic functional linguistics; teacher education*

**PERANAN ELEMEN LIRIK DALAM PERUBATAN TRADISIONAL MAIN  
PATERI**

Mahadi Husin  
madyhussin@gmail.com

**Abstrak**

Perubatan Tradisional Main Pateri merupakan satu kaedah perubatan yang diamalkan di negeri Kelantan. Kaedah perubatan ini digunakan bagi merawat penyakit kejiwaan, sihir dan lemah semangat serta penyakit yang sudah tidak dapat diubati oleh perubatan moden. Kaedah perubatan ini telah diamalkan sekian lama. Kaedah perubatan ini menggunakan nyanyian, ensemble muzik dan tarian bagi proses pengubatan. Terdapat repertoire yang khas digunakan dalam pengubatan, dan kebanyakan pesakit pulih selepas menjalani kaedah perubatan ini dengan menunjukkan perubahan tingkah-laku. Pesakit yang terlantar beberapa hari telah bangun menari bersama-sama Tok Teri. Kajian ini bertujuan untuk mengenalpasti peranan lirik lagu dalam perubatan tradisional negeri Kelantan iaitu Main Pateri yang telah berupaya untuk membangkitkan jiwa dan membuatkan pesakit untuk memberikan respon kepada elemen muzikal terutama lirik lagu. Kajian ini menggunakan pendekatan Kualitatif. Sampel kajian merupakan 6 orang penggiat Main Pateri yang terlibat secara langsung dalam perubatan ini. Mereka terdiri dari Tok Minduk, Tok Teri dan ahli ensemble muzik Main Pateri. Sampel yang kedua adalah merupakan 4 orang individu yang pernah menjalani perubatan Main Pateri. Kajian ini dipersembahkan dalam bentuk penulisan deskriptif. Dapatan kajian mendapati repertoire Main Pateri dicipta khusus selaras dengan konsep Angin dan lirik dari segi ucap lagu telah menyentuh jiwa dengan teknik-teknik nyanyian oleh Tok Teri dan Tok Minduk.

**Keyword:** *main pateri, lirik, ensemble muzik, perubahan tingkah laku pesakit*



LANGUAGE AT THE AD HEADER IN WOMEN'S FASHION MAGAZINE  
"ELLE"

Marisa Safitri, Myrna Laksman-Huntley  
*French Studies Department, Faculty of Humanities,  
University of Indonesia*  
Email: marisasftr@gmail.com; laksman.huntley@gmail.com

**Abstract**

Mass media has become one of the means for the world of advertising. Talking about advertising, it cannot be separated from the constituent elements, one of which is language. In the world of advertising, the language used has its own characteristics, for example the existence of an ad header to promote the product as efficiently as possible but on target. The Advertisement language differs from other languages for example the language elements incompleteness forming the ad header. Various functions are used to form ad header as intended by the manufacturer. By using qualitative method with literature study technique, this research was conducted to find out the reason of the usage of the language function and what language function used in forming the ad header. The theory of language function used in this research is the theory of language function according to Roman Jakobson (1960) with the help of syntax function analysis using the theory of Le Querler (1994). The results of the analysis obtained are that the ad header uses a variety of language functions with a variety of purposes depending on what it wants to highlight from the headers.

**Keywords:** *language functions, headers, ads, magazines*

**PREPODERANCE MODALITY IN STUDENTS' ENGAGING  
ARGUMENTATIVE ESSAYS**

Marwito Wihadi; Eva Tuckyta Sari Sujatna;  
Ypsi Soeriasoemantri; Eni Karlieni  
*Universitas Padjadjaran*  
marwito16001@mail.unpad.ac.id

**Abstract**

Expressing modality in appraisal is cordially expected to be prevalent in argumentative writings in that writers in the Engagement system set up negotiation or alternative points of views. Three selected student-writers' hortatory argumentative essays were analyzed as to pinpoint their aptness to employ particular modality, furthermore to discuss the feasible factors on its employment. It was found out that they were prone to be lack of commitment as delivering their arguments, thus attempting the readers to be engaged in a discourse. Subsequently, they had difficulty in manipulating epistemic modality, owning mundane syntactic constructions and imparting limited device ranges. Therefore, explicated genre-based instructions are in the need, considering the factual functions of modality in arguability of the utterances as well the resourful linguistic features of modality.

**Keywords:** *appraisal, engagement, modality, argumentative, essays*

UNFLATTENING POLITICAL LITERACY THROUGH SYNTHESIZING  
CONVERSATIONAL IMPLICATURE EMBEDDED IN A POLITICAL  
DISCOURSE

Miftahul Furqon

**Abstract**

This paper is aimed at illuminating people of the conversational implicature embedded in a political discourse which is frequently uttered by politicians in mass media. Based on the theoretical justification, the primary objectives of this paper are (1) to describe the likely strategies that are employed by politicians through their conversational implicature in order to shape people's beliefs in the validity of their claims; (2) to describe the implied meanings of the conversational implicature; and (3) to identify the political ends that the politicians can achieve from their conversational implicature. Regarding the political-conversational-implicature strategies such as *coercion*, *legitimation*, *delegitimation*, *representation* and *misrepresentation/denial* brings understanding to the implied meanings which arise from the utterances. The political-intended meanings such as *coercive implications*, *boastings about performance and positive self-presentation*, *negative other-presentation implications*, *secrecies*, and *denial* or *self-justification* are likely to happen through the politicians' utterances. Ultimately, by revealing the politicians' intended meanings, the political ends will be understood and people can be more literate in politics.

**Keywords:** *language and politics, conversational implicature, political discourse*

## KONTEKS DALAM BIMA SAKTI

Muhammad Che Majid  
*Institut Pendidikan Guru Kampus Sultan Mizan,  
Besut, Terengganu, Malaysia*

### Abstract

Dalam memberi interpretasi dari ujaran seseorang, konteks mempunyai peranan penting. Kontekslah yang memandu pendengar untuk mentafsir sesuatu ujaran daripada penutur. Kajian ini diperlukan untuk menjelaskan peranan konteks dalam peristiwa bahasa bagi sesebuah novel. Teknik plot yang digunakan oleh pengarang mempunyai konteksnya untuk pembaca memahaminya. Dalam kajian ini, novel **Bima Sakti** digunakan sebagai data kajian. Novel ini digunakan sebagai kajian teks untuk murid yang menduduki Sijil Pelajaran Malaysia (SPM) bagi negeri zon Pantai Timur. Kajian ini ialah kajian kualitatif. Teori yang digunakan dalam kajian ini ialah Teori Relevans yang konteks adalah unsur utama dalam mentafsir makna ujaran. Tempoh masa kajian ini bergantung pada tahap pemahaman pengkaji. Kutipan data dilakukan dengan analisis dokumen. Data dianalisis menggunakan Teori Relevans yang dikemukakan oleh Sperber dan Wilson yang menekankan tiga unsur termasuk konteks. Dapatan kajian menunjukkan bahawa peranan konteks dalam ujaran seseorang penting. Dalam kajian ini, dialog yang ditulis oleh pengarang dijadikan ujaran. Apabila konteks berbeza, maka interpretasi makna juga berbeza. Oleh itu, peranan konteks sangat penting dalam mentafsir makna dari ujaran atau dialog novel tersebut.

**Kata Kunci:** *konteks, tafsir dan interpretasi, novel Sejadah Rindu, Teori Relevans dan pemahaman*

**THE AUTHENTICITY OF DIALOGUES USED IN LISTENING SECTION OF  
SENIOR HIGH SCHOOL NATIONAL EXAM: CONVERSATION ANALYSIS  
PERSPECTIVE**

Moh. Mahmud, Oikurema Purwanti, Aswandi  
*Pasca Sarjana Universitas Negeri Surabaya*  
Muhammadmahmud796@gmail.com

**Abstract**

English is one of the most common as second or foreign language learnt in the world, so our government pursues National Exam since 2004. Dialogues used in listening section of national exam is particular language skill that has to give more attention to the authenticity. Therefore, the study focuses on listening section concentrating in the authenticity of the dialogues. The purpose of the study is to determine to what extent of the sequence organization and diction applied at the dialogues used in listening section of senior high school national exam represent authentic and natural dialogues. The selected data was taken from the transcript of English national exam held in 2007-2014. This study was conducted in qualitative research design applying conversation analysis theory and CANCODE as English spoken standard. The result described that based on the sequence organization of the dialogue, 17.6% was categorized as authentic and 11.4% was natural according to the diction applied. Knowing the research findings, the dialogues used in listening section of senior high school exam should be developed and considered in term of the authenticity in sequence organization and diction applied in the dialogue.

**Keywords:** *national exam, dialogue, authenticity, sequence organization, diction*

**IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL  
LINGUISTICS FRAMEWORK**

Mulyati

**Abstract**

Participating in global scientific society requires the participants to have scientific literacy, a part of disciplinary literacy. To achieve this purpose, comprehending the linguistic features of scientific language is beneficial. According to (Martin, 1992), scientific language occurring in scientific texts is dominated by relational clauses. Thus the present paper entitled “Improving Scientific Literacy Using Systemic Functional Linguistics Framework” studies what roles played by relational clauses in scientific texts and how the roles are structured. Therefore, Systemic Functional Linguistics approach is applied to analyze the data for taken from four textbooks used as references by Electronics Engineering and Energy Engineering students of Politeknik Negeri Bandung. The results showed that relational clauses in scientific texts serve to describe definition, classification, composition, properties, function and structure. Having knowledge of the roles played by relational clauses and how the roles are structured in scientific texts will be able to help those who would like to improve their scientific literacy.

**Keywords:** *scientific literacy, systemic functional linguistics, relational clause*

**INTERJECTIONS EQUIVALENCES IN *LES AVENTURES DE TINTIN:  
L'ÉTOILE MYSTÉRIEUSE***

Nasya Nabila Nursabrina, Myrna Laksman-Huntley  
*French Studies, Faculty of Humanities, Univesity of Indonesia*  
E-mail: [nasyans31@gmail.com](mailto:nasyans31@gmail.com), [laksman.huntley@gmail.com](mailto:laksman.huntley@gmail.com)

**Abstract**

The aim of this article is to show each meaning of the interjections that have been translated from French in *Les Aventures de Tintin: L'Étoile Mystérieuse* into Indonesian language. The focus of this research is interjections that are not in a form of a sentence, but nouns, adjectives, adverbs, verbs, or onomatopoeia. The interjections that have been classified by their type, are analyzed by the equivalences into Indonesian. This research uses a qualitative method with literature review technic to explain the meaning of interjections that have been stated by the context and also the equivalences and the shifts. 78 interjections have founded with 19 meanings. The results of this research show that the context is the main factor of the meaning of the interjection, pictures inside the comic are not enough to support the feeling of its character. Through the context alone, French's interjections have some different meanings so the equivalences change into some forms in Indonesian as formal correspondence, nil equivalent, zero equivalence, and class shifts.

## INTERPERSONAL ANALYSIS OF PARENTS' PORTRAYAL IN ANDERSEN'S SHORT STORIES

Mentari Sinaga ([mentari.sinaga1@gmail.com](mailto:mentari.sinaga1@gmail.com))

Nieza Ayurisma ([ayunoona@yahoo.com](mailto:ayunoona@yahoo.com))

*The Graduate Program in English Language Studies  
Sanata Dharma University*

### Abstract

*Systemic Functional Grammar consists of ideational, interpersonal, and textual metafunction. This study, however, stresses solely on Interpersonal metafunction. It studies about subject, finite, and modality. The analysis examines what parents' portrayal in Adersen's short stories and how interpersonal metafunction supports parents' portrayal in Adersen's short stories. The data are taken from Andersen's four short stories which are The Story of a mother, Children's Prattle, The Happy Family, and The Child in the Grave. The analysis was done by sorting and selecting the clauses that represent parents' portrayal. The findings reveal a variety of parents' characteristics. They are depicted as responsible, thorough, ambitious, caring, affective but arrogant, authoritative, and power abusive. Furthermore, those characteristics are depicted from the most frequent subject in the stories, the use of auxiliary (must, can, could), the use of past tense and future tense.*

**Keywords:** SFG, interpersonal metafunction, parents' portrayal, subject, finite, modality.

### 1. INTRODUCTION

Language as a means of communication carries meaning. The meaning depends on the interlocutors. They will give personal view that affects meaning. The exchange between them signifies the personal view which expresses through asking and responding to each other. The way interlocutors deliver their point of view is called as interpersonal meaning. The main components are subject, finite and mood. In this paper, there are four analyzed short stories from Hans Christian Andersen. Those stories entitled *The Story of A Mother*, *The Childlen's Prattle*, *The Happy Family*, and *The Child in The Grave*. They are carefully selected in order to see the portrayal of parents. It will be analyzed by using interpersonal meaning theory.

### 2. RESEARCH QUESTION

Based on the problem presented above, the study seeks to answer the following questions.

1. What are parents' portrayal in Adersen's short stories?
2. How does interpersonal metafunction support parents' portrayal in Adersen's short stories?



### 3. RESEARCH OBJECTIVE

Based on the formulation of the problems, this study contains two objectives. Firstly, to figure out various parents' portrayal in four Andersen's short stories. Secondly, to examine the use of interpersonal metafunction in revealing parents' portrayal in the short stories.

### 3. SCOPE OF RESEARCH

This study is expected to bring benefits both theoretically and practically. The theoretical benefit is to contribute useful insights regarding interpersonal metafunction. Moreover, the practical benefit is to be used as the reference in linguistics study particularly in relation to discourse analysis.

## 5. REVIEW OF LITERATURE

### 5.1 Subject

Subject leads to the mood structure and meaning of the clause. Furthermore, Fontaine (2013) explains that subject is used by a speaker to define his/her claim about something and the claim will be responded by the next speaker. The other speakers can accept, reject, query or qualify the validity of the claim.. By considering the subject, the attitude of the speaker towards the subject matter can be clearly seen. Besides, it shows the relation to the hearer or the other speakers.

### 5.2 Finite

Finiteness brings grammatical issue that makes meaning since it leads to the tenses use. Fontaine (2013) concludes that finiteness as a verbal item present tense, modality or mood. Lock (1996) provides elaboration about tenses selection. Simple present tense expresses habitual and

timeless action. Simple past tense is used to present the chronological actions and events that define how the characters see, hear, and so on. Furthermore, the past participle tells about background events to a point in the story. Planning or future events are associated with future tense. The future tense that generally expressed by modal auxiliary 'will' presents degrees of likelihood. The grammar has included finite verbs (lexical verbs) and modal auxiliary becomes the clause reference to provide a bounded limit.

In interpersonal metafunction, the form of primary auxiliary verb and modal auxiliary verbs must be distinguished. Auxiliary verbs are first as finite element to express mood and second as speakers' intrusion. However, modal auxiliary verbs express finite element and speakers' modality. The finite element is included in part of verb group because it influences the tense. Besides tense, the finite clause has modality. Fontaine defines 'non-finite clause display unexpected verb forms since they appear in what is recognizable form (progressive, perfective or infinitive) (2013:119). Finite element presents tense, modality, and mood while non-finite clause will not present those elements.

### 5.3 Modality

The use of modality indicates the speaker judgment's on what is being said and is uttered in the forms of modal verbs and modal adjuncts. It does not directly answer yes or no questions but it gives the space between two of them. According to Halliday and Matthiessen (2004:147) modality is broken down into two importance such as propositions and proposals. The first consists of degrees of probability (possibly/probably/certainly)

and degrees of usuality (sometimes/usually/always). The second one comprises command and offer of intermediate possibility. The obligation degree lies in command (allowed to/supposed to/required to) while degrees of inclination is expressed in offer (willing to/anxious to/determined to). The role of speaker and hearer are reflected through proposal.

**6. DISCUSSION**

**6.1 Clause Subject**

*The Story of A Mother* presented a role of a mother. The story orderly told about how this mother executed people’s requests in order to take back his son. As it is seen in table 1, there are 14 subjects used in this story. However, this paper only elaborated the most frequent subjects occurred in the story.

**Table 1: choice of subject in *The Story of A Mother***

Subject	Frequency
Mother (A/The/ poor, blind, beavered, sorrowing)	21
She (mother)	20
I (mother)	13

The most frequent subject appeared 21 times in this story was *mother* and *She* with 20 times occurrence. Since *mother* and *she* depicted the same person from the same speaker, the writers here replaced the analysis of *she* subject to be *I*. Hence, the parents portrayal was drawn from two point of views which were the author and also the mother.

The clauses that were stated by the author can be seen in the following:

- (1) A mother sat by her little child; (1a)
- (2) the sorrowing mother bent over the little plants, (32a)

The above clauses are the examples of how the speaker described the subject that became the portrayal this paper focused on. The story began when the old man character kidnaped the mother’s son. By seeing how the speaker described the mother, it could be interpreted that the mother was in very hard situation.

The second frequent subject is *I*. The followings are the clauses taken from the story:

- (3) "I will sing them all to you," (12a)
- (4) "but I would go to the ends of the earth for you." (27c)

The parents portrayal can be seen from how the mother told about herself. She used *I* as the subject to tell who she was and what she was going to do. Furthermore, she was saying something to somebody to make sure that she would do something to his/her son. The deeper explanation about this will be elaborated in the clause mood section.

The most frequent subjects were *mother* and *I*. The speakers of the subjects were different. The author used *mother* as the most subject used in the story. It defined *mother* as the main focus of the story. The author showed the picture of the *mother* who was in despair. Another speaker was the mother herself who frequently used *I* as her subject when she spoke. Her attitude towards herself presented what her role and what she would did.

The second story did not include parents’ character as the speakers. However, the paper found parents’ portrayal from how the children expressed their clauses. They implicitly stated their parents’ portrayal. This story also used third person point of view. The following table shows the most subject used by the speakers.

**Table 2: choice of subject in *The Children’s Prattle***

Subject	Frequency
---------	-----------

His father (merchant's father)	3
My papa (editor)	3

There were five children in the story; two of them were brother and sister. All of them were the children of rich and great people. The brother and his sister were the children of honest and industrious father. A little beautiful girl's father was the groom of the Chambers. There was also a daughter of paper editor. The last child was Ajar, a son of poor parents. The analysis considered the most two frequent subjects. Those are *his father (merchant's father)*, and *My papa (editor)*. The speaker of *his father (merchant's father)* was the author but the speaker of *My papa (editor)* was the daughter of the editor. The analysis firstly captured the portrayal of *his father (merchant's father)*. He was described by the author with the following clause:

(5) His father had been at first only a cattle dealer, (51a)

The clauses were used to describe who was the merchant's father since he already had been passed away. Differently *My papa (editor)* was described my his own daughter.

(6) But my papa can buy a hundred dollars' worth of bonbons (57a)

The daughter told about what his father could do with money. She told proudly and arrogantly. She did not want her friend getting rid her of the conversation. The two father's portrayals were described differently. The first father was described by the author and the second father was described his own child. The way those speaker used the subjects was also different and could make different portrayal.

The third story tells about two old snails who concerned so much about their son's future life and thereby attempted to look for wife candidate for him. Alike the other two stories from Andersen, this story also depicts parent's figure. The clauses

and sentences within the story, thus, have been divided as in the following.

**Table 3: choice of subject in *The Happy Family***

Subject	Frequency
They	8
I	6

There are 32 clauses in Andersen's *Happy Family*. This paper, however, will discuss only the most frequent subjects to see the portrayal of parents in the story. The first discussion, hence, is about the most frequent subject such as *They* with the frequency of 8 and *I* with the frequency of 6. Subject plays significant role in interpersonal meaning as it determines the clause mood. Therefore the use of *They*, and *I* also carry mood in the clauses. The first subject *They* occupies almost the entire clauses in the story. The instances of how the story applies it is as follows.

(7) they lived quite retired and very happily; (67a)

(8) they had adopted a little common snail, (67c)

The old snails lived in the burdock forest and considered themselves high, they planned to give the forest to their adopted son. In order to do so, they were discussing about finding the right wife candidate for him. The use of *they* is the result of pronoun replacement of the two old snails or the parents. Since the beginning an idea of giving the burdock forest and getting her son a wife are from the parents. Therefore, the role of parents is significant since they decide their son's future without even telling the son in advance.

**Table 3: choice of subject in *The Child in The Grave***

Subject	Frequency
she	41

In Andersen's *The Child in the Grave*, *she* is mostly used as the sentence subject with

the frequency of 41. The mother who lost her child is the main character in this story so that the descriptions of her dominate the story as well. The following are the use of *she* in clauses and sentences of the story.

(9) day and night she had attended to the sick child, (81)

(10) she could not realize the fact that the child was dead, (82a)

After her son was passed away, the mother was in great distress. She recalled the days when she took care of him and it was hard for her to accept the reality. She even lost her faith in God during her mourning. The use of subject *she* shows the mood in the clauses above that is grieving. The speaker wants to show how sad the mother is without her son with her. In fact, in the story her husband and her other kids were not as sad as her.

## 6.2 Clause Mood

In this part, the paper presented the mood of the clause by considering the tense and finite verbal verbs. To discover the portrayal of the parents, the paper needs to evaluate how the tense worked in the stories. Furthermore, the paper interprets the modality to know the clause mood. Clause mood was needed to study the parents' portrayal and find out what they presented in the story.

In the first story, the most frequent subjects used by the speakers were *mother* and *I*. The tense used by the speaker in the relation with subject *mother* was mostly past tense with finite verbs.

(11) And the mother, seeing that the old man shivered with the cold, rose (3a)

(12) Within the wood the mother came to cross roads (16a)

(13) The sorrowing mother bent over the little plants, (32a)

The speaker of the subject *mother* used past tense to describe what she did in order to achieve her aim which was finding her son. The verbs showed her chronological

past events they had done. The verbs also told about her intention and effort because the verbs were action verbs. According to this she was interpreted as a responsible mother. There was no modality used by the speaker to picture *mother*.

The second most frequent subject in The Story of A Mother was *I*. This subject was expressed by the mother or herself. The most tense appeared in the story was future tense by using the modality of *will*.

(14) "I will find him." (11)

(15) "I will give it to you with pleasure." (29)

(16) "I will tear up all your flowers, (38e)

Future tense expresses the subject next action towards his decision. She mentioned what she was going to do to agree somebody's request or to tell her plans in order to take back her son. The occurrence of modality *will* in the second story affected to the mood of the clause which was obligation. The obligation specifically something that was supposed to do. This concludes that *I* subject always had a plan to achieve and she had willingness to reach. She did anything to her son. Hence she was interpreted as a thorough person.

Another factor that could influence the *I* subject was the occurrence of *must* modality. This auxiliary was used to express obligation specifically a requirement.

(17) I must overtake him, and find my child." (13)

The *I* subject require herself to do something. She had strong decision and will. It drew her characters as ambitious, powerful, and optimistic.

The second story captured two portrayals of two fathers. The first father was a merchant's father. His children were arrogant and too proud of their father.

(18) for his father had sent him to college. (50b)

(19) His father had been at first only a cattle dealer, (51a)

The speaker mostly used past participle when telling about the subject. It referred to the flashback events that took place before the beginning of the story. The subject wanted to introduce the previous events. This was because the father had been passed away. Here, the speaker told that actually the merchant's father came from modest family but he was a hard working person. He had a lot of money at first because he was only a cattle dealer but because of his hard-work and honesty he could gain higher position and more money.

(20) "But my papa can buy a hundred dollars' worth of bonbons (57a)

(21) "my papa can put your papa and everybody's papa into the newspaper. (59a)

The way the speaker used *my papa* as her subject expressed the subject's ability. The application of auxiliary *can* described how her daughter had an intention to show off to her friends. The portrayal of her papa could be identify from her daughter from the way she told about his job. Additionally, she said "*mamma says, for he can do as he likes with paper.*" What the parents said to their child influenced the child character and indirectly expressed the parents' portrayal. The father was interpreted as a person who loved his job but unfortunately he misused his power in job for his own purpose.

In Andersen's *The Happy Family*, the clause moods represent the portrayal of parents. There are 32 selected clauses concerning on parents' portrayal. The clauses consist of three tenses that are present tense, past tense and past perfect tense while the other is a finite modal operator.

There is tense shift in *The Happy Family*. In statement, the transition is from past tense to past perfect tense and the other way around. Present tense, however, is applied mostly in the conversation among the characters. Both of the former tenses indicate past event yet they still have distinct functions when attached in

each clause. The following are the instances the use of past tense and past perfect tense.

(22) They *lived* quite retired and very happily; (67a)

(23) and as they *had* no children of their own, (67b)

(24) they had adopted a little common snail, (67c)

The story starts with the introduction of the characters telling their life. The first two events (22 and 23) are told in past tense but then the next event (24) is in the past perfect tense. The event in (24) happened at some time before another event in the past. The setting in which the story is told the old snails already had their child but before that they adopted a little common snail.

The clauses in the story of *The Happy Family* also contain finite modal operator. It belongs to modality and has different functions. There are two kinds of modality: propositions and proposals. This story applies both of the kinds and will be shown as in follows.

(25) "I should like to be taken to the palace, (74b)

(26) and you may be sure it must be something very uncommon." (74c)

The conversation is still between the snail-parents. After the mother said that she still had another wish then she spoke out about it. In (25) she told her husband as well as herself the probability of being taken to the palace by using *should*. It is a kind of degrees of likelihood in the form of probability and has positive value since there is no negative mark in it. After telling her wishes the mother added that to be cooked in the palace was such a great thing since it was not common. In (26) she uses *may be* because she was not really sure about what she said. The degree of likelihood of *may* is considered as possibility. Next clause (46) is the response from the snail-father regarding going to the palace. He told the snail-mother she needed not to be in a hurry.

The fourth story has 56 clauses containing parents' portrayal. They carry finite elements as the other three stories before. There are four tenses dominate the entire story such as past tense, past perfect tense, present tense, and present perfect tense. Some clauses also apply finite modal operators. The elements are attached in the clauses below.

(27) The father's heart was bowed down, (80a)

(28) but the mother sunk completely under the deep grief. (80b)

(29) Day and night she had attended to the sick child, (81)

The tense shift takes place in the clauses above. The shifts are from past tense to past perfect tense and vice versa. In clause (27) the father was sad due to his child's death. The event is told in past tense and passive form. Passive form is used because the father is the one who are affected by death. The reader may thought the father was the saddest parent but it is actually not. As a matter of fact, the mother was in so much more distress due to the loss. This clause has past tense *sunk* to illustrate how sad she was. In her anguish she recalled the day when she took care of the sick child. This happened at some time before when she was with her kid that is why the clause (28) consists of past perfect. In the next clause (29) the clause changes into past tense again because it refers to the time when the child had gone and at that time her mom still hardly accepted his leaving.

The next finding is the use of modality in the story of *The Child in the Grave*. There 7 clauses comprising modality and all the clauses have either positive or negative values. However, the paper will not provide all modality in this discussion. Some of them are selected to be analyzed in this part.

(30) She *could not realize* the fact that the child was dead, (82a)

(31) that she *might not hear* the blows of the hammer. (85c)

Among the clauses, finite modal verb *could* is used multiple times. In clause (30), for instance, *could* combines with morpheme *not* denote inability of the mother to accept her son's death. It was not possible for him to do it at first. In addition, the clause has negative value. Whereas, clause (31) applies another modality that is *might*. The modal verb *might* has similar meaning with *could* to the extent of probability. Due to her sadness she even was not able to hear the sound of hammer when her kid was put in the coffin.

## 7. CONCLUSION

There are three elements in interpersonal meaning analysis. They are subject, finite, and modality. Subject and finite are the important parts that lead the mood of the clause. The first parents' portrayal is determined and responsible mother. She has many effort to achieve her aim. Besides she is a powerful and optimistic mother. In the second story, there are two figures of fathers. The first father is considered a diligent and genuine worker. However, the second father is defined as dedicated person but he used his power in his job for his needs. Next, in the third story, parents are depicted as authoritative and caring. Ultimately, the last story shows the affective and unconditional love of parents.

## REFERENCES

- Fontaine, Lise. 2013. Orienting language. In *Analysing english grammar: a systemic functional introduction*, 109-121. New York: Cambridge University Press.
- Lock, Graham. 1996. Representing time: tense and temporal adjuncts. In *Functional english grammar: an introduction for second language teacher*, 148-160. New York: Cambridge University Press.

---

Halliday, M.A.K, & Matthiessen, C. 2004.  
Clause as exchange. In An

introduction to functional grammar,  
145-149. London: Arnold.

## IRONY OF HUMOUR IN THE WORKPLACE INTERACTION

Nur Alfi Syahri  
English Applied Linguistics  
State University of Medan  
syahrinuralfi@gmail.com

### Abstract

Irony is often appeared in people interaction. Irony can be applied either in real discourse or in fictional discourse. It is divided into 2 (two) types, they are Meaning Reversal Type and Meaning Replacement Type. Meaning Reversal is mostly used in Real Discourse, meanwhile Meaning Replacement is dominantly appeared in Fictional Discourse (Kapogianni, 2014). Based on this statement, the study is also focused on the real discourse. In this case, workplace interaction is a real discourse that being the main object of the study, which focuses on the humorous interaction. So, the problem of study is what types of irony used inside, and purposed to review the types of irony appeared in the workplace interaction, whether it is supportively or contrastively with Kapogianni's. To analyze the data—ironical expressions of humourous interaction, it uses the method of the study introduced by Miles, Huberman and Saldana (2014) which provides 4 (four) steps, they are: Data Collection—the data is collected from Recording; Data Condensation—the data is transcribed, selecting the humourous interaction, and focuses on the ironical expressions inside; Data Display—the data is drawn to clearly point the ironical expressions based on the appropriate types of irony; and Data Conclusion—it results the final conclusion about the types of irony that appeared in humour at workplace, and compared with Kapogianni's. By following the whole steps, it can be acquired that there are 2 (two) types of irony found inside humorous interaction in the workplace. In contrast with Kapogianni's, the study found that type of irony which mostly appeared is Meaning Replacement type. It is concluded that in the workplace, people more dominantly use ironical expressions with Meaning Replacement than Meaning Reversal inside humorous interaction.

**Keywords:** Discourse, Irony, Humour, Humorous Interaction, Ironical Expression, Workplace Interaction

### 1. INTRODUCTION

Humour could be real discourse. Reviewing from Kapogianni's (2014) it can be achieved, "...real discourse is guided by communication principles with spontaneity which entails the lack of elaborate forward planning in the choice and formulation of irony strategies." It implies that spontaneous communication is able to formulate the strategy of irony in real discourse, which this strategy is one of typical ironies that dominantly correspond to the Meaning Reversal Type. In contrast, Kapogianni also states that another type of

irony, Meaning Replacement Type, primarily correlate to the strategies which applied in fictional discourse. It argues that the crucial division into the two types of verbal irony is still in need of further investigation from multiple perspectives or different objectives.

Irony and humour are two related. The two are independent, and include pragmatic phenomena. As Gricean theory alleged, "they have been the object of well-grounded research during the last 20 years.



It is proved by some researchers have been studied about the two above; Alvarado (2013) elaborates, “humour appears in the utterance without listener expecting it, even it is not humorous genre it will become evident in many of these cases that humour becomes a narrative or social strategy, exactly the same as irony and politeness.” Besides that, Attardo (2001) states, “irony is generally seen as distinct from humour, but the same definitional problems exist with its close neighbour.” From these statements, it can be perceived that irony can be connected with humour. Furthermore, irony and humour are assumed as the two different terms, and these terms can appear in the same problems; however, irony and humour are closely related each other because both of them can be used as narrative and or social strategy. In addition, the academic study of humour have decided to adopt the generic term humour as an umbrella term encompassing programmatically all the semantic field of humour and humorous forms.

Related to the description above, humour nowadays is commonly occurred in daily conversation. In this case, the study analyzes the types of irony appeared on humour, which focused on the workplace interaction. It is purposed to prove what types of irony are actually expressed on humour in the workplace interaction; and whether the result is appropriate with Kapogianni’s or not.

## 2. LITERATURE REVIEW

### 2.1 Irony

Irony evolves from time to time. Since ancient times, irony has been conceived as a mechanism which leads people to understand the opposite of what is actually said. The understanding of Neo-Gricean theories is progressively developed. In Kapogianni’s paper (2011), the theoretical framework for the present discussion comes from (Neo-) Gricean pragmatics, with the distinction between expressed and intended meaning playing a central role. Applying the irony strategies leads to their classification into two main types, they are **Meaning Reversal** and **Meaning**

**Replacement** types. The first type is Meaning Reversal, can be termed as the most typical and commonly discussed, and the second type is Meaning Replacement, in which there is no semantic relationship between the expressed and the intended meaning.

According to Kapogianni (2011), the latter is also characterised by its close proximity to surrealist humour, which is why it can also be described as Surrealistic Irony. The following examples present a variety of strategies that can be classified under each general type (the first line provides the expressed meaning and the second line the intended meaning):

- 1) What a cold day it is! (expressed-meaning)  
*What a hot day it is!* (intended-meaning)
- 2) Wow, at 20 km/h, we are approaching the speed of the light! (expressed-meaning)  
*20 km/h is too slow speed* (intended-meaning)
- 3) A: I am going to the airport  
B: Ohh, what’s in the airport?  
A: Airplanes!!
- 4) Saddam: Putri says she is the most beautiful in the class  
Cindy: I am a Snow White!

Example (1) can be classified under the Meaning Reversal Type of Irony (Type 1) and this is because a semantic relationship between (some element of) the expressed and the intended meaning can be detected. It is a typical case of opposition, where the ironically intended meaning is an antonym of the expressed meaning. It can be included as Absolute Meaning.

Example (2) is illustrated with the process of Meaning Reversal Type of Irony also, although it is not through a direct and absolute opposition, but having the relation semantically and contextually. It can be intended by Relative or Scalar Meaning.

Example (4) is the irrelevant and counterfactual statement. This statement is not in any way related to the context, but it is used as a juxtaposition (usually of a similar structure) to the target utterance.

To sum up, the meaning replacement type of irony makes use of an incompatible, often counterfactual and even surrealistic meaning in order to convey criticism against the target statement or idea. The ironic utterance can be either relevant to the context while also being incompatible (incongruous) and inappropriate, or it can be contextually irrelevant and in an obvious juxtaposition to the target (evaluated) utterance. It is also categorized with (Type 2) and concerned with Context-Irrelevant Meaning.

The previous elaboration will be summarized on the following table:

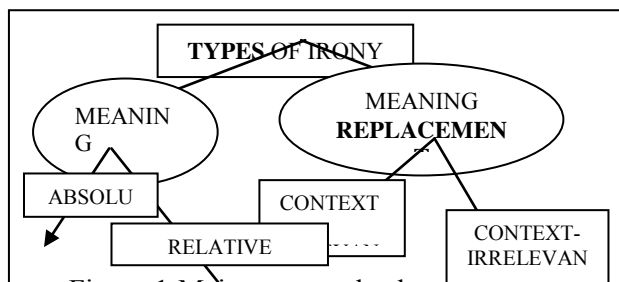


Figure 1 Main types and subtypes of irony (based on pragmatic criteria)

## 2.2 Humour

Attardo and Raskin in 1991, introduce The General Theory of Verbal Humour (GTVH), and formulate that humour can be extended from either semantic perspective or pragmatic perspective, and it also permitted to analyze more complex forms of humour, for instance, humour in interaction, or in monologues. In accordance with the GTVH above (Attardo, 2001), there are 6 (six) types of knowledge sources exist which make it possible to detect whether a text is humorous or not and show a hierarchical relationship between them. The Knowledge Resources (KR), namely: script opposition, the logical mechanism, the situation, the target, the narrative strategies, and the language, are described below:

- 1) Script Opposition (SO)  
It indicates the opposition of semantic frameworks or scripts when it comes to interpret a humour utterance generates a number of incongruities that the listener has to resolve in his final interpretation.
- 2) The Logical Mechanism (LM)  
It refers to the most problematic parameter in the GTVH, since it is the one that surrounds the incongruity-resolution process, and the resolution is optional in some cases of humour. Therefore, it is not always going to have this knowledge source at the disposal.
- 3) The Situation (SI)  
It implies everything that surrounds humour; the context which evokes and generates the framework in the humour discourse.
- 4) The Target (TA)  
It shows the person humour addressed to. Attardo (2001) equally considers that this knowledge source may be optional, because there is a type of humour which does not ridicule anyone and does not have a personal target either. It can be linked to humour with positive effect and or negative effect.
- 5) The Narrative Strategy (NS)  
It denotes that this knowledge source has to do with the genre being used to express humour; in other words, if it is a joke, the strategy can adopt a question-answer or riddle format, for instance, although it might also be much more complex and be based on logical mechanisms and reasoning.
- 6) The Language (LA)  
It contains all the information required in order to be able to verbalize a humorous text, that is, the speaker has all the instruments available needed for a next to contain the suitable words which lead to an opposition of senses and a double interpretation (polysemy, ambiguity, polyphony, hyperbole, etc).

Humour becomes a need to be interacted in the workplace. As Morreal (1991) argued that workplace humour benefited employment relationships by increasing job satisfaction, creativity, and even productivity. The role of humour in the workplace interaction implies that humour defined as ‘utterances which are identified by the analyst, on the basis of paralinguistic, prosodic, and discoursal clues, as intended by the speakers to be amusing and perceived to be amusing by at least some participants’ (Holmes, 2000b: 163). While humour can amuse participants, it can fail to fulfill the intention of the instigator for many reasons. Hay (2001) states that some humour may receive a non-response, indicating the addressees not recognizing the humour, and that non-response or even negative response can result if the humour is not appreciated by the addressee. Priego-Valverde (2009) names the former as ‘unperceived humour’ and the latter ‘rejected humour’. Subject to the culture of individual workplaces, humour can have powerful dynamics and multiple meanings with work activities, especially teamwork in the workplace (Holmes and Schnurr, 2005; Schnurr, 2009). However, humour can be amusing felt by the speaker and addressee, and also may not be ‘assumed’ as humour, because of the addressees do not realize and receive it as ‘humour’.

Talking about doing humour in the workplace, actually there are some factors that influence the amount and type of humour at work, include: the relationship between interlocutors when talking, interlocutors’ personalities, the size of group where talking, the kind of interaction, speech event, or activity type which they are engaged in, the length of the interaction, and the particular point which has been reached in the encounter. It is why it can be different way or different style in doing humour.

### 3. RESEARCH METHOD

#### 3.1 Source Data and Data

The sources of data are 11 employees (7 males and 4 females) in public funds subdivision, financial division (*Subbagian Dana Masyarakat, Bagian Keuangan, Biro Rektor*) in State University of Medan. They are chosen based on their daily conversation in the workplace. The data are the ironical expression of employees when interacting humorously in the workplace, in order to achieve the types of irony applied, that will be recorded during official hours (8 hours per day), for 4 weeks (5 days per week), in December 2016.

#### 3.2 Instrument of Data Collection

The data is collected from multiple sources, include participant observations, archival records, audiovisual materials. As the key instrument, the researcher also needs supporting instruments to get the valid data. Therefore, the supporting instruments in this study are recorder. The recorder is used for recording the ironical expressions of employees when interact using humour in the workplace, and the result is transcribed. The transcript of the record becomes the data of the research.

#### 3.3 Technique of Data Analysis

In this research, the analysis of the data used descriptive qualitative research method. It is concerned with appearance in words rather than in numbers. In this research, the researcher chooses Recording technique. Furthermore, those statements showed that the data gathered in qualitative research need to be given some editing before displaying. To analyze the data that has been gathered, the researcher will use four steps from Miles, Huberman, and Saldana (2014), they are data collection, data condensation, data display, and data conclusion. Look at the figure below, it shows the process from the first into the last step.

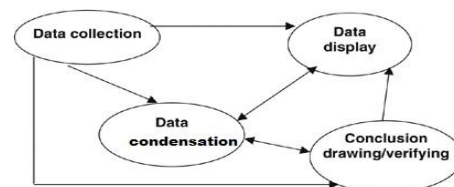


Figure 2 Components of Data Analysis: Interactive Model taken from Miles, Huberman, and Saldana (2014)

Based on the statements and the picture above, after the data has been collected, it is analyzed in four steps, they are:

1. Data collection

Data collection is process of collecting the data. This research applies only 1 (one) technique to collect the data, it is Recording. Recording is used to acquire the utterances/ expressions from the source of data of the research. In this case, recording purposes to get the ironical expressions among the employees, when they interact each other by using humour.

2. Data condensation

Data collection described above, related to data condensation. However, there will be many data that has been collected in the data collection. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body (corpus) of written up field notes, interview, transcripts, documents, and other empirical materials. By condensing, the data will be stronger and easier to analyze. To make it more clearly, it is described on the following list:

a. Selecting

On this step, the researcher will select the appropriate data related to this research. In line with this research, the researcher selected the humorous interaction occurred in daily conversation at workplace.

b. Focusing

On this step, the researcher will get the attention to the appropriate data. In this research, the researcher is only focused on the ironical utterances/expressions (words, phrase, clause, sentence) that appeared inside humorous interaction at workplace.

c. Simplifying

On this step, the researcher will simplify the data. The data that has been collected need to be simplified so the researcher is easy to analyze it. In this research, the researcher selected the

types of irony that appeared inside ironical expressions of humour in the workplace interaction.

d. Abstracting

On this step, the researcher will summarize the data. In the research, the researcher summarized the data related to how many ironical expressed found and the types of irony applied inside.

e. Transforming

On this last step, the researcher chose the most appropriate data concerned with the data about irony. The data which is not necessary to be analysed are the utterances/ expressions outside humour interaction among employees.

3. Data Display

The utterances/expressions that have been condensed will be displayed. This research aims at finding the ironical expressions and categorizing them into two types of irony, which can be showed through tables.

4. Data Drawing Conclusion/Verification

The data should be concluded and verified after reducing and displaying it. All the data that has been collected on the observation and recording need to be verified before the researcher takes the final conclusion. The raw conclusion also needs to be verified. In this case, if the researcher finds the new data, the raw conclusion needs to be changed, but if there is no other data, the researcher can take a final conclusion of the research.

#### 4. DISCUSSION

Based on the expressions that has been transcribed from 12 interactions in the workplace, it can be found that there are 2 (two) types of irony, they are 1) Meaning Reversal Type of Irony, and 2) Meaning Replacement Type of Irony. Meaning Reversal of Irony can be divided into two subtypes, they are Absolute Meaning and Relative (Scalar) Meaning. Meaning Replacement of Irony can be divided into two subtypes, they are Context-Relevant Meaning and Context-

Irrelevant Meaning. These will be listed on the following table:

Meaning Reversal Type of Irony found in the humorous interaction at the workplace is divided into 2 (two) subtypes, they are Absolute Meaning and Relative (Scalar) Meaning. The sample of data analysis is described on the following section. It can be found in the workplace interaction, which displays the situation: Male 1 asked about the attendance of female on the morning assembly. The interaction is transcribed below:

- TH (Male 1) : “*Dimananya tadi kau apel ??*”. “(Where were you assembly?)  
 H (Male 2) : “*Oo..di depan tadi Bu EB, Yah..*” (laugh)  
 (Oo...she was in front of the line, Yah)  
 EB (Female) : “*Hmm..Iya..di depan tadi awak, Yah..*” (Hmm...of course, I was in the front line, Yah..)  
 TH (Male 1) : “*Iyanyaa? **Tak nampakku***” (laugh)  
 (Ohya... I didn't see..)  
 EB (Female) : “*Hhh..mentang awak gak datang, teros TH ngejek..*” (Hhh...because I didnt come, now you are kidding me, TH..)

Based on the interaction above, the data *tak nampak* (do not see/not being aware of) is the ironical expression. *Tak nampak* (do not see/not being aware of) is the expressed-meaning, which denotes ‘no being aware of something/something by using the the eyes; or going out of sight or stop existing’. *Tak nampak* (do not see/not being aware of) based on the interaction means someone does not realize whether anyone is in line of assembly or not.

Based on the context, *tak nampak* (do not see/not being aware of) has the intended-meaning. The intended-meaning is *tampak* (see/be aware of), which defines ‘becoming aware of somebody/something by using the eyes; or existing. *Tampak* (see/aware of) based on the interaction implies someone realizes who is present in the morning assembly by looking at the line.

Based on the fact, male 1 (TH) asked female (EB) whether she was present or not in the morning assembly,

whereas he and male 2 (H) had known that she was absent. Male 1 planned to tease

No.	Types of Irony	Amount of Ironical Expressions	Percentage
1	Meaning Reversal	6	14%
	1.1 Absolute Meaning		
2	1.2 Relative (Scalar) Meaning	7	17%
	Meaning Replacement	13	31%
2.1 Context-Relevant Meaning			
	2.2 Context-Irrelevant Meaning	16	38%
Total		42	100%

her by ironically asking her position when the assembly held. Male 2 understood about his intended-meaning by giving comment. Female answered his question ironically, too. Male 1 actually could see and realize that female did not attend the assembly because she was not in line. But he said he did not see or not being aware of her.

In this case, the ironical expression above is occurred in humour at the workplace. Male used the expressed-meaning *tak tampak* (do not see/not being aware of) and the intended-meaning *tampak* (see/being aware of), which are totally contrast. So, it can be categorized as Meaning Reversal Type of Irony with Absolute Meaning Subtype of Irony. So, the whole of ironical expressions are analyzed by describing as the previous elaboration.

The research entitled Irony of Humour in the Workplace. This research takes place in financial department, Administrative Building, State University of Medan. The data come from the utterances/expressions which humorously interacted in the workplace. Based on the research, it has been resulted that there are 12 humorous interaction collected from the workplace daily conversation. From the whole humorous interaction recorded, it has been found 42 ironical expressions

which contain both types of ironical expressions—Meaning Reversal and Meaning Replacement. From those ironical expressions, it includes 13 expressions of Meaning Reversal Type, that 6 (six) expressions belong to Absolute Meaning, and 7 (seven) expressions to Relative (Scalar) Meaning. In this case, it is contrary with Kapogianni's findings on her research **Differences in Use in Function of Verbal Irony between Real and Fictional Discourse** (2014) which stated "The meaning reversal type of irony is both more frequent and more prone to misinterpretation in natural discourse, while the humorous nature of the meaning replacement type encourages its use in humorous contexts." According to her, Meaning Reversal mostly used in natural discourse, and Meaning Replacement applied in humorous contexts or fictional discourse. While based on the research, it analyzes the natural discourse—in this case, daily interaction among the employees at the workplace; from this humorous interaction, it presents Meaning Replacement is mostly applied if compared with Meaning Reversal. This humorous interaction is built by daily communicating between males and females. In this case, males more commonly use ironical expressions than females. It can be proved from the amount of ironical expressions practiced by them—male produce 30 ironical expressions, and 12 expressions for female. Through this finding, the research can be developed by analyzing from gender perspective.

## 5. CONCLUSION/CLOSING REMARKS

Based on the analysis on this research entitled **Irony of Humour in the Workplace Interaction**, it can be concluded that Irony is often applied in daily conversation. Most of workers at the workplace (especially for Subdivision of Public Funds) in State University of

Medan tend to use irony when they do humour inside the interaction in official hour. Also, in this case, male workers tend to use ironical expressions rather than female.

## 6. REFERENCES

- (1) Alvarado, M. (2013). An Approach to Verbal Humor in Interaction. *Journal of Social and Behavioral Sciences*, 95, 594-603
- (2) Attardo, S. (1994). *Linguistic Theories of Humour*. Berlin, New York: Mouton de Gruyter
- (3) Attardo, S. (2000). Irony as Relevant Inappropriateness. *Journal of Pragmatics*, Youngstown Elsevier (32): 793 – 826
- (4) Attardo, S. (2001). *Humorous Text: A Semantic and Pragmatic Analysis*. Humour Research Series, 6. Berlin and New York: Mouton de Gruyter
- (5) Behrens. Et al. (2006). *Cross-Cultural Differences in the Comprehension of Irony*. German: LAUD Linguistic Agency
- (6) Bernie, C. et al. (2012). *Discourse & Communication, Humor in the workplace: A regulating and coping mechanism in socialization*, Volume 6, Number 163, Published by: <http://www.sagepublications.com>
- (7) Holmes, J. (2000). Politeness, Power, and Provocation: How Humour Functions in the Workplace. *Discourse Studies* 2 (2): 159-185
- (8) Kapogianni, E. (2014). Differences in Use and Function of Verbal Irony between Real and Fictional Discourse: (mis)interpretation and Irony Blindness. *Journal of Pragmatic*.

**TYPE OF IDEATIONAL GRAMMATICAL METAPHOR EXISTED IN “DIARY OF  
WIMPY KID” SERIES 1-3**

Nur Indah Arfiantia, M.R Nababanb, Riyadi Sentosa

*aUniversitas Sebelas Maret, Solo, Surakarta*

*bUniversitas Sebelas Maret, Solo, Surakarta*

*cUniversitas Sebelas Maret, Solo, Surakarta*

Email : nurindah.arfianti@gmail.com

**Abstract**

This analysis is actually part of larger research that discusses the translation of ideational grammatical metaphor in the children’s novel entitled “Diary of Wimpy Kid”. The main purpose is to find out what kind of type of grammatical construction in representing different meaning (incongruent), existed in the novels, viewed from Systemic Functional Linguistics (SFL). Ideational grammatical metaphor is defined as the variation in expressing meaning differently by converting one of grammatical class to the others. The function is to pack the information to make it more effective. It is one of phenomena usually used by writer for creating variation in order to avoid monotonous pattern in the book. Based on the analysis of the data which are taken from the 1st book to the 3rd book, it shows that there are 8 (eight) types of ideational grammatical metaphor existed in “Diary of Wimpy Kid” novels series I-III. Meanwhile, the dominant type found in the novels is nominalization.

**Keywords:** ideational grammatical metaphor, incongruent, ideational metafunction, SFL, children’s novel

**IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM**

Parwati Hadi Noorsanti

*Airlangga University, Faculty of Humanity*

[santi\\_parwati@yahoo.com](mailto:santi_parwati@yahoo.com)/ [parwati-h-n@fib.unair.ac.id](mailto:parwati-h-n@fib.unair.ac.id)

**Abstract**

This paper describes the form of imperative speech performed by Japanese women and describe the context behind the use of imperative speech. Source of data in this research is the film of Hanamizuki directed by Nobuhiro Doi. The method used is descriptive qualitative method, tapping technique used to capture data from data.

The results obtained from this research are imperative speech performed by women in the form of interrogative speech and declarative speech. Interrogative calls state the meaning of demand, solicitation, and prohibition. The declarative declaration expresses the meaning of petition, solicitation, prohibition, supply and demand. The contexts behind the use of imperative speech in the Hanamizuki film include presuppositions, the influence of honne and tatemae culture for women who indirectly express their desires or feelings.

**Keywords:** imperative speech, Japanese women, Hanamizuki.



## INTRODUCTION

According to Wijana (1996: 30) Formally based on the sentence mode is divided into declarative, interrogative and imperative.

Mulyono (in Rahardi, 2000: 2) states that the imperative sentence which means the sentence of the command is one type of sentence in the Indonesian language. However, often the imperative expressions expressed do not directly indicate the meaning of the imperative when viewed in grammatical sentences. The imperative meaning of a speech is not always consistent with the form of its construction, but is determined by the context of the utterances.

In Japanese the imperative meaning is not only expressed by imperative sentence construction only, but the imperative meaning is contained in declarative sentences as well as interrogative sentences. This is in accordance with the characteristics of Japanese society that are tied to honne and tatemae culture. Honne is one's deep motive or intention, while tatemae refers to motives or intensions that are socially -tuned, those that are shaped, encouraged, or suppressed by majority norms (Nobuyuki, 1989: 94)

In the context of certain speech situations, a speaker can determine whether in speaking he must use imperative speech variants directly or indirectly to express a specific imperative pragmatic meaning (Rahardi 2000: 5). This means that the analysis of sentences containing imperative meaning can not only be done structurally but also must involve the speech situations that lie behind the speech event occurs, such as who is involved in communication. When the event said it happened, how the status or what kind of relationship between the person involved in the speech event. Therefore, in this research not only use linguistic approach but also using approach of extralinguistics, such as pragmatic approach and sociolinguistics approach. Because the intentions of the

speakers are not directly pronounced but through certain sentences that contain imperative pragmatic meaning. Characteristics of Japanese people and the life Japanese society can be described through the media like a movie. In the movie can be seen how the speech-communication occurs. In this study the media used as a data source is a Japanese-language movie entitled Hanamizuki.

This romantic movie tells about the romance of two people who had separated but finally met after long time.

This study focuses on the issue of pragmatic imperative sentences in Japanese. What is the form of imperative pragmatic sentence in the form of interrogative sentences and descriptive sentences in the Hanamizuki movie.

## LITERATURE REVIEW

Alisyahbana in Rahardi (2005: 19) said that the imperative sentence as content that commands, forces, orders, invites, requests, so that the ordered person does what is meant in the command. Keraf (in Rahardi 2005: 2) defines the sentence of the command as a sentence used to tell others to do something.

Blum-Kulka (in Rahardi, 2009: 18) states that commanding can be expressed in various ways. There are nine ways to express the intent of the commanding directive in a language, namely: 1) with imperative sentences, 2) with explicit performative sentences, 3) with a gated performative sentence. 4) with a statement of necessity, 5) with a wish statement, 6) with the formulation of a suggestion, 7) with question preparation, 8) with strong cue, 9) with subtle cues.

The imperative speech conveyed by the speaker and received by the said partner demands a reaction or response. The expected reactions may typically be both verbal and nonverbal responses, and may also be a combination of verbal responses and nonverbal responses, and all of them are actions.

The action may include: (1) the action that the partner must make by himself, (2) the action that the speaker must do together with the speaking partner, and (3) the action the speaker must take with the consent of the partners said.

The explicit meaning of a speech is not always the same as the meaning implied in the narrative. The implied meaning can be obtained by looking at the context that accompanies the emergence of the speech.

### Types of Speech

#### 1. Direct Speech and Indirect Speech

Indirectly directed calls are usually not directly answered, but immediate implications should be carried out.

#### 2. Literal Speech and unLiteral Speech

The literal speech act is a speech act which means the same with the words that compose it, while the act of not literal speech (nonliteral speech act) is a speech act which means not the same as or contrary to the meaning of the words that make it.

If speech acts directly and indirectly intercourse with literal speech acts and speech acts are not literal, will get speech acts as follows:

1. Direct literal speech act, are expressed by the mode of speech and meaning the same as the meaning of the utterance. The intent of governing is conveyed with the command prompt, preaching with the news sentence, asking something with interrogative sentence.
2. Indirect literal speech act is not spoken expressed with a sentence mode that is not in accordance with the intention, but the meaning of words that in accordance with what is intended of the speech. In this speech act the intention of command phrased with the declarative sentence and interrogative speech.
3. Non-literal direct speech act is a speech act which is expressed in modus sentence in accordance with the meaning of speech, but the words that mengkusnnya not have the same meaning with the intent of the speaker.

4. Indirect non-literal speech act is a speech act that is expressed by the sentence mode and the meaning of the sentence that is not in accordance with the intention to be expressed.

Example. The floor is clean

### Japanese Grammatical Category.

Grammatical categories in the predicate of Japanese sentence is a classification of language units based on form, function, and meaning. In the grammatical categories of verbal sentence predictions include: smoothness, positive and negative forms, voice or diastesis, aspects, times, and modalities.

#### Modality

Modality is a grammatical category that a speaker uses in expressing an attitude toward something to his or her opponent, such as by informing, telling, banning, asking and so on in communication activities.

Meirei (命令) is the one used to command the other person to do something. To express in spoken language can be used verb form command (meireikei). Kinshikyokamerupakan modalities used to declare a prohibition and permission to do something perbrai. Irai (依頼) modalities used to express the request to others to do or not do something. Toui (当為) is a modality used to declare the necessity or suggestion to someone. Ishimoushidekanyuu (意志・申し出・勧誘) is a modality used to express the intent to do something, offer something, and invite something to others. Ganbou (願望) is a modality that is used to express the desire either in the act of wanting to be done alone or wanting someone else to do something deed.

#### Discussion

In accordance with the formulation of the problem in the study, in this chapter of the researcher categorize imperative sentences into two categories namely descriptive speech categories and introgative speech categories. Each analysis carried out, containing a description of the use of the

type of speech as well as answering the context contained in the utterance.

1. Imperative speech in Declarative utterance

a. A declarative utterance that expresses the imperative request

Sae: *Onegaishimasu. Watashi no jinseigakakateru no*

お願いします。私の人生がかかてるの  
(Hanamizuki Volume 1, 09:30)

I beg you, my life depends on this

The phrase spoken by the speaker (Sae) to the speech partner (Kouhei) was motivated by the situation when Sae asked Kouhei to drive the car they encountered in an uninhabited house. But at that moment Kouhei hesitated because the car belonged to someone else. The prejudice or presupposition of the said situation is that both of them will take the test then, and both of them are in trouble so the time left to get to school is not much more. The prejudices that the partners have to make a speech partner understand what the speaker wants.

The implicature in the sentence *Watashi no jinsei ga kakateru no* (my life depends on it) is that for the said partners to agree and want to do what the speakers want, that is, use the car to bring them both to school. The sentence is a declarative declaration containing imperative implicatures of a speaker's request.

b. Declarative Sentences that expresses the pragmatic Imperative Offers.

Okaasan: *Sae, omiyage. Omise no nokori mono dakedo*

お母さん：サエ、お土産、お店の残り物だけど (Hanamizuki, Volume 2, 07:00)

Sae, this is food left over from the store.

The context of the sentence is that Sae's mother just came home from work and went straight to Sae who was behind the house. The intention of the speaker's utterance and accompanied by the exposure to the spokesperson to be conveyed was a presupposition / presupposition which became the

information for the speech partner to assume that the speech / the speaker's statement is an offer to the said partner.

The context of the sentence is that Sae's mother just came home from work and went straight to Sae who was behind the house. The intention of the speaker's utterance and accompanied by the exposure to the speaker to be conveyed was a presupposition which became the information for the speech partner to assume that the speech or the speaker's statement is an offer to the said partner.

The response of the speaking partner who responds directly to the speaker's speech is an indication that the intentions conveyed by the speaker have been well received by the speech partner.

c. Declarative Sentences that expresses the pragmatic meaning of the Imperative Demand.

Ritsuko: *kaze ni hiitara, komaru deshou*  
(Hanamizuki Volume 5, 09:15)

りつこ：風邪にひいたら、困るでしょう

If you catch a cold, it will be a problem

This sentence is pronounced Ritsuko to Kouhei who was not so healthy because of sleep late at night the previous night. This sentence is pronounced while giving the jacket to Kouhei. The sentence is a regular declarative sentence but because it is pronounced in the conditions described earlier, then its meaning becomes imperative sentence of the order with the sentence mode *meireikei* (command), in which Ritsuko intends to tell Kouhei to wear a jacket so as not to catch cold. The sentence is a regular declaration sentence but is pronounced with the intent of the imperative sentence, although the speaker's intent is not expressed explicitly or explicitly.

2. Imperative Speech in Interrogative Speech

a. Interrogative Sentences that expresses the pragmatic meaning of the Imperative Solicitation

Sae: *Soushitara, karimasen?*

さえ：そうしたら、借りませんか？

Then we borrow it? (Hanamizuki, Volume 1 4:30)

The sentence is an interrogative sentence characterized by a slightly elevated tone at the end of the sentence. The sentence is Tanya's alimat in a negative form, which shows a higher degree of civility when compared with ordinary interrogative sentences. The meaning of the implied from the context of the phrase is said that Sae wants Kohei to borrow the car in the yard when they are sown from the carriage because the train can not walk anymore because of the carriage of the deer. At that time Sae will take the test, so that not too late he wanted to borrow a car as a vehicle that deliver to school.

b. Interrogative Sentences that expresses the pragmatic meaning of the Imperative Demand

Sae: untente dekimasu? (Hanamizuki, vol 1, 04:30)

さえ：運転って、できますか？

Can you drive?

The sentence asked in sentence (9) is not just asking or just requiring a yes and no answer. But more than that, this question has implicatures that speakers (Sae) want Kouhei as a speech partner to use the car they find in an empty house to take them to school, because then the school exam will take place soon.

The prefix or presupposition of the speech partner causes the response given by the companion in accordance with what the speaker wants, and the speech partner knows exactly what implicatur is in the speaker's question.

### CONCLUSION

From the discussion, it can be concluded that the form of imperative pragmatic sentence in the form of an interrogative speech in the Hanamizuki drama is an interrogative utterance that expresses the pragmatic meaning of imperative demand and imperative invitation. The form of imperative pragmatic sentences in the form

of descriptive utterances in the Hanamizuki drama is a declarative utterance that expresses the pragmatic meaning of imperative demand/ reques and imperative offers.

The context behind the use of imperative pragmatic sentences in the Hanamizuki drama are presuppositions, that is the similarity of information possessed by the speaker and the hearer to the information contained in the speaker's speech. The presuppositions of the speech partners are an important factor in the ability to respond to the utterance spoken by the speaker.

### REFERENCES

Nobuyuki Honna and Bates Hoffer, "Nihon Bunka o Eigo de Setsumeji Suru Jiten", Yuhikaku Publishing Co. Ltd, Tokyo, 1986

Rahardi, Kunjana. "Pragmatik Kesantunan Imperatif Bahasa Indonesia", Penerbit Erlangga, Jakarta, 2005

Rahardi, Kunjana, "Sosiopragmatik" Penerbit Erlangga, Jakarta, 2009

Sutedi, Dedi, "Dasar-Dasar Linguistik Bahasa Jepang", Humaniora, Bandung, 2008

Wijana, I Dewa Putu, "Dasar-Dasar Pragmatik, Penerbit Andi, Yogyakarta, 1996

Wijana, I Dewa Putu dan Muhammad Rohmadi. "Analisis Wacana Pragmatik: Kajian Teori dan Analisis". Yuma Pustaka, Jakarta, 2010,

A READING ON PRAMOEDYA ANANTA TOER'S PLAY, *MANGIR*: CRITICISM  
ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN

Paulus Kurnianta

*Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta*

Email: paulus\_kurnianta@uny.ac.id: paulkurnianta@gmail.com

**Abstract**

Mangir written by Pramoedya is a play which takes the story of Ki Ageng Mangir's struggle against Mataram Empire after the downfall of Majapahit in the 16th century. This play is considered as a text which records Pramoedya's perspective on the cultural historical event. In wider context, the play does not only stand as an imaginary literary product but it also reveals Pramoedya's criticism on Javanese discursive practice about woman. In line with this, literacy as the act of reading is positioned as critical ability to understand how socio-political and cultural system shapes meaning. Further, this research will be conducted in three levels, that is, linguistic, cognitive and sociocultural. Linguistic analysis refers to the textual organization of the play; cognitive analysis concerns with schemata and textual forms; and, sociocultural analysis denotes to the problematization of textual practice with social practice. To reveal how a culturally ingrained construction of woman is shaped, this project will be focused on how woman is textually encoded, what schemata play on the reception about woman and how the constructions of woman culturally affected by the exertion of power.

**Keywords:** literacy, mangir, discursive practice, woman

EXPRESSIONS OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA

Rika Mutiara  
Esa Unggul University  
rika.mutiara@esaunggul.ac.id

**Abstract**

This study aimed to check whether expressions of disagreement used in the business English textbook occur in BNC (British National Corpus) and COCA (Corpus of Contemporary American English). Furthermore, it investigated other possible expressions and how the speakers minimize positive face threatening acts in BNC and COCA. This study applied corpus methods. The expressions were checked in the corpora. Then, the concordance lines were analyzed to see any patterns. It was found that some adverbs such as *strongly* and *completely* tend to occur in the expressions of disagreement. Expressions in the textbook are only built by the word *disagree* such as *I disagree*. However, there are expressions developed by the phrase *not agree* such as *I do not agree* in BNC and COCA. The expressions in the textbook and corpora show that the speakers used *I'm sorry* and *I'm afraid* to show politeness. In BNC and COCA, the speakers also used contrastive conjunctions such as *although*, *even though*, and *but* to show politeness to the interlocutor as in *I respect his views although I did not agree with them*. They, moreover, gave opinions when they used expressions of disagreement.

**Keywords:** disagreement, corpus, face threatening acts

**INTRODUCTION**

One of the needs in the workplace is ability to use English for communication. English is an international language in which people with different mother tongues can communicate with it. The use of English helps people to do business. To equip the university students to deal with this situation in their future, business English class is offered. The textbook was developed for this class.

A textbook plays a prominent role in learning. It contains learning materials to be used by the students. The students were exposed to the texts in the textbook. From the texts, the students get the model of language use. Giving model is important to enable the students for using English. For most Indonesian students, English is a foreign language. They are hardly exposed to English. The textbook is the main source to get the model of language use. Therefore, the textbook needs to contain language models that represent the language use in the real life. It helps the students acquire language that is really used in real life. In the real world, the students will understand the language used by others. They also will produce language that is naturally used.

To check the language use in the textbook, a comparison of language in the textbook and a corpus can be conducted. A corpus consists of a number of texts. It is saved electronically (Conrad, 2005). A corpus can be divided into several sub-corpora (corpora is the plural form of corpus). The sub-corpora can be spoken or written language. They also can be differed based on the genre such as news, fiction, and academic. To choose which sub-corpus is appropriate, it is necessary to suit it to the goal of corpus investigation.

One of the language functions given in the textbook is expression of disagreement. Some expressions can be used to disagree are presented. The students get the language model by being exposed to this material. Then, the students should give responses showing disagreement to some statements given in dialogues.

Expressing disagreement should be done carefully to maintain the relationship with the interlocutors because it is an act of rejecting one's ideas and thought. The owner of the ideas and thought can feel being threatened. Brown and Levinson (1992) mentioned it as a face threatening act. Every participant in communication has a face. He tries hard to create a good image of his face. The face is what he wants others see from him. When his face is threatened, he was

lose his face. The image that he built is threatened. In order to save interlocutor's face in interaction, language use needs to be considered. This is a part of politeness theory. Politeness can be seen through his language.

Based on the explanation above, the study sought to answer the research questions as follows:

1. Do the expressions of disagreement in the textbook occur in BNC and COCA?
2. What other expressions of disagreement can be found in BNC and COCA?
3. How do the speakers reduce positive face threatening acts in disagreement in the textbook, BNC, and COCA?

### LITERATURE REVIEW

A textbook is a source of learning materials. Tomlinson (2011, p.2) stated what it means by a material as "*anything which is used by teachers or learners to facilitate the learning of a language.*" Linguistic is one of the aspects of material for learning a language. It can be evaluated to provide helpful insight for learning. Corpus linguistics can play a role in materials evaluation especially in linguistic aspect of the materials.

Fligelstone (1993) mentioned that corpus linguistics also can be useful for materials development. The phraseology of the texts can be studied using corpus linguistics. In the context of word use, collocation and n-gram (lexical bundle) can be studied. Collocation focuses on what word tends to occur with other words. In learning materials, it gives model of how language works. For instance, it gives example that the word *lunch* may collocate with verbs *have* and *take*. The collocations become *have lunch* and *take lunch*.

N-gram (lexical bundle) shows how three or more words can occur as a chunk such as in the phrase *the study aims at*. This phrase consists of four words so it is called 4 gram. Furthermore, corpus linguistics can be used to investigate how particular structure works or what particular structure becomes the salient feature of particular genre. For example, Biber (1999) explored that complex noun phrases are more frequently used in academic texts and news than other genres because they are used to deliver much information. Such finding can be accommodated in developing learning materials for academic language. In the level of discourse, structure of the texts in particular

genre can be studied by using keywords in the text (Thornbury, 2010).

Corpus linguistics can be used to compare or contrast two types of the texts. It focuses on particular elements. In learning materials evaluation, it studies the element in learning materials and corpus. Then, it scrutinizes whether language in the materials and corpus are similar or different. Based on the result, it suggests what should be improved in learning materials.

A study that focuses on expressions of agreement in the textbook and corpus was conducted by Seto (2009). It used 54 expressions from 5 textbooks. Those expressions were checked in Hong Kong Corpus of Spoken English (HKCSE). Those expressions were classified into mild, normal and strong. Those expressions were used in the meetings, discussions, and tutorial. There are only seven expressions that can be found in HKCSE. Some single words such as *agree*, *hmm*, *okay*, and *right* were found to be the potential expressions to show agreement. The occurrences of those words that function to show agreement were found in the textbooks. The expressions of agreement in the textbook contains of one up to ten words. However, the expressions in the textbook commonly appear as one word. The language in the textbook does not reflect the real use of language. Moreover, there is no explanation about the different function of each expression. The previous study only examined the expressions of agreement.

The expressions of disagreement in the textbook and corpus have not been dealt with. Disagreement is an action that might threaten positive face of the speakers (Brown and Levinson, 1992). Positive face consists of image that the speaker wants to be acknowledged and respected in interaction. Threatening one's face would break the relationship among the participants. It is possible that the speakers try to minimize positive face threatening act with several ways. To be able not to threaten interlocutor's face, the participant needs to use language as appropriate as possible while stating disagreement. The ways the speakers reduce the possible face threatening acts in stating disagreement were explored.

### RESEARCH METHOD

Linguistic corpus was applied in this study. Its main concern is to investigate the patterns of language in a corpus by using computer technology. The patterns that are difficult to find manually would be found more easily. The patterns reflect how the speakers usually use language in order to convey specific functions.

The data that are expressions of disagreement were taken from the textbook used in Business English class, British National Corpus (BNC), and COCA (Corpus of Contemporary American English). The corpora consists both spoken and written language.

The language in the textbook used in this study appears in the conversation settings. It means it represents the use of spoken language. Therefore, the sub-corpus of spoken language was chosen in this study to make the comparison balanced.

The expressions in the textbook were checked in the BNC and COCA to see their occurrences. If those expressions occur, they are used in real communication. To find other possible expressions, the collocates of the keywords were studied to find any possible patterns. The collocates are 4 words to the left and right of the keywords. Studying the collocates helps to recognize patterns.

To see how the speakers reduce the potency of positive face threatening acts, the collocates and the concordance lines were explored. The ways were analyzed based on politeness theory (Brown and Levinson, 1992).

**DISCUSSION**

The expressions in the textbook were checked in BNC and COCA. There are four expressions that can be found in the textbook as follows:

- *I'm sorry, I have to disagree.*
- *I'm sorry, I can't agree that.*
- *I'm afraid I disagree.*
- *I tend to disagree.*

It is only the last expression that can be found in BNC and COCA. To find more suitable results, the main phrases of the expressions were used as the basis for query in BNC and COCA. The phrases and their frequencies are as follows:

Table 1: Frequency of expressions of disagreement in BNC and COCA

Phrases	BNC	COCA
I have to disagree	2	67
I can't agree	0	257
I disagree	20	1453
I tend to disagree	0	4

The most frequent expression in BNC and COCA is *I disagree*. *I can't agree* is in the second place based on the frequency in COCA. This expression does not exist in BNC. However, the expression of *I cannot agree* occur in BNC as in *I am afraid that I cannot agree with you that all rivers ... . I have to disagree* is in the third position based on the frequency in COCA. *I tend to disagree* is in the last position. There is no occurrence of this expression in BNC.

The phrases that were built by the keywords *disagree* and *not agree* were set to find other possible expressions. The collocates of *disagree* were found in BNC and COCA. *With* is one of the collocates of *disagree*. *Disagree* tends to occur as *disagree with*. This is different from the examples given in the textbook. All examples never occur as *disagree with*. Therefore, the examples in the textbook should be given in more complete way as in *I have to disagree with ... , I disagree with ... , and I tend to disagree with ... .* For the phrase *not agree*, it also collocates with *with*. *Not agree with* occurs for 16 times in BNC and 328 times in COCA. Phrases *not agree with* tend to occur with *auxiliary* such as *do, would, might, could, dan did*. The occurrences can be seen as in the table below.

Table 2: Frequencies of expressions of collocation+not agree with

Phrases	BNC	COCA
I may not agree with	1	16
I do not agree with	28	52
I would not agree with	0	6
I might not agree with	0	2
I could not agree with	0	7
I did not agree with	4	7

Adverbs are collocates that tend to occur with *agree*. It can be on the left or right



side. The following is the information about the frequency of adverbs on the left side of *agree*.

Table 3: Adverbs on the left side of *disagree*

BNC	COCA
totally (7)	respectfully (87)
	totally (77)
	strongly (73)
	completely (45)
	obviously (29)
	certainly (25)

The adverbs occur as in the following sentences:

- *Well, I strongly disagree with both of them.* (COCA)
- *Let me say this, I respectfully disagree with my colleague Mr Friedman for the following reasons.* (COCA)

Adverbs that tend to appear on the right side of *not agree* can be seen in the table below.

Table 4: Adverbs on the right side of *disagree*

BNC	COCA
strongly (1)	strongly (39)
completely (1)	completely (30)
	totally (18)
	entirely (15)
	profoundly (12)

The following is the examples of sentences in which the adverbs were used.

- *Sorry, George, I must disagree with you completely on that.* (COCA)
- *Well, I disagree with that totally.* (COCA)

The adverbs show to what extend speakers disagree. Most of them such as *strongly, completely, totally, and entirely* show the maximum point of disagreement stated by the speakers. Some adverbs such as *certainly* and *obviously* represent how sure the speakers are. The collocations of such adverbs with *disagree* and *not agree with* should be accommodated in the textbook to represent the real use of language.

Several ways were used to minimize positive face threatening acts in the textbook. Phrases *I am sorry* and *I am afraid* were given as the examples. The phrase *I am sorry* tends to appear with other phrases that show

disagreement such as *I disagree* or *I do not disagree*. The contraction form of *I'm* is more common in spoken language. To consider the nature of spoken language, the contraction form is better to use in the examples given in the textbook.

The phrase *not agree* never collocates with *sorry* in BNC and COCA. The keyword *disagree* does not collocate with *sorry* in BNC. However, the collocations can be found in COCA as in the following sentences.

- *I'm sorry to disagree with you too, Lou.* (COCA)

The phrase *I'm afraid* occurs with expressions that show disagreement in BNC and COCA. *Afraid* never collocates with *disagree* in BNC. The following sentences are the examples of how minimizing face threatening acts were done in giving disagreement.

- *I'm afraid we could not agree over certain ...* (BNC)
- *Well, I'm afraid I disagree with most of the discussion that's go on so far.* (COCA)

Based on the discussion above, the contraction form of *I'm* appears rather than *I am*. Therefore, *I'm sorry* and *I'm afraid* are more natural to use because they occur in BNC and COCA. The phrases *I'm (am)* and *I'm afraid (afraid)* are common expressions in English used to show politeness.

Some expressions to show disagreement are begun with particle *well*. It was found that *well* collocates with *disagree* in BNC and COCA. *Well* was used to soften speakers' disagreement. Therefore, the listeners did not feel that their faces were threatened.

The keyword *disagree* collocated with *even though* and *although*. The following sentences show how they occur in sentences.

- *I supported the president even though I disagree with him.* (COCA)
- *So even though we may disagree on some of the details of it, I am very encouraged ...* (COCA)
- *I think they did a good job although I disagree with their decision not to include Ross Perrot.* (BNC)
- *Although I disagree with you about the capability of our Medjays, I respect your judgement.* (BNC)
- *I respect his views although I did not agree with them.* (BNC)

Both *even though* and *although* carry contradiction. The speakers contrasted the ideas of disagreement and positive values. In the first example, the speaker still gives support. In the second example, the speaker gives positive effect that he was very encouraged. In the third example, the speaker gives compliment by acknowledging it as a good job. In the fourth and fifth examples, the speaker shows respect. Moreover, *not agree* collocates with *but* which also shows contradiction. It can be seen in COCA as in the following example.

- *And, so you know, I may not agree with the President but I respect the office. (COCA)*

This case never occur in the textbook. It is necessary to include it in the textbook because it makes the conversation represents the way speakers maintain relationship with others.

*Disagree* collocates with *think* and *because* in COCA. However, the collocations cannot be found in BNC.

- *Well, I would disagree. I think that the movement that Sarah Palin has brought is real. (COCA)*
- *Well, I disagree a little bit because I don't think we've forced vaccine manufactures out. (COCA)*

It shows that the speaker gives more explanation in the form of opinion towards his disagreement. The phrases *I think* and *I don't think* soften speakers' disagreement. Providing reasons makes their disagreement becomes more logic. It gives impression that disagreement is not only a rejection. The speaker gives their views that might improve interlocutor's ideas. Therefore, the speakers do not directly feel threatened.

The speakers give opinions (*I think* and *I don't think*) to show reasons. It can be seen that expressions of disagreement is related to giving opinion. The implication to language teaching is giving both expressions of disagreement and giving opinion in one dialogue in modeling language use in the learning materials.

The study provides some expressions of disagreement that can be used in modeling language use. The basic expressions were given in the textbook. The ones that are provided here is the modification of the basic expressions. The first modification is by giving adverbs such as in the following expressions.

#### 1. Respectfully

- *I respectfully disagree ... (COCA)*
- *I regretfully and respectfully disagree with ... (COCA)*
- *Well, I just happen to respectfully disagree with ... (COCA)*

#### 2. Strongly

- *I disagree strongly with ... (COCA)*
- *We disagree quite strongly ... (BNC)*

#### 3. Completely

- *I must disagree completely with you. (COCA)*
- *I completely disagree with your thoughts ... (BNC)*

Other expressions can be used is to show politeness by using *I'm afraid* and *I'm sorry*. The contraction forms were used as follows:

#### 1. I'm afraid

- *I'm afraid I disagree ... (COCA)*
- *I'm afraid that I disagree ... (BNC)*

#### 2. I'm sorry

- *I'm sorry to disagree with ... (COCA)*
- *I'm sorry, but I disagree ... (COCA)*
- *I'm sorry to disagree with you, because ... (COCA)*

Other expressions can be built by using *although*, *even though*, and *but*.

- *... although I would disagree with ... (COCA)*
- *Although I disagree with ... about ... , I respect ... (BNC)*
- *Even though we may disagree, ... (COCA)*
- *... but I totally disagree with that (BNC)*

Furthermore, the expressions can sound more like spoken language by using *well*.

- *Well, I disagree with ... (COCA)*
- *Well, I do not agree with ... (COCA)*

Moreover, *I think* can be the element of the expressions of disagreement to give reasons.

- *I think ... I disagree. (COCA)*

## CONCLUSION

Main phrases of expressions of disagreement presented in the textbook occur in BNC and COCA. However, the construction form of *I'm* tend to occur rather than *I am*. The contraction form is the characteristic of spoken language.

Studying data in BNC and COCA results in expressions of disagreement that are built by auxiliary+*not agree*. Besides, the speakers also

used adverbs such as *totally*, *obviously*, and *completely*.

To minimize the positive face threatening acts, the textbook only presents the phrases *I am sorry* and *I am afraid*. Those expressions occur in BNC and COCA in contraction forms *I'm*. The findings from BNC and COCA show that the speakers show respects, gives compliments, and give reasons. The speakers give effort to maintain relationship by reducing the potency of interlocutors' positive face threatening acts.

Further studies can use more corpora as the source of comparison. In addition, it might use more specific corpus such as spoken language in business corpus. It can also be extended by exploring participants' responses when the interlocutors disagree with them. Studying the responses will be useful for developing learning materials. Therefore, the dialogues presented in learning materials will represent what happen in real communication. Giving such kinds of model equips the students to communicate with others in English.

Handbook of Corpus Linguistics, A. O'Keeffe and M. McCarthy, Eds. New York: Routledge, 2010, pp. 270-287.

## REFERENCES

- [1] A. Seto, "‘I Agree with You’: A Corpus-Based Study of Agreement," *3L: Language, Linguistics, Literature*. Kuala Lumpur, vol. 15, pp. 41-67, March 2009.
- [2] B. Tomlinson, *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 2011
- [3] D. Biber, et al., *Longman Grammar of Spoken and Written English*. London: Longman, 1999.
- [4] P. Brown and S. C. Levinson, *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press, 1992
- [5] S. Conrad, "Corpus Linguistics and L2 Teaching," in *Handbook of Research in Second Language Teaching and Learning*, E. Hinkel, Ed. Mahwah: Lawrence Erlbaum, 2005, pp. 393-409.
- [6] S. Fligelstone, "Some Reflections on Teaching from a Corpus Linguistics Perspective," *ICAME Journal*. Berlin, vol.17, pp. 97-109.
- [7] S. Thornbury, "What Can a Corpus Tell us about Discourse?," in *The Routledge*

JAVANESE 'DANGDUT' AND LANGUAGE ACQUISITION FOR NON-JAVANESE  
PEOPLE

Riyan Nuari, Choirul Fuadi, Anisa Nur'aini  
Yogyakarta State University  
choirul.fuadi2015@student.uny.ac.id; anisanicha@gmail.com  
riyannuarii@gmail.com

**Abstract**

Yogyakarta State University Javanese language as a tool for communication for Javanese people is rather unique. It spreads around Java Island. From East to West, Javanese has many differences, especially in vocabulary. The differences of the vocabulary sometimes become obstacle for the Javanese learner in the form of non-javanese people. Literature might be a solution to solve the problem because literature can provide many vocabularies, language function and also cultural understanding. Literature here means Dangdut in Javanese, or usually called as Javanese dangdut. Javanese dangdut is one of the music types of dangdut that uses javanese language. The aim of the study is to describe the role of Javanese dangdut for non-javanese people in acquiring Javanese language. Qualitative descriptive research will use in the study. Unstructured interviews are used in retrieving data. Purposive random sampling will use to identify and determine the object. The result of this research is describing that dangdut especially Javanese dangdut can be used to improve the mastery of Javanese language for non-javanese people.

**Keywords:** *javanese language, dangdut music, literature*

REPRESENTATION OF PERFORMATIF UTTERANCE  
ON «PARIS JE T'AIME »

Rohali, N.Nastiti Utami, Dian S  
*Faculty of Languages and Arts FBS UNY*

**Abstract**

This research is the qualitative research. The purpose of this study is to identify and describe the markers and the purpose of performative speech act in the sequel Paris Je t'aime. The Outcomes of this study is a journal articles and the book on the performative speech act in French. The data is collected by the method of observation. The referential (identity) method is used for analyze the data. We use the semantic validity The results showed that; First, the verdictive utterances has four purposes, namely to understand, estimate, diagnosis, and describe. Second, the exercitif utterance has the variety of functions, they are to govern, forgiveness, agree, and invoke. Third the promissive utterance has 4 functions, they are to promise, decide, to will and to agree. Fourth, the comportatif utterance has 2 functions; they are to thank and to criticize. Fifth, the expositif utterance has 9 function, they are to declare, to deny, correct, to mention, to argue, to say, to translate, to illustrate, and to explain. The performative utterance has diverse markers, both verbal markers (lexicon) and nonverbal markers (context).

**Kata Kunci:** *speech acts, pragmatic, performative*

**PRELIMINARY**

Language as a communication tools has a role important in human life. In delivering ideas and feelings, speakers use the language with a various kinds and forms of utterance. Each utterance has a different form and function. According to Austin (1962) when someone says something, in fact, he also do something. So there is a relation between utterance and action.

The aim of this research is to describe the representation and the markers of performative on «Paris Je t'aime».

**LITERATURE REVIEW**

Austin (1962) considers that a speech has the power to do what he called performatif utterance. Performatif verbs can be divided into five groups, they are verdictive, exercitive, promissive, comportative, and expositive.

The verdictifs is related to states of innocence (*acquitter*), to punish (*condamner*), to understand (*comprendre*), to decree (*décréter*), to count (*calculer*),

to estimate (*estimer*), to evaluate (*évaluer*), to classify (*classer*), to diagnose (*diagnostiquer*), describe (*décrire*), and to analyze (*analyser*).

The exercitif is the utterance which is related to envoi (*renvoyer*), to isolate (*excommunier*), to order (*commander*), to punish (*condamner*), to agree (*accorder*), to pass (*léguer*), to forgiveness (*pardonner*), to beg (*supplier*), proclaim (*proclamer*), to announce (*promulguer*), to present (*dédier*), and to declare (*declarer*).

The promissif is the utterance to promise (*promettre*), to agree (*convenir*), to make arrangements (*contracter*), to decide (*decider*), to want (*avoir l'intention*), to swear (*jurer de*), to grant (*consentir*) and to fun (*favoriser*).

The comportatifs is speech that requires the speaker to apologize (*s'excuser*), thankful (*remercier*), to congratulate (*féliciter*), to mercy (*compatir*), to criticize (*critiquer*), to welcome (*souhaiter la bienvenue*) and to provoke (*provoquer*).

The expositifs has the relation with to affirm (*affirmer*), to deny (*nier*), to describe (*décrire*), to correct (*corriger*), to mention (*mentionner*), to argues (*argumenter*), to say (*dire*), to translate (*interpréter*), to bear witness (*témoigner*), to report (*rapporter*), to illustrate (*illustrer*), to explain (*expliquer*) to means (*signifier*), and to refer (*se referrers*).

### RESEARCH METHODS

The source of the data in this study is the utterance in the movie of "Paris Je t'aime" which consists of 12 sequels. Movies « Paris Je t'aime »Is a short film between 10 to 30 minutes that contain the dialogue in different contexts and different situations of context..

The data are collected with observation technique (Alwasilah, 2003) or observation (Moleong, 2010) I use also referential method and distributional method (Sudaryanto : 2015). The semantic validity was used to analyze the data Darmiyati (1993). The semantic validity was the measures of the level of sensitivity of the symbolic meanings that are relevant to a particular context.

### RESEARCH RESULT

In this chapter, we will describe the data about the types of performative utterance and their function, and also the markers of these types. According the data, There are five type of performative utterance on "Paris Je t'aime" such as the following.

#### The Verdictive

The verdictive utterance has four functions they are to understand (*comprendre*), to estimate (*estimer*), to diagnose (*diagnostiquer*), and to describe (*décrire*). The verbal marker of this utterance are *comprendre, savoir, je n'ai pas pu suivre, j'ai rien pigé* and *je n'ai pas très bien saisi, such as the exemples.*

- (1) Gaspard    Oui ... mais je  
 (a Elie)       **comprends** ...  
 :  
 Gaspard       Yes .. I  
 (to Elie)       understand, but  
 :

It was Gaspard and Elie, They met in the lobby of the apartment. They have not actually known each other. However, Gaspard continued to say something to her. When Ellie was not sure that they met ever, Gaspar said ... *je comprends Oui ... mais* « I understand ... but ... »

The verbal markers of to estimate (*estimer*) are utilization of the verbes like *estimer croire, dan penser* and the syntactic construction like on simple phrase : GN+V+GN and compound sentence : GN + V + Que + Ph and. The following is the speech with the intention of estimating. Gaspard asks Ellie about her opinion or estimate of a woman's heart.

- (2) Gaspard : Tu **crois** en  
 l'âme seul,  
 quel qu'un qui  
 serait une autre  
 moitié ?

Gaspard    "Do you think,  
 :                in a lonely  
                   heart, someone  
                   will become  
                   an integral part  
                   ? "

The verdictive can be used to diagnose. The markers can be either verbal utterances or a non-verbal or ative context. The following utterance occurred when a woman fainted on the street, a man who happened was a doctor, and he diagnose and then suggested something.

- (3) Médecin *Je suis*  
*Médecins. Il*  
*faut rester là ...*  
*pas couche*  
*allonge*

*panier ... Ouais  
c'est rien,  
manque de  
sucre .... il faut  
manger des  
carottes ou des  
betteraves ...*

Doctor I'm a doctor.  
You have to  
keep it down.  
Do not curl up  
.. Yes it's okay,  
cut down on  
sugar ... eat  
carrots or  
beetroot.

The marker of that utterance is not a verbal marker, but the context markers that is *médecin, il faut rester, c'est rien....*

### The Exercitive

The *exercitive* utterances has a various functions , they are to govern (*commander*), to forgive (*pardoner*), to agree (*accorder*), and to request (*supplier*). The function of to order (*commander*) has four forms: (a) use of verbs *commander de + inf*, (b) the use of verbs in the *imperative* form, (c) the use of *interrogatif* sentence, and (4) the use of the *declaratif* sentence. Here's an example of speech exercitif.

Jean Claude is being questioned. he answered the questions while he looked towards his parents. By using negative imperative sentences, the speakers command Jean Claude to face the camera, not facing his parents.

(4) Une Ne *Regarde* pas  
Voix test parents ...  
*Regarde* la  
camera

Sound Do not look at  
your parents.  
Look at the  
camera

The function of to forgive can be grouped on to apology and to forgive. Some of the expressions used in the apology like *excusez-moi, je m'excuse, pardon, je vous prie de m'excusez*, and others.

The following are the examples of the function of to apology. The context is when the sick woman was inside the car, a man helper apologized for not being able to serve anything.

(5) Un Je *suis désolé*,  
Homme : je rien à vous  
offrir j'ai ....  
Man : I'm sorry, I do  
not have  
anything to be  
offered ...

The other function of *exercitive* is to agree (*accorder*). There are many verbal markers in this utterance like *d'accord, être à votre disposition, s'entendre*, and so on.

(6) Gaspard Ce qui est  
important c'est  
la lourde  
Gaspard The important  
thing is the  
weight.

Le patron : D'accord

Employer : Agree

Gaspard was chatting with his boss. He states that the most important is the problem of weight, and he agrees with the utterance *d'accord*.

To request is the other function of the *exercitive*. To request is like to command but the sense is more polite. The following utterance was spoken by a man (*un homme*) who has been helped by Sophie. He request Sophi to take a coffee with him. He use the markers *je t'en prie*.

(7) Un Je voudrais te  
Homme : donner ma

carte, mais je n'en ai plus. C'est dommage. Sophie, prends un café tu avec moi? Allez !! ... .. *Je t'en prie*, prends un café avec moi.

will return

To make an utterance of to decide, we can use a verbe such as *décider à* and *déterminer*. The following example is spoken by a woman who refuses a man's date.

Man : I want to give you a business card, but unfortunately I do not have anymore. Sophie, want to have coffee with me? Come on ... !! I request you to drink coffee.

(9) Un homme : Euhh.. mais.. es-ce que tu seras libre demain soir ?

Une Femme : Non dessolée, *j'ai décidé* d'aller au théâtre avec ma copine.

Man : Euhhhh. But will you be free tonight ?

Woman: Sorry no. I've decided to go to the theater with my friends

**The Promissive**

The data shows that there are three functions of utterances promisif. They are to promise (*promettre*), to decide (*decider*), and to want (*avoir l'intention*). The markers of the function of to promise (*prometre*) can be using a verbal markers such as *promettre* and nonverbal markers.

The context of the following sentence is the youth bandit sought a guitar, he forced and promised to return it. Although he did not use the verb *promettre*, but the context of the utterance shows that it is the promise.

(8) Un homme : Laisse-moi de prendre ta guitare ..., un moment ..., je te la rends ... je te la rends ...

Man : Let me take your guitar ... just a minute .. I will return it. I

The function of to accept (*convenir / s'accorder*) is reflected in the verbal markers such as *d'accord*, *oui*, *avoir raison*, and so on as in the following example. The utterance was spoken by a young boy in the river Seine when they talk about a girl who was passing. A Teenager (G2) agreed with the first teenager (G1) on the body of the woman who passed.

(10) Garçon 2 : Ouais, ça c'est ***d'accord***.

Teenagers 2 : Yes, I agree.

**The Comportative**

These utterances have diverse functions, among others to thank (*remercier*), and to congratulate (*féliciter*).



Both of these utterances have different verbal markers. The verbal markers of to thank are characterized by the verbe *remercier* and the lexicon such as *merci beaucoup, merci mille fois, merci à toute ma vie*, and so on as the the following example.

(11) Zarka : Ça va, *merci* ..  
! Ils m'ont lancé  
une salle regard.

Zarka : Thank you.  
They looked at  
me with dirty  
view.

Zarka, a young girl, said Ça va, *merci* “thank you” when François helped her when she fell down.

To criticize, the French usually, they use the context rather than the verbal markers such as *critique*. The utterance (12) was spoken by François to criticize his friends who act grown up and disturbing the women passing by. Look at the example.

(12) François: Eh! Tu sais  
quoi? Quand  
tu seras assez  
vieux pour te  
raser, tu me  
fais signe!

François Eh. Know  
what you are  
?. Later when  
you are old  
enough and  
can already  
shave, let me  
know.

### The Expositive

The expositif has 9 function which is to declared (affirmer ), to deny (nier}, to

mention (mentioner), to correct (corriger ), to translate (interpréter), to argue (argumenter), to illustrate (illustrer), to explain (expliquer), and to say (dire ). These are the examples. This is common that the contexts markers are used in the expositive. For example, the following utterances occurred after a man helped a young woman. The man was sitting in the driver's seat while the woman was lying unconscious in the backseat. When it struck the woman said.

(13) Femme : Vous ê é rest  
test calme ....  
Votre main sur  
la nuque, ça me  
fait du bien ..

Man : You are very  
calm ... your  
hands are on the  
back of my  
neck, makes  
me more  
comfortable

To deny (*Nier*),commonly we use the lexicon such as *non, ne pas, personne*. For example, the following utterances occurred on the side of the Seine, when Zarka fell down. Zarka said that Francois better than his friends who are always teasing woman who passed by, but François deny that he did not do that.

(14) Zarka : Bah ! t'es  
encore plus  
sage pour ca ....

François : Ah *non*,  
mais moi je  
fais pas ça.

Zarka: : Bah ! You're  
much wiser  
with that.

François : Ah no, I did  
not do that

To correct (corriger) usually done with the lexicon *mais, mais oui*, and so on.

Often, however, the purpose of to correct is not to use the verbal markers but a context marker. The following example was spoken by Claire that Papa was no longer young. But Papa corrected with the following utterance.

- (15) Claire : Tu n'es pas jeune  
 Père : Non, mais c'est de l'expérience  
 Claire : You're not young anymore  
 Papa : None. But experienced.

Another function of expositive is to mention (mentionner). There is no verbal marker but we used the context markers such as the following example. Gaspard asked Elie if she liked Jazz music. So he mentioned some of his favorite jazz singers.

- (16) Gaspard : *Tony Parker ? et Kurt Cobain?* Moi, j'adore Kurt Cobain Tiens ... !  
 Gaspard : *Tony Parker ? et Kurt Cobain?* Me, I like Kurt Cobain. Well, this one... !

To translate means to switch the messages from one language to another. The verbal markers are used in translating highly dependent on the source language and the target language. In French lexicon that is used for example *ça veut dire, on peut dire aussi*, and so on such as in the following example.

- (17) Elie : It is blood red ... what kind of

blood Gaspard ?

Gaspard : Le rouge the ... I think.

Elie and Gaspard were talking about a project. They discussed about the color they will use. Elie use English in communication. She ask the type of the red French and Gaspard translate it

### CONCLUSIONS AND SUGGESTIONS

The sequel to the film «Paris Je t'aime » Contain the various function of performative. Every function has the specific markers, both verbal markers and the context markers.

It is recommended that this movie can be used as the material of teaching and learning, especially in French classes in university such as in the listening courses and speaking courses.

### BIBLIOGRAPHY

- Alwasilah, Chaedar. A. 2003. Pokoknya Kualitatif. Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif. PT Dunia Pustaka Jaya: Jakarta
- Austin, J.L. 1962. How to do Thing With Words. Hatvard University Press. Cambridge, Massachusetts. (Book)
- Bruno AMBROISE . 2009. Performativité et actes de parole. IFP, Université Paris II CURAPP-ESS (CNRS, Amiens) (Jurnal)
- Darmiyati Zuchdi. 1993. Panduan Penelitian Analisis Konten. Yogyakarta : Lemlit IKIP Yogyakarta
- Moleong, J. Lexy .2010. Metodologi Penelitian Kualitatif. Edisi Revisi Cetakan ke28. Bandung: PT Remaja ROSDAKARYA. (Book)

Searle, John R. 1962. Meaning and Speech  
Acts: Source: The Philosophical  
Review, Vol. 71, No. 4 (Oct.,  
1962), pp. 423-432 (Book)

Sudaryanto. 2015. Metode dan Aneka  
Teknik Analisis Bahasa :  
Pengantar Penelitian Wahana  
Kebudayaan secara Linguistik.  
Yogyakarta : USD Press (Book)

**SUGGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE  
CLASS**

Anicleta Yulastuti and Rommel Utungga Pasopati  
*1Head of English Literature Program at Universitas Dr. Soetomo  
Surabaya 2Graduate Philosophy Student at Sekolah Tinggi Filsafat  
Driyarkara Jakarta*

**Abstract**

Developed by Georgi Lozanov in 1960s, suggestopedia is a functional learning method using visual, auditory, and kinesthetic style. Those three styles expose emotional meanings in lesson to help students better in memorizing subjects. Suggestopedia prefers suggestive learning by widening students' memory banks so that they could know more than what is usually told by teachers. By using film and songs in foreign language learning, for example, students may study emotional phrases and everyday conversations along with usual structure, vocabulary, and grammar. In a nutshell, suggestopedia is an indirect learning method which makes students to learn something while they are not aware in doing that. Meanwhile, suggestopedia is done by conditioning a comfortable environment in class. The question is, can suggestopedia be described outside class? In today's condition, students may study language from many sources beside class subjects. Rapid growing of information and technology also suggests language learning more than just what is studied in class. Outside class today may also be said as suggestopedia since language learning also spread culturally to everyday life. However, suggestopedia outside class is not so method-like since it emphasizes on process of learning without any certain result to be expected. It is just like today's life invites students to understand language more than usually done in class. In foreign language learning, students could be eager in understanding other language since it is vastly used everywhere. This paper would like to explain development of suggestopedia inside to outside class now along with its similarities and differences. By understanding suggestopedia, today's foreign language learning could be understood in the frame of suggestions beside merely ordinary frame of teachings. Literacy in Linguistics and Language Education

**Keywords:** *culture, everyday life, language learning, suggestopedia*

ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC  
INQUIRY

Romulo P. Villanueva Jr.  
*The Graduate School*  
*University of Santo Tomas,*  
España Boulevard, 1015  
Manila, Philippines  
bong\_phils@yahoo.com

**Abstract**

Informed by the Systemic Functional Linguistics, advanced by Halliday (1994), this paper explored Echos and Charot in gay spoken discourse. It aimed to describe the semantic properties of charot and echos and to establish their discourse functions. The study involved ten gay college students from Far Eastern University. One hundred utterances were recorded. Of the 100, 21 utterances were obtained (11 charot, 6 echos and 4 eme). The findings showed five metafunctions: material, mental, existential, relational and verbal. The discourse functions established were an alternative to joke and a form of expression.

**Keywords:** echos, charot, gay spoken discourse, metafunctions

**INTRODUCTION**

Gay language has been defined by various researchers (Red, 1999 & Cage, 2003). Red (1999 in Dang, 2013) defines gay language “as a type of code used in the gay community for the purpose of preventing people from outside the group (herein refers to heterosexuals) making sense of it and helping link them in *their own discourse*” (p. 41). Cage (2003, in Dang 2013), for one, said gay language is a variety of language practiced by gay people in a particular context.

In the Philippines, gay language or gayspeak is considered a form of verbal sublimation of gay people against the domineering power of patriarchy (Casabal, 2008).

Researches on gay language have been partly ubiquitous and have been studied in different perspectives, namely Discourse (Dang, 2013), Sociolinguistic level (Rudwick & Ntuli, 2008), Structural Level (Casabal, 2008), Morphological Level (Lunzaga, Bendulo & Felisilda, 2011), to name a few. Some studies have

even resulted in codifying the lexical items in gay language (Cage, 2003) while the others have been written in a slang dictionary (Max, 1988).

Spoken discourse of gay men specifically its linguistic features and functions were the focus of the recent study (Dang, 2013). Dang (2013) first established the word formation yielding five major characteristics: the derivational processes that involve –i suffixing and kh- prefixing, the use of taboo words, the use of feminine personal pronouns and female names in addressing each other, the use of homophobic words, and the use of high-pitched tone, rising intonation and word lengthening. The function followed thereafter, instituting sense of belongingness, empowering homosexuals to express themselves, shielding their talk against the heterosexuals and creating humorous effect through homophobic words.

Investigations on gay language in structural and morphological level have seemed to be patterned after the English

Language, making it a yardstick of language. This standpoint is observed on the paper of Casabal (2008) where he posits that gay language in the Philippines flouts certain conventions in the English grammar. A recent study (Lunzaga, 2011) perhaps shows a consistency of view in the violation of gay language to English grammar. Corollary to this, Red (1999 in Casabal, 2008) claims that “gay language defies international boundaries” (p. 42). The use of local and international celebrities to assign different meaning is another aspect seen by Red (1996 in Casabal, 2008).

Inspired by the sociolinguistics perspective, Rudwick and Ntuli, (2008) conducted an empirical investigation on gay black South African linguistic variety. The study aims to address the paucity of the publication of Cage (2003) on the history and dictionary of gay language in South Africa. The findings revealed that most isiNqummo speakers tend to romanticize the linguistic complexity of the variety of their gay language. In relation to formal linguistics, most of its isiNqummo words (the gay language variance in South Africa) are relatively nouns. In terms of adjectives, female names are applied to associate with males while the verb category seems to have shown a gender less identity. Further, reference to proper names is somewhat less preferred.

Although enough studies have been carried out in understanding gay language, there seems to be a few attention given to zoom in the coined words that gay language has produced and how they are used in context specifically *charot* and *echos*. This gap is what the present study wishes to fill. It is somewhat interesting to identify what meaning do the coined words convey when they are used in conversation. This is an exploratory study that investigates the semantic and pragmatic levels of gay languages. Further, this attempts to assign meaning on the two mentioned words.

In examining the two coined words, the Systemic Functional Linguistics (SFL) is employed. SFL, as advanced by Halliday (1985), views language as a social semiotic a resource people use to accomplish their purposes by expressing meaning in context (Chapelle, 1998). SFL is used to analyze language in various levels namely grammatical, semantic, pragmatic and discourse. Of the four, this paper focuses on semantic and discourse levels.

SFL has three modes of meaning embedded in their metafunctions namely, ideational, interpersonal and textual. The present study focuses on the ideational metafunction to account for the semantic level. Ideational, as defined by Halliday (1994), as “a construing model of experience” (p. 36). It comprises six processes (see table below).

Table 1

Metafunction	Meaning	Examples
Material	The physical process which takes place outside the human body	eat, kick, go, cut
Mental	The psychological process that takes place in the mind	think, like, want, hate
Verbal	The process that involves saying or by simply providing information	talk, tell, instruct, say
Relational	The process of being	is, become, stands for, symbolizes
Existential	The process of existing, of being a being:	is, am, come, go by
Behavioral	The process combined by	laugh, dream,

mental and  
material

These six processes are used to describe the meaning of *echos* and *charot*. From these meanings, the present study attempts to operationalize the discourse function of the mentioned words when employed by gay people in conversation.

Interpersonal metafunction expresses judgments, assessments, gives people, the relationship between texts and readers/viewers and the relationships within texts (Halliday, 1994; Bilal, 2012; Almurashi, 2016). It makes the speaker's role explicit which is then labelled as the Speech function. This employs the speech function model of Halliday but has certain modifications to suit the objectives of the study. This provides the discourse function of *charot* and *echos* in conversation. Specifically, the paper wishes to answer the following questions: (1) What are the semantic properties of *charot* and *echos*?; and (2) What are the discourse functions of *charot* and *echos* in conversation?

## RESEARCH METHOD

### Research Design

The present study employed a qualitative research methodology in determining the sociolinguistic functions of *Echos* and *Charot* in gay spoken discourse. Qualitative research methodology aims to describe events and then categorize the data (Glass & Hopkins, 1984). Particularly, it subscribed to the exploratory design in delving into its meaning-making agent.

### Data Collection

The data used in this paper is of a naturally-occurring which Silverman (2001) defined as an observation which deals with any activities that have existed independently of the researcher. He further asserted that this kind of data was derived from situations that exist minus the researchers' interventions. Thus, in

collecting such data set, an audio-recording was employed.

### Procedure

The participants were visited in their *tambayan*. They were first oriented on the thrust of the study. A topic was then given to them to discuss. To avoid manipulating the data, the researcher acted invisible to capture the genuineness of the conversation. After the recording, the file was transcribed. The parts where the information seemed unclear, in this paper, were labelled inaudible. The transcribed data then were distributed to their processes. Only the utterances with *charot* and *echos* were considered.

### Data Analysis

The analysis of data is mainly qualitative but a frequency count was considered to establish the predominance of the coined words occurrence. The study employed Halliday's (1994) Systemic functional linguistics focusing on its two metafunctions namely, ideational and interpersonal. The six processes were also used to provide description to the data. Lastly, a modified speech function as operationalized in the study was applied to identify the function of *echos* and *charot*.

### Findings

*Echos* and *charot*, as what observed on the data, seem to be sprinkled on every utterance of the speakers. The data recorded 100 exchanges. Of the 100, *charot* posts the most number of occurrence followed by *echos*. Although the focus of the study is on *echos* and *charot*, the data revealed a new expression emerging in the gay language which is *eme*.

Table 2

Echos and Charot in Conversation

Total Utterances Recorded	Utterances with <i>echos</i>	Utterances with <i>charot</i>	Utterances with <i>eme</i>
100	6 (6%)	11 (11%)	4 (4%)

Table 3 shows the distribution of the metafunction processes. As can be seen, only five of the six processes of Halliday (1994) are present: material, mental, verbal, relational and existential.

Of the five processes, verbal shows the most number of occurrence, recording three utterances accompanied by *echos* and *charot*.

Material process, which can be intentional or spontaneous, shows a concrete embodiment of an action verb of doing or happening where a doer is labeled as Actor and optional Goal (Haratyan, 2011). It can be viewed from two different lenses: above which construes action, activities and events, and below which refers to directedness and benefaction. In the example below, it can be seen that gay is the actor and goal is not observed.

19)Mga bakla **alis** dyan *charot*  
(Gays **get out** charot)

The example is interpreted using the view from below.

Mental process, categorized as cognition, perception, affection, and mental processes, is concerned with participants labelled as Sensor and Phenomenon (Haratyan, 2011). Like material process, mental process can also be viewed from above (construes perception, cognition and affection) and below (includes process + sensor + phenomenon). On top of these views, mental process takes a view from around which manifests the content of consciousness such as a thought. Exemplar below shows a view from above:

(7) Ketai kasi yun yung **nakikita** mo *charot!*  
(It is the cellphone that you **see** charot)

Verbal processes “relate to any symbolic exchange of meaning” (Halliday, 1985, p.129 in Haratyan, 2011). In the example below, an action represented by “called” or “tawag” in its Filipino Language counterpart is evident.

(37) Girl **Tawag** ka. *Charot*  
(Girl you are **called** charot)

Relational processes are concerned with the processes of description regarding the abstract relations (Haratyan, 2011). They are classified into intensive,

attributive, identifying, circumstantial, and possessive. In the example below, a circumstantial process is regarded to be evident.

(12) hindi kasi kinaya ni mommy *charot*  
(Mommy wasn’t able to make it charot)

Existential processes are processes of existing with a there and to be with no representational function (Haratyan, 2011). An Existent can be an entity, event or action.

(16) ate mga babae lang ang dito bawal ang mga bakla *charot!*  
(Sisters, only girls here, gays are not allowed charot)

Table 3

Distribution of metafunction processes

Metafunctions	Exemplars
Material	(19)Mga bakla <b>alis</b> dyan <u><i>charot!</i></u> (Gays <b>get out</b> charot)
Mental	(7) Ketai kasi yun yung <b>nakikita</b> mo <u><i>charot!</i></u> (It is the cellphone that you <b>see</b> charot)  (92) <b>makikita</b> mo yan sa inidoro <u><i>echos</i></u> (You can <b>see</b> it in the bowl echos)
Verbal	(8) Ano na bigbird nag <b>chichikahan</b> pa kami <u><i>charot!</i></u> (What is it bigbird we are still <b>talking</b> charot)  (37) Girl <b>Tawag</b> ka. <u><i>Charot</i></u> (Girl you are <b>called</b> charot)  (44) <b>Ikwento</b> na ang isang babae hehe <u><i>echos</i></u> ( <b>share</b> it now girl echos)
Relational	(12) hindi kasi kinaya ni mommy <u><i>charot</i></u> (Mommy wasn’t able to make it charot)  (25) meron bang event haha <u><i>charot</i></u> (is there an event charot)
Existential	(13) hoy virgin pa <u><i>akocharot</i></u>



	(Hey I'm still virgin charot)
	(16) ate mga babae lang ang dito bawal ang mga bakla <u>charot!</u> (Sisters, only girls here gays are not allowed charot)

Understanding how echos and charot operate in conversation is relatively interesting to note. Below is the modified speech function which is operationalized in this study. As can be seen, table 3 shows the extract of the interlocutors' interaction, selecting only those with echos and charot strands. The speech function reveals two moves—the initiate and respond moves. Under the initiate moves, statement appears to be the most practiced conversation opener or in this paper, initiate move. This is perhaps consistent with the respond move, posting statement as the most used. Question types, agree and disagree followed. The functions drawn from the data are an alternative to joke and a form of expression. Of the two, alternative to joke is somewhat prevalent.

**DISCUSSION**

Echos and charot are somewhat peppered on every utterance conveyed by the speaker. They seemingly appear alternatively in each exchange. It is interesting to note though the emergence of a new gay coined word—"eme" which is observed to be close in number with echos. This may be a linguistic phenomenon supporting the tenets of language that language is dynamic and language changes over time. Eme can be an account to that phenomenon.

Looking on the semantic properties, echos and charot are products of various variables that constitute to making meaning. Verbal process, being the predominant process, suggests that echos and charot are perhaps defined through the application of it in conversation where exchanges of information are being present. Mental,

relational, existential have an equal share, at least based on the data, in contributing to the delineation of charot and echos. They are given meaning based on physical surface, mental cognition and symbols.

In terms of the discourse functions, echos and charot operate as an alternative to joke and as an expression. These can also be seen as a mitigating device in lowering the impact of any negative statement. For instance, S5: ate mga babae lang ang dito bawal ang mga baklacharot. (*only girls are allowed here charot!*)The underlined words connote a negative meaning which may threaten anyone; however, having charot as its ending word gives a positive light which makes the receiver think that it is just a joke. Another is, S2: Mga bakla alis dyancharot!( *Gays, leave, charot!*)This extract put forward a somewhat authoritative tone but with the presence of charot it has been softened.

Echos and charot function as an expression where its definition may be dependent on what comes before it. In this case, it can be presumed that it supports another tenet of language which is language is arbitrary.

The data reveal the complexity of gay language as SFL is employed to analyze its strand. It may be due to its features being partly universal and its structure being under developed which made it a challenge in describing and analyzing the strands of gay language.

**CONCLUSION/CLOSING REMARKS**

The present study is perhaps the first attempt to provide meaning and establish charot's and echos's function. It surfaces the metafunction of Halliday's (1994) SFL, focusing on ideational with its six processes, and interpersonal, using the speech function framework but modified in this study. Although it may not be as well-defined as the other lexicon appearing in the dictionary, it is interesting to observe how language changes over time

specifically the gay language. When applied in a non-contrived environment, gay language, particularly echos and charot, which were produced out of subconscious production, has been assigned with their context meaning. Similar to the features of hedging devices, echos and charot have the potentials of mitigating statements that may be found face-threatening. In this study, the data take note of new expression—eme.

Based on the findings, the study recommends to conduct a similar study focusing on the lexicogrammatical and phonological levels, employing the three metafunctions and the strata of language to thoroughly describe the gay language phenomenon. An ethnolinguistic study may also be a good ground of investigation.

## REFERENCES

- [1] Almurashi, W. L. (2016). An introduction to Halliday's systemic functional linguistics. *Journal for the study of English Linguistics*, 4 (1), 70-80.
- [2] Baytan, R. (2002). *Language, Sex, and Insult: Notes on Garcia and Remoto's Gay Dictionary*. C. D. Villareal; L. R. R. Top & P. M. B. Jurilla (eds). *Ruptures and Departures: Language and Culture in Southeast Asia*. University of the Philippines (pp. 260-280).
- [3] Bilial, H. A. (2012). Analysis of thank you ma'am: Halliday's metafunctions. *Academic Research International*. 2(1), 726-732.
- [4] Cage, K. (2003). *Gayle: the Language of Kinks and Queens—a history and dictionary of gay language in South Africa*. Jacana Media: South Africa.
- [5] Casabal, N. (2008). *Gay Language: Defying the Structural Limits of English Language in the Philippines*. *Kritika Kultura* 11: Ateneo de Manila University. 074-101 [www.ateneo.edu/kritikakultura](http://www.ateneo.edu/kritikakultura)
- [6] Dang, T. H. (2013). A Preliminary Study of Gay Spoken Language in Ho Chi Minh City. *Language in India*. 13 (9) 2-20.
- [7] Glass, G. V. & Hopkins, K. D. (1984). *Statistical methods in education and psychology* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.
- [8] Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Arnold.
- [9] Halliday, M. (1994). *An introduction to functional grammar* (2<sup>nd</sup> ed.) London: Arnold.
- [10] Haratyan, F. (2011). Halliday's SFL and social meaning. *IPEDR*, 17, 260-264.
- [11] Lunzaga, A., Bendulo, H. & Felisida, V. (2011). *Morphological Analysis of Gay's Spoken Discourse*. JPAIR Multidisciplinary Journal. Vol. 6 May 2011 ISSN 20123981.
- [12] Max, H. (1988). *Gay(s)language: dic(k)tionary of gay slang*. UK: Banned books.
- [13] Red, M. (1996). "Gayspeak in the Nineties." *Ladlad 2: An Anthology of Philippine Gay Writing*, 2<sup>nd</sup> ed. Ed. Neil C. Garcia and Danton Remoto. Pasig: Anwil, 1996. 40-48.
- [14] Rudwick, S. & Ntuli, M. IsNgqumo-introducing a gay Black South linguistic variety. *Southern African Linguistics and Applied Studies*. Vol 26, Iss. 4, 2008.
- [15] Silverman, D. (2001). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (2<sup>nd</sup> ed.). London: Sage Publications.

**PERANAN LATAR DALAM PERISTIWA BAHASA SEMBANG WHATSAPP**

Rosli Ab. Rahman, PhD

*Institut Pendidikan Guru Kampus Sultan Mizan, Besut, Terengganu,  
Malaysia*

drrosli@ipgmksm.edu.my

**Abstract**

Dalam dunia komunikasi masa kini, teknologi maklumat dan komunikasi (TMK) memainkan peranan penting dalam kehidupan manusia. Salah satu daripada alat TMK yang berpengaruh dalam kehidupan masyarakat pada hari ini ialah Whatsapp. Kajian ini dilakukan untuk menjelaskan peranan latar dalam peristiwa bahasa sembang Whatsapp. Dalam kajian ini, responden yang terlibat seramai 200 orang yang terdiri daripada pensyarah, staf pengurusan dan staf sokongan Institut Pendidikan Guru Kampus Sultan Mizan, Besut, Terengganu. Jenis kajian ini ialah kajian kualitatif. Teori yang digunakan dalam kajian ini ialah Teori Etnografi Komunikasi oleh Hymes (1974). Tempoh masa data yang dikutip selama 7 bulan bermula 1 Januari hingga 31 Julai 2017. Kutipan data dilakukan melalui pemerhatian ikut serta. Data dianalisis melalui analisis bertema. Dapatan kajian menunjukkan bahawa latar masa dan tempa mempengaruhi perbualan atau sembang melalui *Whatsapp*. Oleh sebab sembang tersebut dilakukan dalam suasana tidak formal, isu perbualan adalah pelbagai seperti isu berkaitan tempat kerja, nasihatmenasihati, makanan, aktiviti harian dan lain-lain lagi. Penyingkatan perkataan dilakukan untuk memudah dan mempercepat ahli kumpulan berinteraksi. Singkatan lazim kolokokial juga digunakan secara berleluasa. Komunikasi berlangsung dalam suasana tidak formal. Latar masa begitu mempengaruhi topik perbualan antara pemeran yang bersembang.

**Kata Kunci:** *whatsapp, kualitatif, teori etnografi komunikasi, analisis bertema, kolokokial*

TRANSLATION OF FRENCH AND INDONESIAN INTERJECTION IN *NEUF CONTES*  
*CHARLES PERRAULT AND KUMPULAN DONGENG PERRAULT*

Salsabila Ramadita, Myrna Laksman-Huntley  
*French Studies, Faculty of Humanities, University of Indonesia*  
E-mail: salsabila\_ramadita@yahoo.com;  
laksman.huntley@gmail.com

**Abstract**

This article is a study on translation of interjections in *Neuf Contes Charles Perrault* into Indonesian language, *Kumpulan Dongeng Perrault*. The research data are all words in form of interjection found in monologues and dialogues between characters in French and Indonesian. The aim of this research is to find the equivalence level and shift forms in translation according to Williams (2013) and Catford (1965) with qualitative approach and by literature review. Ten forms of interjection were found and analyzed through meaning components, the level of equivalence, and the shifts. All of the interjections in *Neuf Contes Charles Perrault* and the translation have a total equivalence and four of the ten interjections have a form shifts. This article shows that interjections in French have a more varied writing than in Indonesian. The form shifts in some interjection translation proves that the shifts in translation can be done by the translator to make it easier for the readers to understand.

**Keywords:** *translation, interjection, fairy tales, level of equivalence, the form shifts*

SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING

Siti Perdi Rahayu  
Siti\_perdirahayu@uny.ac.id

**Abstract**

Suprasegmental phonemes are related to daily life. Suprasegmentals are important for marking all kinds of meanings, in particular speakers' attitudes or stances to what they are saying (or the person they are saying it to). One's character can be seen how he speaks. Suprasegmental phonemes are *intonation* (*stress, pitch, tempo*) and *junction*. The use of well and correctly Intonation will make conversation more interesting. Without intonation, a conversation will give the impression that the locutor speaks for himself and doesn't respect the interlocutor or even the speaker himself may not be interested in what he is talking about. To gain attention or emphasize something to the interlocutor, a locutor must speak by lowering the pitch of his speech pronunciation, not by raising the pronunciation, this will impress angry or emotional. The *tempo* used should be slow, because the fast tempo will obscure the meaning of speech. The *stress* can give the impression that the utterance is included in the heavy or light material. The *junction* will determine the meaning of the utterance. The speaker must be good at putting the *junction* in his speech, so that the interlocutor can clearly accept what he says.

## BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS

Sri Diana<sup>1</sup>  
*Politeknik ATI Makassar*  
Sridiana12@gmail.com

### Abstract

Every waking moments of our lives, we use language. The language is used to communicate our thoughts and feelings, and also to link with other people in the world. This article aims to explore bilingualism and its impacts on bilingual speakers. It starts with an explanation of bilingualism and different types of bilingualism such as native and sequential bilinguals. It provides some examples related to native and sequential bilingual people. This article also shows the advantages of being a bilingual person such as being able to communicate with bigger set of people, offering to experience different cultures with other people from different communities. The last, it also provides the disadvantages of being a bilingual speaker for instance a bilingual person sometimes experiences a conflict in their word memory for picking the right word and the right language at the same time, to have a little longer to name pictures of object and a smaller vocabulary in each language bilinguals have than monolinguals.

**Keywords:** bilingualism, native, sequential bilingualism, simultaneous bilingualism, bilingual speaker

### 1. Introduction

Nearly every waking moments of our lives we use language. This language is used to communicate our thoughts and feelings, and also to connect with other people in the world. We also use language to identify our culture and of course to understand other cultures too. This means that people need to understand and speak not only just their mother tongue or their first language but also other languages. Today, it is believed that most of the population in the world are bilinguals. It means that many of them can speak and understand more than one language. The European Commission in 2006 conducted a survey and found out that 56 percent of respondents reported being able to speak in a language other than their mother tongue (Marian & Shook, 2012). Similar to Indonesian country, most of people speak at least two languages namely Indonesian language and their local language. For example, people who live in Makassar city tend to use mixed languages between

Indonesian language as a national language and also Bugis or Makassar language for communicating with other people from the same language and culture. Likewise Javanese people, they usually speak by using their local language when they talk to their family or relatives and

Indonesian language in formal occasions such as schools and offices. In other words, these people are bilinguals although we never know whether they are equally fluent with both languages or not. What is more? Besides being able to speak in Indonesian language and local language, many Indonesian citizens can also communicate in foreign languages such as English, Chinese, Japanese or Dutch. This perhaps create the biggest question how these people interact using different languages and how they can differentiate those words for these languages in their memory.

## 2. Discussion

### 2.1 Bilingualism

Talking about bilingualism or bilingual has become an interesting topic to be discussed. How do we actually define bilingualism or bilingual? It is not such an easy thing how to formulate an accepted definition about bilingualism or bilingual. We can simply say that bilingualism is someone who can speak more than one language. Bloomfield (1933:56) stated that bilingualism is as 'native-like control of two languages'. However, this definition excluded to people who speak more than one

language but they do not have 'native-like' who can control the use of one or two languages (as cited in Liddicoat, 1991). Similarly, Moradi (2014) claimed that bilingual is someone who uses at least two languages with some degree of proficiency. But it is still considered that someone can speak, read, interact or understand two languages equally well because people usually are more knowledgeable of one language than another.

There is an interesting issue related to bilingual speakers, for example the different types of bilingualism and the impacts of having more than one language for bilingual speakers. Many people believe that communicating with two languages especially foreign languages are something unique in this society. They are even sure that bilingual speakers have a smart brain and many friends in other countries. Are all these perceptions correct? What about the negative impact of being a bilingual person? Therefore, I am interested in discussing more about the types of bilingualism and its each example in the real life and also the advantages and disadvantages of being bilingual speakers.

### 2.2. Types of Bilinguals

Cowles (2010) in his book acknowledges that there are different types of bilingualism. First, a native bilingual is someone who learned their first and second (third) language at the same time at a very early age. So, these people never master their first language then learn their second or third

language. It also recognized as a simultaneous bilingual but there is still a question about the precise age for native bilingual. People generally believe that someone who grows up with having more than one language will be fluent for each language and similar to native-speaker competence but there is still a dominant language. Likewise, McLaughlin (1984) also calls this type of bilingualism with simultaneous bilingual, he maintains that a child who learns two languages simultaneously it is inappropriate to talk about the child's first and second languages (as cited in Liddicoat, 1991). The explanation is that both languages are in effect first language, although one may be more dominant in use for certain situations.

For example, Cinta Laura, she is an Indonesian and International actress. She was born in Germany but her mother is from Indonesian, Herdiana and Michael Kiehl is from

Germany, they use Indonesian and English for their daily speaking. Since she was a child, Cinta had spoken two languages Indonesian and English. She actually can use both languages interchangeably for instance when she is in Indonesia and has to perform in Indonesian entertainment, she can easily speak and interact with other people in Indonesian using Indonesian language. In contrast, Cinta Laura used English when she had to be an actress in one of American films. Now, can we say that Cinta Laura can speak equally fluent between Indonesian and English language? Let's see the fact when Cinta Laura communicate in Indonesian language, she tend to mix her languages between Indonesian and English. Also, the way Cinta pronounces Indonesian language is always influenced by her English language pronunciation. So, it can be seen and concluded that Cinta Laura use more English language for communicating and interacting with

other people around her in particular her family. Moreover, Cinta now lives in America for pursuing her study, so she keeps practising her English language because all people and friends near her speak in English rather than Indonesian language. In other words, she is more dominant in using English in her daily lives even when she talks with her mother who is definitely not an English person.

Second, a sequential Bilingual is people who began learning a second or a third language after mastering their first language. Cowles (2010) emphasized that even someone is 7 years old when she/he starts to learn a second (third) language but at least she/he has mastered her/his first language. It is different term from different researcher, if McLaughlin comes with the same term with Cowles for simultaneous bilingual, he gives different name to someone who acquires a second language after the first language is established with "successive bilingual" (Liddicoat, 1991).

The real example of a sequential bilingual is myself. I started learning English when I was at the 6th grade. I remembered that I loved to read English words where ever I saw and found on the wall or just in a piece of paper. Since then, I fell in love with English Language and promised myself to keep learning the language. My parents really supported me eventhough none of them speak English. I have been learning English for more than 30 years but again I am still dominant of using my Indonesian language.

It makes sense because I use Indonesian language most of the time especially when I talk to my family, relatives and also friends. I only interact and communicate in English when I teach my English class, but sometimes I have to use bilingual teaching ways that is mixed Indonesian and English. I even had an opportunity to live in Australia 9 years ago and experienced myself to speak and communicate using English language as my second language. Therefore, it is hard to say that whether native bilinguals or sequential bilinguals speakers can speak and interact

equally balanced between two or three languages at the same time. Or people can not say that native or simultaneously bilinguals are more superior than sequential bilingual speakers because the acquisitions are obtained from the early age of speakers. For instance, a child who acquires two languages simultaneously may lose one of the languages due to the lost contact of one of the language whereas a sequential bilingual speaker may keep having the two language because of continuing contact with both languages is balanced (Liddicoat, 1991).

### **2.3. The Positive Impacts of Being Bilinguals**

Most of the effects of bilingualism have proved to be positive especially for children. One of obvious advantage of being bilingual is being able to communicate with bigger set of people. Being a bilingual person has good opportunity to engage and be a part of two different and diverse communities without feeling excluded (Cowles, 2010) . Also, understanding and speaking more than one language will give them an offer to experience different cultures with other people from different communities and build a bridge between them (Kalkan, 2014). It will be different if a person only speaks one language, when she/he steps out from their comfort zone they tend to be alone or quiet. For instance, an occasion where people are required to speak more than one language, monolingual people might choose to be silent or busy with themselves rather than interact and discuss with other people in the event. It is not because they do not have high confidence or lack of communication skill but it is clear because not speaking of the other language. Additionally, people who can speak more than one language especially foreign language such as English have a greater opportunity to go abroad whether



for pursuing their study or just a short visiting such as attending international seminar in another country. Many people really want to have a chance to attend an international seminar whether it is held in Indonesia or another country but they feel less confident due to language competence. Many of them said that they had problem to translate their articles or journals into English and did not know how to present their journal in front of many people who totally did not speak with their first language. Again, in the area of recruiting people such as international companies, bilingual people will have better opportunity than monolingual people because the companies expect that the people who they recruit will someday represent their companies internationally. According to Raguenaud (1009:116) said that children with bilingualism is the “competitive advantage in the workplace” in the future (as cited in Takala, 2016).

Research has shown that bilingualism has demonstrated social benefits to their people. Lambert and Tucker (1972) show that children who learn a second language at school will experience positive social development. These children tend to maintain a dual reference group namely their primary group of their original language and culture and also the secondary group of their new language and culture. Children who learn a second language can add their existing social repertoire without compromising their existing social integration (as cited in Liddicoat, 1991). In addition, children tend to be more open-minded and more tolerant when they speak and understand a second language than monolingual speakers. It was also found that bilingual children were also more sensible with someone who interact with them (Geneese, 1987 as cited in Liddicoat). People sometimes wonder how bilinguals are able to communicate without having trouble mixing the two languages. The answer is that a bilingual person’s brain has two active language system that work simultaneously without hampering the other language

performance. A bilingual brain can complete the conflict and is more bright, quicker and greater to be deal with ambiguities (Kalkan, 2012). The common example is that people who can understand a second language such as English can easily understand jokes or utterances in English, while monolinguals will struggle to comprehend the dialog and words in English language that they are not capable with. This may be because bilingual speakers can develop linguistic awareness and differentiate the implied and literal meaning of words and phrases because they can think beyond labels and symbols (Kalkan, 2012).

Another advantage of being bilingual speaker is they perform better than monolinguals in task involving “executive control” (Bialystok, 2006; Costa, Hernandez, & Sebastian-Galles, 2008 as cited in Cowles, 2010). What is actually executive control? According to Bialystok, Craik & Luk (2012) that executive control is a set of cognitive abilities based on limited cognitive resources for such functions such as inhibition, switching attention, and working memory. Researchers have shown that bilingual’ brain have better attention and task-switching capacities than monolingual speakers. For example, bilingual people often do better on tasks that need conflict management (Marian & Shook, 2012) . In the classic Stroop task, people see a word and are asked to name the color of the word’s font. When the color and the word match for instance the word “yellow” and printed in yellow, so people can easily name correctly. In contrast, if the word does not match with the color (i.e., the word “red” printed in blue), people might be difficult to name it correctly because of a distraction. However, bilingual people have a cognitive system where they can use to ignore irrelevant word and focus

on relevant color. In this case, people who have an ability to speak more than one language can perform better than monolingual people. One reason for this may be that bilingual speakers have a great deal of experience managing attention of their languages. Similar experiment also when bilingual people are asked to categorize objects by color such as green or blue and then categorize them by shape. In essence, bilingual speakers do better than monolingual in shifting tasks because they reflect good cognitive control when changing strategies.

The advantages of being bilingual people are seen very clear. Beside having social advantages and benefit from the improved of cognitive skills, bilingual people can also maintain their high cognitive function and delay the onset of symptoms in people suffering from dementia. According to Konnikova (2015) that adults who speak more than one language seem to resist the effects of dementia far better

than monolinguals do. She further explains that when Bialystok examined the records for a group of older adults who had been referred to a clinic in Toronto with memory or other cognitive complaints who were finally developed dementia, she found that the symptoms of dementia would appear more than four years later than monolinguals. Similarly, in a study of more than 2000 bilingual and monolingual patients with Alzheimer's disease, bilinguals reported showing initial symptoms of disease at about 77.7 years of age while monolinguals average of 72.6. In other words, bilingual patients were diagnosed with Alzheimer's disease 4.3 years later than the monolingual patients (Craik, Bialystok & Freedman, 2010).

#### **2.4. The Negative Impacts of Being Bilinguals**

However, there are also disadvantages of being bilingual, too. There is a research conducted by Bialystok (2008) in term of bilingual mental dictionaries, where a fluent bilingual speaker experienced the ease of access words (as cited in Cowles, 2010). For

example, you sometimes feel that the word is in the tip of your tongue, you really know it but it is hard for you to name the word. This is called a "tip-of-the-tongue" (TOT). This slight disadvantage may be due to having to resolve a conflict in their word memory for picking the right word and the right language at the same time. In other words, bilingual speakers are more experienced TOT rather than monolingual speakers (Gollan & Acenas, 2004 as cited in Cowles, 2010).

Other studies have also shown that bilingual speakers have a little longer to name pictures of object (e.g., Robert, Garcia, Desrochers, & Hernandez, 2002 as cited in Cowles, 2010). To see why this could happen to bilingual speakers, if a monolingual speaker wants to refer to word a cat, she/he will not be doubt to mention one word "a cat". However, a bilingual person needs to consider the context first whether she/he mentions a cat in her/his first or second language. It is very clear that bilingual speakers communicate and interact while their brain also works quickly to choose the correct words for the correct context. Otherwise, bilingual people might speak into two (three) languages at the same time because they fail to select the precise words for communication. But this might happen to young bilingual speakers especially for native bilingual

people who start learning two languages at younger ages at the same time. They may be easier to pick the words from different languages once they are adults.

It as also documented that bilinguals have a smaller vocabulary in each language they have than monolinguals (Oller & Eilers, 2002; Perani et al.,2003; Portocarrero, Burright and Donovick, 2007 as cited in Bialystok, 2009). This finding is

important because the size of vocabulary is a central measure of children's progress development in both oral and literate language development forms. There was a test (Peabody Picture Vocabulary Test Scores) conducted for 971 children between 5 and 9 years, about half of them were bilingual who had participated in a lab for several years. The overall analysis showed that the monolingual children had a mean standard score 105 and the bilingual children were 95, a difference was highly significant (Bialystok, 2009).

Although there are costs to be paid for having more than one language, the many advantages can really worthy. So, do not worry if our children speak two languages at home or they move to another place or country and have to speak in a different language. Their brains are under development and will soon adjust to the new linguistic environment.

### 3. Conclusion

In conclusion, it is true that many people in the world can speak and understand more than one language. These people are called bilinguals because they communicate and interact not only with their first language or mother tongue but also with a second or a third language. There are also types of bilingualism that is native bilinguals or simultaneous bilinguals and sequential bilingual. The differences between them is when these bilingual speakers start learning their second language. Research has also shown that being a bilingual person whether native or sequential bilingual, they still gain many benefits such as social advantages, the improved of cognitive skill, and also neurological benefits. However, there are also some negative impacts for someone who is bilingual but the disadvantages are just slight. For example, experiencing of "tip-of-the-tongue", taking a bit longer to name objects of pictures and also having a smaller vocabulary in each language.

### References:

- Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition* , 12 (1), 3-11.
- Bialystok, E., Craik, F. I., & Luk, G. (2013, April 1). *HHS Public Access*. Retrieved November 17, 2016, from Trends Cognitive Science: <http://www.ncbi.nlm.nih.gov>
- Cowles, H.W. (2010). *Psycholinguistics 101*. New York: Springer Publishing Company LLC
- Craik, F. I., Bialystok, E., & Freedman, M. (2010). Delaying the Onset of Alzheimer Disease: Bilingualism as a form of cognitive reserve. *Neurology* , 75 (19), 1726-1729.
- Kalkan, B. (2014, September 10). Benefits of Being Bilingual in the 21st Century. Ohio: Turkuvaz Communication and Publication Corporation. Accessed November 17, 2016 from Turkuvaz Communication and Publication Corporation: <http://dailysabah.com>
- Konnikova, M. (2015, January 22). Is Bilingualism Really an Advantage? California.
- Liddicoat, A. (1991). Bilingualism: An Introduction: Australia: Educational Resources Information Center (ERIC). Accessed November 17, 2016 from ERIC: <http://files.eric.ed.gov>
- Marian, V., & Shook, A. (2012, October 31). The Cognitive of Being Bilingual. The Dana Foundation. Accessed November 17, 2016 from The Dana Foundation web site: <http://dana.org>
- Moradi, H. (2014). An Investigation through Different Types of Bilinguals and Bilingualism. *International Journal of Humanities & Social Science Studies (IJHSS)*, 1 (II), 107-112
- Takala, E. (2016, January). The advantages and Disadvantages of Bilingualism: the story of two families. University of Jyvaskyla.

LITERACY OF WRITTEN DISCOURSE ON GERMAN LANGUAGE ELECTRONIC  
MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE

Sulis Triyono  
*Yogyakarta State University*  
sulis@uny.ac.id

**Abstract**

This study aims to describe the readability aspect of German language written discourse on electronic media on textual and contextual meanings based on grammatical aspect and lexic aspects. The data object is a German word, phrase, and sentence. The source is derived from the writings contained in the electronic media *DeutscheWelle*. Data were analyzed using textual and contextual discourse analysis. Textual analysis is divided into two types: grammatical and lexical aspects. Contextual analysis is done on written discourse to understand the context. The results showed that on the grammatical aspects of German language written discourse has elements that are characterized by three kinds of reference, substitution, ellipsis. As for the lexical aspects of the meaning field on German written discourse has six kinds of repetition, synonymy, collocation, hyponimi, antonym, and equivalence.

**Keywords:** *textual and contextual written discourse on german*

**DESIGN OF CRITICAL ECO-LINGUISTICS IN GREEN DISCOURSE:  
PROSPECTIVE ECO LINGUISTICS ANALYSIS**

Tommi Yuniawan and Fathur Rokhman  
*Universitas Negeri Semarang*  
tommiyuniawan@mail.unnes.ac.id  
fathurrokhman@mail.unnes.ac.id

**Abstract**

Ecolinguistic studies are influenced by one of the other interdisciplinary sciences, namely critical discourse analysis. The combination of these two sciences is called critical ecolinguistic studies. Critical ecolinguistics examines the discourse about the environment and various forms of discourse and their ideology which concerns people and the environment. The environmental discourse with all its manifestations (oral text, written text) is called green discourse. To that end, critical ecolinguistics dictates the linguistic aspects contained in the green discourse. Utilization of lingual units in green discourse will affect the sense and logic of people involved in the discourse, ie the writers and readers or the speakers and the speakers. What is recorded in their cognition, will affect their attitudes and actions to the environment. If green discourse is constructive, then their attitude and actions to the environment are constructive. Conversely, if green discourse is more destructive and exploitative, then their attitudes and actions towards the environment will also be affected towards destruction and exploitation. For this reason, critical ecolinguistic studies in green discourse deserve to be given space as a form of prospective ecolinguistics analysis.

**Keywords:** *critical discourse analysis, ecolinguistics, critical ecolinguistics, green discourse*

TEACHING OF ARABIC LANGUAGE AND LITERATURE IN INDONESIA

Tri Yanti Nurul Hidayati, S.S., M.A  
*Universitas Sebelas Maret*  
[nurulhidayati@yahoo.com](mailto:nurulhidayati@yahoo.com)

**Abstract**

Arabic Language is one of the international official languages used and acknowledged by the United Nations (UN) since January 1st, 1974 thereby that is a proof that the Arabic Language is a notable language to be learned and taught. Teaching Arabic Language for non-Arabs is considered complicated and difficult. It is due to the public's assumption that learning of Arabic language and literature takes a long time and a need for staying in Islamic Boarding School for several months or even couple years. Furthermore, the frequently used method emphasizes only on one aspect, so that the teaching of Arabic language and literature is less effective and efficient.

There are four underlying skills that must be conveyed in teaching arabic language: a listening skill (maha> istul-istima '), a speaking skill (maha> ratul-kala>m), a reading skill (maha> ratul-qira>ah), and writing skill (maha>ratul-kita>bah). These four fundamental skills for non-Arab learners are relatively difficult to master in a short period of time.

Accordingly, it needs stimuli for those learners to easily master the abovementioned skills by introducing the uniqueness, the distinction and the excellence of Arabic language and literature. One of the distinction of the language is that its alfabeth letters are not just for composing words or sentences, but also they have functions related to character formation. Then, from those reasons rise a sense of love and interest for the learners to master Arabic language and literature. Therefore, the teaching of Arabic language and literature is more simply accepted and understood by non-Arab learners.

**Intoduction**

Arabic is an official language that has an international standard and is used by the United Nations (UN) in addition to English, French, Spanish, Russian and Chinese since January 1, 1974 (Holes 1995: 1). Arabic included in Semitic (Semitic) language groups. Arabic is also a worship language that Muslims use all over the world. The existence of Arabic today is increasingly recognized and considered significant by people in various parts of the world. This, making the Arabic language must be studied both in order to better understand a religion, diplomacy, economic, political, social and cultural interests, and to develop the scholarship. Arabic learning in Indonesia is in great demand to be studied by the public. It is proven by the increasingly widespread of Islamic Boarding School (Pesantren) that use Arabic as underlying material in

learning, teaching and as working language in daily activities. In addition, both private and public schools began to make Arabic as an extracurricular subject. Moreover, in higher educational level such as: college, or university, Arabic language and literature has become one of the majors of interest by prospective students.

Seeing the growing interest of Indonesians which is getting higher in studying Arabic language, it need the appropriate methods in teaching Arabic language. All the methods used for teaching Arabic have the same goal of facilitating non-Arab learners in learning Arabic. Despite the various existing methods of teaching Arabic, it does not necessarily make Indonesians able to master Arabic either in speaking, writing, reading or listening. However, many people still think that studying Arabic is

difficult for non-Arabs. This public opinion is formed because they do not know and deeply understand the distinction, advantage and importance of mastering Arabic. The most fundamental thing in teaching Arabic in Indonesia is the acquaintance with the distinction of the language and the importance of mastering it. Thus, it is expected that the learners will love Arabic more. Therefore, the process of teaching Arabic to Indonesians is more easily understood and conveniently practiced in the daily life of Arabic lovers.

## II. Theory

1. The function of the Arabic alphabet, for example : the letter of hamzah (أ) , the functions is to ask للإستفهام *li al-istifha* > *m* , (2) ba (ب) , the function is to swear للقسم *li al-qasam* ' , (3) ta (ت) , the function is to swear للقسم *li al-qasam* , (4) sin (س) , the function is for the future special verb imperfect للإستقبال يختص بالمضارع (5) fa (ف) , function للترتيب *li at-tarti* > *b* , (6) kaf (ك) the function is to resemble للتشبيه *li at-tasybi* > *h* , (7) lam (ل) the function is to command للأمر *li al-amri* (ad-Dahdah, 2000).
2. The division of Fi'l (verb) by time (Arabic tenses) is divided into three ; *al-fi'lul-ma* > *dhi* > (past perfect), *al-fi'lul-mudha* > *ri* '(present perfect / imperfect), and *fi'lul-amri* (imperative verb). *Al-fi'lul-ma* > *dhi* (past perfect) is anything that shows the meaning of the fi'l / verb associated with the past (al-Ghulayaini, 2006).
3. The definition of *an-nachtu* (abbreviation) is the attempt to retrieve letter/s from a word or sentence (Ba'albaki, 1990)
4. There are four techniques of skill in teaching of Arabic ; the technique of listening skill (*maha* > *istul-istima* '), the technique of speech skill (*maha* > *ratul kala* > *m*), the technique of reading (*maha* > *ratul-qira* > *ah*) and the technique of writing skill (*maha* > *ratul kita* > *bah*) (Effendy, 2012)

5. Arabic is the official language of international standard and used in the UN since January 1974 (Holes, 1995) /

6. The special feature of Arabic is the concept of *an-nachtu* (abbreviation). النحت an-nah} tu is an articulation or a pronunciation that enters into a meaning composed of two words or a sentence.

The fourth of distinctive feature in Arabic is that if some letters enter into letters whose nearly identical sound, it will become only one letter, for example: اطلع *ithtala'a* becomes اطلع *iththala'a*.

Another feature of the Arabic language is that a verb can contain either the first person (me) or the second person (you : masculin) or third person (he: Masculin) named in Arabic with *dhami* > *r mustatir* (elided pronoun). Furthermore, the other feature of the Arabic language is the compound words in Arabic or often called by *idhafah* (genitive) do not need another word that binds between them , for example : كتاب التفسير: *kita* > *bu at-tafsi* > *r* 'the book of Tafseer ' بيت أحمد *baitu Ahmad* 'Ahmad's home (Jafar, 1987).

7. Language teaching is an integral part of the overall educational resolution of a society. The more steady the language profession, the more successful the teaching, especially if it is supported by professional teachers and good learner (Tarigan, 2009)

## Discussion

Language teaching is an integral part of the overall educational resolution of a society. The more steady the language profession, the more successful the teaching, especially if it is supported by professional teachers and good learner (Tarigan, 2009: 75). Generally , there are several methods of language teaching that all aim at creating skilled learner and ability to speak. Proficiency or language skills have a strategic position in the language teaching curriculum as a link between the rational and philosophical basis which has abstract manifestation in

the subject matter which has the concrete ones in the curriculum (Effendy, 2012: 134). There are four skills in the teaching of the Arabic language ; listening skill (*maha> istul-istima* '), speaking skill (*maha> ratul kala> m*), reading skill (*maha> ratul-qira> ah*), and writing skill (*maha>ratul kita>bah*). In the communicative approach , the four skills is a unity to support the communication process to run smoothly.

Regarding the presentation order of the four skills, according to the approach of Audiolingual Method, it starts from listening, followed by speaking , reading and the last is writing. As for in the communicative approach, the presentation order should not start always from the listening, but it depends on the needs and communication situations that are being trained to the learner. Therefore, the presentation order is relative and not absolute.

The teaching technique of listening skill (*maha> istul-istima* ') begins with oral activity that is by playing Arabic speech both in words and sentences. It needs to intentionally be emphasized, so that students can understand and know the words or sentences in Arabic speech correctly. For listening skill , there are several stages in listening practice; the first is the introduction exercise (identification). The exercise aims to enable students to correctly identify Arabic sounds. The presentation of the exercise can be done by playing the recording of the voice of a native speaker. By playing recording, teachers and students will be saved from possible errors or inaccuracies in pronunciation of Arabic sound. This identification exercise can be an exercise to distinguish Arabic sounds , by contrasting the pair of speech that have identical sound and pronunciation, for example : **أليم** aliimun and **عليم** 'aliimun (Effendy, 2012: 137-138). The second is the listening and imitating practice. At this stage, students are trained to listen and imitate new words or sentence patterns.

This imitation exercise focuses on the sounds of foreign language for students, for example : the sounds of ( **ث, ح, خ, ذ, ق, ش, ص, ض, ط, ظ, ع, غ, ق** ), and on the pronunciation of long and short vocals ( examples: **سالم** and **سليم** ) with *syiddah* **سَلَم** and without *syiddah* **سلم** and also on other features that are not known in the Indonesian language (Effendy, 2012: 140-141).

The second technique is the technique of teaching speaking skills (*maha>ratul kala>m*).It is a means of dialogue between two or more people. Speaking is a two-way communication that involves speakers and partners mutually and reciprocally. A person who will speak must be based on the ability to hear, speak and master the vocabulary, in order to express his intentions or ideas. Thus, speaking practice is a continuation of the listening practice. There are three stages in the practice of speaking ;The first is the association and identification exercise. For example, the teacher calls the word **رِزٌّ** : *ruzzun* 'rice', students call the word **فَالَّاح** *falla> chun* 'farmer'. The second is the exercise of pattern practice. At this stage, students are taught about correct grammar for composing Arabic sentences. The third is the conversation exercise. In this exercise , students are trained to speak in accordance with topics in daily activities , congratulations (*tachiyya> t* ) , and also the expressions of praise (*mujamalah*) with various types of variations (Effendy, 2012: 151-153). Some examples of conversation model exercises are questioning, storytelling, discussion, interviews, drama, free conversation, public speaking and speech.

The third technique is the technique of teaching reading skill (*maha> ratul-qira> 'ah*). The purposes of reading this activity are ; (1) to acquire and extend knowledge and broaden the insight (intellectual-cognitive), (2) to obtain guidances on how to do something (practical-referential), (3) to meet the



emotional needs (affective-emotional). There are several types of reading activities, such as ; (1) oral reading (*al-qira> ah al-jahriyah*), (2) silent reading (*al-qira> ah ash-sha> mitah*), (3) extensive reading (scanning , skimming , global) or reading fast (*al-Qira> ah -Sari> 'ah*), (4) recreative reading (*al-Qira> 'ah al-istimta> 'iyah*), aims to provide fast reading practice and enjoy reading, (5) intensive reading or analytical reading (*al-Qira> ah -Tahi> liyah*), aims to train students to have the ability to seek and obtain information from written materials.

The fourth technique is the technique of teaching writing skills (*maha> ratul -kita> bah*). Writing skills has two aspects: 1) proficiency to form letters and master spelling; 2) the skills to express and deliver thoughts and feelings by writing. The purpose of its teaching is that students are able to perform written communication in Arabic, particularly for the actual needs in daily life (Effendy, 2012: 181).

In the teaching of Arabic Language , in addition to the four mandatory skills, there are also the distinctions and the excellences of Arabic language that must be presented and delivered , so that learners will be more enthusiastic in learning Arabic Language. These distinctive features including : 1) the existence of a time system attached to *fi'l* (Arabic verb). Al-Ghulayaini defined *fi'l* as anything that shows and indicates the meaning by itself and related to time ما دل على معنى في نفسه مقترن بزمان *ma> dalla 'ala ma'na fi> nafsihi muqtarin bizama> nin'* (Al-Ghulayaini , 2006: 9). The division of *Fi'l* based on the times are : 1) *al-fi'lul-ma> dhi>* (past perfect), 2) *al-fi'lul-mudha> ri ' (present perfect/imperfect)*, and 3) *fi 'lul-amri* (imperative verb). *Al-fi'lul-ma> dhi* (past perfect) is anything that indicates the meaning of the verb related to the past. The verb characterisitc that can be classified into the past perfect are : (a) it can accept the letter *ta ' (as a sign of femininity or mu'annats (ta' ta'nits), for*

example : كتبت *katabat ' : she (feminine) has written'*, (b) it can be attached to *ta 'ad-dhami> r*, for example : كتبت *katabta' : you (masculine) has written '(al-Ghulayaini, 2006: 23).*

*Al-fi'lul-mudha> ri* '(present perfect) is a verb form that indicates current or future situations or events (ad-Dahdah, 2000: 236), for example : تكتب *taktubu ' : he (masculine) is writing'*. *Fi'lul-amri* (imperative verb) is the verb used to command from speakers to the speaking partner . *Fi'lul-amri* has a special form that is distinguished from English. For example, in Arabic أكتب *uktub ' : write! (for masculine) , in English, the imperative verb is slightly resembles the imperfect verb, such as : read! , go! (al-Khuli, 1982: 126). The use of perfect, imperfect and imperative in written and spoken languages is also adjusted to ضمير (personal pronouns) in Arabic which has fourteen types. Particularly for *fi'lul-amri*, because the verb is a command, then the pronoun that are used is only 6, such as : anta (you, singular masculine), antuma (you , prural masculine and feminine), antum (you, plural masculine), anti (you, singular Feminine), antunna (you, plural feminine)*

The second feature is the existence of the concept of النحت *an-nah} tu* (abbreviation). النحت *an-nah} tu* is a articulation or pronunciation that enters into the meaning composed of two words or a sentence (Ja'far, 1987: 45-46). Ba'albaki (1990) also defined about *an-nahtu* in hisbook as :

حذف جزء من كلمة واحدة أو مجموعة من الكلمات, لفظاً أو كتابة, توفيراً للوقت والجهد

From the above definition, it can concluded that *an-nahtu* is an attempt to retrieve some letters from a word or phrase to make another word with same meaning , for example : إلخ which stands for إلى آخره *ila> a> khirihi*. Another example is

حمدل *h}amdala* that has one meaning with الحمد لله *al-h} amdulillah*, سبحل *sabh} ala* that has one same meaning with سبحات الله *subh} a> nallah*, بسمل *basmala* that has one same meaning with بسم الله الرحمن الرحيم *bismilla> hi ar-rah} ma> ni ar-rah} i> m*.

Third feature is the removal of some letters with both its writing and its articulation or pronunciation, to ease and simplify its speech and writing. For examples: عن ما *'an ma>* becomes عم *amma*, إلى ما *ila> ma>* become إلام *ila> ma*, على ما *'ala> ma>* becomes علام *'ala> ma*, من ما *min ma>* becomes مم *mimma*, حتى ما *hatta> ma>* becomes حتام *hatta> ma*, ل ما *lima>* become لم *lima* and كيف ما *kaifa ma>* becomes كيفما *kaifama>*.

The fourth feature in Arabic is that if some letters enter into letters whose nearly identical sound, then it will become only one letter, for example: اظتلع *ithtala'a* becomes اظلع *iththala'a* انمحي *inmah} a* becomes امحي *immah} a*, اوتضع *iutadha'a* becomes اتضع *ittadha'a*, اظتلم *idztalama* becomes اظلم *idzzalama*.

The fifth feature is that the nominal sentence (*jumlah ismiyah*) in Arabic does not require substantive verbs (*fi'l kainunah*), for example : in the phrase محمد في بيته *muhammadun fi> baitihi* which means Muhammad is in his home. In the example, the sentence is not written in form يكون أو يوجد محمد في بيته *yaku> nu au yu> jadu muhammadun fi> baitihi*. In English, the example sentence must use *to be* to be a complete sentence, Muhammad is in his house (Ja'far 1987: 46-47).

The sixth feature of the Arabic language is that a verb can contain either the first person (I) or the second person (you, masculine) or third person (he, masculine). It is named in Arabic by *dhami> r mustatir* (elided pronoun) (Ja' far, 1987: 47), as shown in following example : أنا أكل الرز *ana> a> kulu ar-*

*ruzza* can be said only أكل الرز *a> kulu ar-ruzza*, أنت تأكل الرز *anta ta'kulu ar-ruzza* can be said only تأكل الرز *ta'kulu ar-ruzza*, هو يأكل الرز *huwa ya'kulu ar-ruzza* can be pronounced يأكل الرز *ya'kulu ar-ruzza*. All subjects can be eliminated from the sentence, yet the it is still complete and understandable. From those examples, if they are compared with English as the largest international language, then those sentences can not be said in the same way, such as : I am eating a guava, can not be said only : am eating a guava (without I) or eating a guava (without subject and to be). Accordingly, English sentence should be auxiliary verbs or subjects that are not embedded with the word.

The another distinctive feature of the Arabic language is that the compound words or often called *idhafah* (genitive) does not need another word that binds between them, such as كتاب التفسير *kita>bu at-tafsi> r*, بيت أحمد *'baitu ahmad*. In English, it should be supplemented with **of**, **The House of Ahmad** (Ja'far 1987: 47)

The alphabetic letters in Arabic are not only only letters for composing words or sentences, but they also have functional features. The letters are : (1) letters hamzah (أ) have functions (1) للاستفهام *li al-istifha> m* 'to ask', example : أفي زيد البيت *a fi> al-baiti zaidun?*; (2) النداء *li an-nida>* 'to call, example : أرجلأزيد أسرع *arrajulan uzi> du asri'* (ad-Dahdah, 2000: 1); (2) letters ba (ب) has functions as : (1) للقسم *li al-qasam* 'to swear', example : بالله لأفعلن *billa> hi la'afalanna*, (2) للظرفية *li adz-dzarfiyyah* 'adverb of place', example: أقمت بالبيت *aqamtu bi al-baiti* (ad-Dahdah 2000: 68), (3) للمصاحبة *li al-mushahabah* 'to accompany', eg: ادخلوا بسلام آمنين (Ja'far, 1987: 48); (3) letters ta (ت) has functions

as : (1) **للقسم** *li al-qasam* 'to swear', example : **تالله لأرحلن** *ta> Allahi laarhalanna*, (2) **علامة التأنيث** *ala> mat at-ta'nits* 'the sign of feminine verb', example : **درست أميرة** *darasat ami> rah*, (3) as *dhomir muttashil*, eg: **فعلت** *fa'alta* (ad-Dahdah, 2000: 76); (4) letters sin (س) has functions : (1) **للإستقبال يختص بالمضارع** 'for the special future time of verb imperfect, for example: **سأفعل** *sa'afalu* (ad-Dahdah, 2000: 168); (5) letter fa (ف) has function as : (1) **للترتيب** *li at-tarti> b*, 'to order or to show the order', example : **دخل الأستاذ فالتلاميذ** *dakhala al-usta> dzu fa> at-tala> mi> dzu*, (2) **للسببية** *lis-sababiyah* 'to show the cause', example : **زرنى فأكرمك** *zurni> faukrimaka* (Ja'far, 1987: 48); (6) letters kaf (ك) has functions : (1) **للتشبيه** *li at-tasybi> h* 'to resemble', example: **وجهك كالبدري** *wajhuka kal-badri*, serves as **حرف خطاب يلحق أسماء الإشارة** *harfu khithab yalhaqu asma> a al-isyarah*, example : **تلك، ذلك**, (ad -Dahdah, 1993: 488); (7) lam (ل) has functions : (1) **للأمر** *lil-amri*, example : **لتكن مسؤولاً** *litakun mas'u> lan*, (2) **حرف تعجب** *ta'ajub*, example: **حرف ظرفية بمعنى** (2) **ياله من شجاع**, (2) **ذاري فية بما** *dzarfiyah bima'na> ila>, ala>, fi>, 'inda, min*, example: **كل يجري لإجل مسمى** (ad-Dahdah, 1993: 509-510); (8) letters of mim (م) has functions : (1) **للاستفهام بعد حرف الجر** (1) **عم يتساءلون** *em yitasa'ulun*, example : (Ja'far, 1987: 49); (9) letters waw (و) has functions as : **للقسم** *li al-qasam*, example : **والله ما فعلت** *wallahi ma> fa'altu*, (2) **للعطف** *lil-'athfi*, example **وجعل أولون ولحقهم الآخرون** *waja'ala awwalu> na walakhiqahumul-a> khiru> n*, (3) **للحال** *li al-ha> l* 'adverb of condition', example : **ذهب الفلاحون والشمس طالعة** *dzahaba al-falla> hu> na wa asy-syamsu tha> li'atun* (Ja'far, 1987: 49).

#### IV. Conclusion

In Indonesia, mastery of Arabic Language for beginner learners will be

easy if in Arabic teaching, firstly they are introduced with the distinction and the excellence of the Arabic language compared with other foreign languages. However, in fact Arabic teaching is often more likely to emphasize the four mandatory skills and it is significantly lack of introducing and presenting the distinction and the excellence of Arabic. Therefore, those learners frequently complain and have lack of motivation in the mastery of Arabic. By understanding and knowing the distinction and the excellence of the Arabic language, those learners will have a strong motivation to learn and to master Arabic Language and consequently, the mastery of the four mandatory language proficiency will be easier.

#### References

- Ad-dahdah, Antuwan. 2000. *Qa>mu>s al-Jaibi fi> lughati an-nahwi al-'Arabi>*. Beirut; Maktabah Lubna>n
- Al-Ghulayaini, Musthafa. 2006. *Ja>mi'ud-Duru>s al-'Arabiyyah*. Lebanon. Dar El Fikr.
- Al-Khuli, Muhammad Ali. 1982. *A Dictionary of Theoretical Linguistics English Arabic*. Beirut. Librairie Du Liban.
- Baalbaki, Ramzi Munir. 1990. *Dictionary of Linguistic Terms English-Arabic With Sixteen Arabic Glossaries*. Beirut; Dar El-Ilm lil Malayin.
- Effendy, Ahmad Fuad. 2012. *Metodologi Pengajaran Bahasa Arab*. Malang; Misykat Holes, Clive. 1995. *Modern Arabic. Structures, Functions and Varieties*. London and New York; Longman.
- Ja'far, Drs. H. Abidin. 1987. *Orientalisme Dan Studi Tentang Bahasa Arab*. Yogyakarta; CV. Bina Usaha Yogyakarta.
- Tarigan, Henry Guntur. 2009. *Metodologi Pengajaran Bahasa*. Bandung; Angkasa

**DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS**

Udiana Puspa Dewi<sup>1</sup> and Abdul Aziz Turhan Kariko<sup>2</sup>

*Bina Nusantara University*

udewi@binus.edu<sup>1</sup> and azizcomi84@gmail.com<sup>2</sup>

**Abstract**

This paper focuses on the analysis of dialect prejudice in EFL class. The observation is done by exploring the perception that English teachers hold toward Standard English and their attitude toward local dialect of spoken English in EFL class. This research is intended to be a pilot study to observe dialect prejudice in small scale. The data are collected through questionnaires which are distributed to the English teachers in Solo to explore their language attitude and perception. Solo is considered as a precise location to carry out a pilot study observation about local dialects of Spoken English in EFL class. The thick Javanese dialect possessed by most of teachers and students in the city will be a prominent observational tool to explore the existence of dialect prejudice in EFL class.

**Keywords:** dialect prejudice, language attitude, EFL

**INTRODUCTION**

English has become a world language which is utilized in various aspect of international relations, tourism, global media, science, technology, and education<sup>1</sup>. English is learned by over 150 million children in primary or secondary schools as a foreign language worldwide as a compulsory or a preferred optional language in most countries<sup>2,3</sup>. The teaching of English in non English spoken countries has raised several issues. In several cases, children who live in multilingual society experience a mismatch between the language spoken at home and the language used at school<sup>4</sup>. The dialect and other language varieties related to social class, gender, or ethnicity are often put aside in the process of language learning in school.

Trudgill have made it clear that focusing on the standard language in education is almost certain to fail, and may lead to the loss of self-esteem and self-confidence by speakers of nonstandard varieties<sup>5</sup>. In most of cases, many English teachers do not realize. For that reason, the examination of language attitude of English teachers toward the use of local dialects of English Speaking in EFL class is described in this paper. The negative attitude toward local dialect of English is considered as an indicator of dialect prejudice.

The observation focuses on the language attitude relates to the way specific attitudes and/or beliefs toward language are implemented. The implementation, in this case, is in the process of language learning in EFL

class. Therefore, this paper emphasizes the observation of the attitude of English Teachers in several schools in Solo, Central Java, to see whether or not prejudice toward local dialect exists in EFL class. Solo is considered as a precise location to carry out a case study observation about local dialects of English Speaking in EFL class. The thick Javanese dialect possessed by most of teachers and students in the city will be a prominent observational tool to explore the existence of dialect prejudice in EFL class.

### **LANGUAGE ATTITUDE AND STANDARD ENGLISH**

Not only do attitudes affect learning a language, but learning a language also affects the attitudes. According to Lambert<sup>6</sup> "...an individual successfully acquiring a second language gradually adopts various aspects of behaviour which characterize members of another linguistic-cultural group". In planning their teaching, teachers have to be aware that their own attitudes may also reflect on the achievements of the students. In the case of English use in EFL class, accent becomes one of bizarre issues.

The use of English with particular local accent has been a thoughtful topic for several researches in the past years. The way "standard English" is perceived by the teacher affects the learning outcomes and material delivery to the students.

David Crystal in his article, "What is Standard English?" frames several characteristics of Standard English<sup>7</sup>:

(1) Standard English considered as a dialect with no local base. The grammar rules and vocabularies of Standard English do not indicate its origin.

(2) The main linguistics features of Standard English are grammar, vocabulary, and orthography (spelling and punctuation). Standard English is not matter of pronunciation. It is spoken in various accents.

(3) In many countries, the use of Standard English is strongly related to prestige. In many cases the variety of English uses by people with high social, material success, political strength, popular acclaim, or educational background become the standard within the community.

(4) The adult members of the society recognize the prestige attached to the use of Standard English. As the result, they try to recommend Standard English as a desirable educational target.

(5) Standard English is widely understood but not widely produced. The regional Englishes is normally used by most of people. The Standard English is only used by few people such as newscaster.

Trudgill and Hannah<sup>8</sup> define Standard English as "the variety of the English Language which is normally employed in writing and normally spoken by 'educated' speakers of the language. Standard English refers to grammar and vocabulary but not to pronunciation and accent (dialect)". Thus, Standard English can be spoken with a British, American, Pakistani, Korean, or Javanese accent. Based on that characterization, negative evaluation or attitude toward local dialect of spoken English is considered as dialect prejudice.

### **RESEARCH METHOD**

The analysis focuses on language attitude of English teachers in Solo toward the use of local dialect in EFL

class and their perception of Standard English. Through the observation of language attitude and perception, the existence of dialect prejudice is explored. The goals of this observation are to provide clear evidence and explanation to the following questions:

- i. What kind of perception do English teachers have toward Standard English?
- ii. What kind of attitude do English teachers hold toward local dialect of spoken English in ESL Class?

The data of this study were collected through questionnaire. The questionnaires were distributed to English teachers in three high schools and two junior high schools which are randomly selected in Solo. Asking question about people opinion toward certain language variation and practice through questionnaire is an effective method to observe language attitude and ideology besides interviewing<sup>9, 10</sup>. This method is considered as direct method which includes “forms of overt questioning about the meanings of linguistic varieties”<sup>11</sup>.

**DIALECT PREJUDICE IN EFL CLASS IN SOLO, CENTRAL JAVA**

No.	Statements	Total	%
1.	Grammatically correct sentence	50	100
2.	Sounds like native-speaker	20	40
3.	Having American Accent	30	60
4.	Correct spelling in written English	45	90
5.	Correct use of tenses	50	100
6.	Having British Accent	45	90

Table 1. EFL Teachers’ Assumption of Standard English

The data in the Table 1 shows that 100% of the respondents agree that grammatical correct sentence and correct use of sentence as the criteria of Standard English. 90% of the respondents also agree that correct spelling in written English as the criteria of Standard English. This result signifies that most of respondents are in the same page as Crystal<sup>7</sup> and Trudgill and Hannah<sup>8</sup> in defining Standard English that it focuses on grammatical rules, vocabularies, but not to pronunciation and accent (dialect).

But on the other side, the responds from the respondents on the other numbers still signify the existence of dialect prejudice where the assume that Standard English involves the ability to produce native-like English, to have American accent, and/or to have British accent.

According to Crystal<sup>7</sup>, “The main linguistics features of Standard English are grammar, vocabulary, and orthography (spelling and punctuation). Standard English is not a matter of pronunciation. It is spoken in various accents” including Javanese accent. Besides, the finding also reveals that the ELF teachers still assume that Standard English is strongly related to British and American dialect. Standard English is considered as a dialect with no local base<sup>7</sup>. Therefore, there is no origin or local base attached to the use of the language.

The answer from the majority of the respondents proves that many EFL teachers always linked Standard English to American and British English. Most of EFL teachers assume that Standard

English involves American and British accent. In the first section of the questionnaires, there are also small numbers of EFL teacher who agree that having native-like accent is one of the characteristic of Standard English despite the fact that native-like accent is just one of dialect. The misunderstanding from the EFL teacher toward Standard English in this case is shown through the way they relate it to American and British accent as a part of Standard English characteristic.

Crystal<sup>7</sup> also mentions that “Standard English” is what people understood as a desirable educational target. They try to make the students to have native-like accent. The teachers even try to have the native-like accent for several reasons; British-accent is the standard accent, setting the standard, and to give the students good example. It reason given by the teacher clearly shows the teachers assumption toward Standard English. The teachers try to have British-accent because they assume that the British-accent is the standard accent. They also mention that they want to give “good” example.

Questions	Answers	Reasons
Do you think accent is important in teaching English as Foreign Language?	Yes (32) No (18)	Clear pronunciation is the key of good English They can use any accent as long as their English is understandable
Do you expect your students to have native-like accent?	Yes (32) No, but it will be better if they do (14) No (8)	Plus point (11) Correctness (12) Standardization (10) Grammatical aspect is more important (9) Native-like accent sounds better but not the only important thing (5) Only few of them who can do that (3)

		As long as it is understandable (5)
Do you try to sound like native speaker when you are teaching?	Yes (40)	British accent is the standard English (10) Setting the standard (16) To give the students good example (14)
	No (10)	I will if I could
What will you do if your students have thick Javanese accent when s/he speak English?	-	Tell them to practice more (25)
	-	Give them more pronunciation exercise (17)
	-	No problem, as long as their grammar is correct (8)

Table. 2. EFL Teachers’ Attitude toward Local Accent of English

The result of the language attitude observation from the respondents in table 2 shows that that native-like accent is still assumed as a “standard” which should be achieved by the students and local accent is still negatively valued. The comment made by the respondents in the question number 1,2, and 3 shows that native-like accent is considered as an important thing which should be posses by the students in EFL class. In question number 1, the majority of the respondents agree that accent is an important aspect in teaching EFL. On the following number, 32 respondents expect their students to have native-like accent and the rest 14 respondents think that it is okay if their students do not possess a native-like accent but it will be better if they have it. In the question number 3, 40 respondents claim that they try to sound like a native speaker to set “the standard” and to give the student an example.

The negative evaluation toward the local accent is clearly implied in the respond of the question 4. 25 respondents mention that they will ask

the students who has Javanese accent to practice more. The other 17 respondents claim that they will give the students more pronunciation exercise if the students still have thick Javanese accent. Only 8 respondents who state that it is okay to have Javanese accent as long as the students are able to produce English with correct grammatical rules.

### CONCLUSION

Based the analysis of the finding, the dialect prejudice toward thick Javanese Accent of spoken English in EFL class happens because of the wrong perception of Standard English from the EFL teachers. Most of the EFL teachers presume that Standard English involve pronunciation. They assume that Standard English is not only about grammatically correct sentence and tense. According to the questionnaires many of them think that the students should have British and American accent or sounds like a native-speaker. As a result, the students who speak English with Javanese accent will be asked to “correct” their English.

The EFL teachers illustrate negative attitude toward the use of Javanese accent of spoken English in EFL class. Based on the questionnaire, the majority of the EFL teachers think that accent is important part in EFL teaching; they try to sounds like a native speaker to set an example, and the try to “correct” the students who has accent other than English and America because that is not Standard. This attitude practice by the EFL teacher indicates the existence of Dialect prejudice in EFL class.

Research has shown that negative attitude perform by the teacher toward dialects affects the effectiveness of the teacher with students of those dialects,

making it more difficult for those students to reach the same level of interest and achieve the same quality of education as the speakers of the majority language and dialect<sup>12</sup>.

The use of the standard language and constant denigration of non-standard varieties leads to feelings of inadequacy. In the case of EFL class in Solo, the dialect prejudice happen because of the lack of understanding about linguistics awareness. Attitudes toward dialect variation can have a great impact on the language curriculum. Students usually reflect the value system of their parents and teachers, varying from intolerance to strong personal allegiance toward the nonstandard dialect. Therefore, having correct understanding toward Standard English and Dialect Awareness are an essential tool to create an effective EFL teaching without putting aside social equality and cultural consideration.

### REFERENCES

- [1] D. Graddol. “Global English, global culture?” In *Redesigning English*, S. Goodman, D. Graddol and T. Lillis , Eds. London: Routledge, 2007, 243-279.
- [2] G. Weber. “The world's most influential languages”, In *American Association of Teachers of French (ATTF), National Bulletin*, 24 vol 3, 1999, pp. 22-28
- [3] H. Aldosary (2010). *From language and literature to culture teaching: Teaching EFL beyond one standard dialect.*, Paper presented at the SECCLL conference in Georgia Southern University in Statesboro, GA, on Southeast Coastal Conference on Languages & Literatures , 2010, April 1-2



- [4] E. S. Andersen, *Speaking with Style*. 1990. London: Routledge.
- [5] P. Trudgill. *Accent, Dialect and the School*. London: Edward Arnold, 1975
- [6] W.E. Lambert. "Psychological approaches to the study of language: On second language learning and bilingualism", In *Modern Language Journal*, 47 vol.3 , 1963
- [7] D. Crystal. "What is standard language?". *Conrde (English-Speaking Union)* p. 24-26, 1994
- [8] P. Trudgill and J. Hannah. *International English: A guide to the varieties of Standard English*. London: Edward Arnold, 2002
- [9] Woolard, Kathryn A. and Tae-Joong Gahng. "Changing language policies and attitudes in autonomous Catalonia", In *Language in Society* volume 19, pp: 311–330, 1990
- [10] J.K. Choi. *Language attitudes and the future of bilingualism: The case of Paraguay*. *International Journal of Bilingual Education and Bilingualism*, volume 6(2), pp: 81-94, 2003
- [11] N. Coupland. *Style: Language Variation and Identity*. Cambridge: Cambridge University Press. pp:75, 2007
- [12] Collins, J. (1988). *Language and class in minority education*, In *Anthropology & Education Quarterly*, 19 volume 4, pp: 299-326, 1988

THE ART OF “MAMACA” AND “UL - DAUL” A CULTURAL APPROACH IN KAMPUNG LITERASI PASEAN – PAMEKASAN

Widyawati Prayitno<sup>1</sup> and Rizky Fitri Lestari<sup>2</sup>  
Concept Coordinator Kampung Literasi Pasean – Pamekasan<sup>1</sup>  
*Linguistics Department, Gadjah Mada University*<sup>2</sup>  
[widyanim1303@gmail.com](mailto:widyanim1303@gmail.com) and [rizkyerickrangga@gmail.com](mailto:rizkyerickrangga@gmail.com)

**Abstract**

Literacy is an important issue for country's development. To develop and ensure society's literacy skill, Indonesian government had created a program named *Kampung Literasi* (lit. Literacy Village) under the auspices of the Directorate Literacy and Equality Education. It was aimed for creating a knowledgeable, skilled, and independent community through reading activities. *Kampung Literasi Pasean-Pamekasan* was located in cultural village of Tlontoraja (Madura) and synergized with regional Community Learning Center Cahaya Bunda. In its practice, cultural approaches have been used as a way to better establish society's interest in Literacy. Tracing back history, *Mamaca* is an ancient reading culture of Madura in which recitation of the scripts functioned as a medium of cultural education as well as contemplation and understanding of philosophy. It began to develop in Madura before the 15th century (pre-Islamic time). While *Ul - Daul* on the other hand, is a traditional music group. Those two cultures have brought positive effects toward a growing society's literacy interest. They later contributed to future outlook on regional literacy development.

**Keywords:** Kampung Literasi, Cultural Approach, Mamaca and Ul- Daul

**INTRODUCTION**

The traditional accounts state that “literacy is an ability to read and write” (Shai Shruti; 2017). However, in this 21<sup>st</sup> century, where the aspect of life seemed to be challenged into more wider and complex definitions and practices, In its deeper and wider definition as defined by Patricia Bawuedano Lopez in Laura Ahern, literacy is defined as less a set of acquired skills and more an activity that affords the acquisition and negotiation of new ways of thinking and acting in the world” (2004:246). In other words, Literacy was not only inherited, rather, it is created to lifelong learning. The learning in which the process of gaining a better living of one's individual takes place. The individual itself who later adds up and finally turns into accumulative shared better life benefit to others (country based).

Due to its significances toward one's life in particular and toward a country as whole, the government has attempted to revitalize the actual meaning and practices of literacy by creating an innovative program called “Kampung Literasi”. It is under the auspices of Directorate General of Literacy and Equality Education, together with Directorate General Early Childhood and Society's Education.

Kampung Literasi consists of two words; *Kampung* (lit. the smallest unit of village division in Indonesia) and *Literasi* (Literacy). Of the two words it can be determined that the program started from the very small division to ensure that Literacy practices are not only belong to progressive urban citizen. The program emphasizing that every citizen has endowed with a right to reliably access all government service.

Given its particular characteristics of “Kampung” where the culture mostly still in its original state has made the intended literacy goal find ways itself to be easily discovered and developed.

Still, it was not easy as it seemed, the program was not directly accepted by the society in its actual practices, it was, essentially something they have never had.

Pondering the question above, a further look and observation on the cultural everyday life in “Kampung Literasi Pasean – Pamekasan” in this case has led the Literacy activist toward two traditional local culture; Mamaca and Ul-Daul as a traditional arts became an approach in

increasing society’s interest toward Literacy.

**Mamaca** was basically the art of ancient reading scripture in which characterize by holy storytelling and **Ul-Daul** is a traditional music group which covers performance in the art of traditional Madurese music. They are , somehow evolved in philosophical and social dimension of society and culture.

The basic idea was an attempt to redefine the respective culture as an approach to get more tangible result by harnessing Ethnography and Literacy Practices, in which both intertwined as unity.

## LITERATURE REVIEW

### Literacy and Culture

Communities which are main objects of literacy, basically have cultural diversity. Culture is *the embodiment of the process of thinking and is influenced by such things as religion (beliefs of the heart), politics (rules), language (communication), clothing (self-protection), buildings (works), art (rasa)* (Afif: 2015). Culture is then developed into the work of human creativity.

The diversity of Indonesia, whether viewed in terms of place, location, or culture, is a challenge in the realization of the program, literacy activists must first understand and review the state of cultural literacy of local communities before determining what approach is effective in running related literacy programs.

Civilizing and framing the literacy with culture. The cultural approach referred to in this case is a culture that is naturally present within the community. This cultural approach will make it easier for literacy activists to enter the community and then gradually instill the "get used" of what is targeted (eg reading or writing). People will be receptive to something new if it is directly related to themselves, to their lives, or to something that is their habit before, because they feel involved and have a sense of belonging to the related culture.

Good communication and cultural approaches are a prerequisite for the acceptance of an effort to include a "new culture (literacy)" to a community group. several things can be done by recognizing the culture / habits of local people (festivals, traditions etc.), community leaders (someone who has influence, village head, religious leaders), facilities, (public facilities), nature and environmental conditions (natural, geographic , environment, potential), and local wisdom: (values, rules).

Establishing a cultural frame of reference with accompanying program targets and plans are the steps that can be taken into considerations.

**Kampung Literasi** (lit.Rural Community Literacy) is one of the programs of Directorate of Literacy Education and Equality in order to realize the people who are knowledgeable, skilled, advanced, and independent through reading and practice. This program held in order to have a broad understanding. The existence of Kampung Literasi will provide expanded access to community information, foster and cultivate reading interest, develop positive attitudes, and develop reading skills. It is also a manifestation in creating lifelong learning community (lifelong learning). Kampung literasi also synergized together with PKBM

(Community Learning Center) Cahaya Bunda Pasean – Pamekasan as a unit that also held Literacy practices in some field of literacy.

**Mamaca** is an ancient reading culture of Madura, in which recitation of the scripts functioned as a medium of cultural education as well as contemplation and understanding of philosophy. Mamaca began to develop in Madura before the 15th century (pre-Islamic time).

Ultimately, the typical philosophical-transcendental dimension of Islam such as religious teachings, the suggestion of and improving morals becomes the core values of the Mamaca and becomes the reference order for society in order to navigate its path of life. The values were originally internalized into the Macapat the Ancient Javanese honorifics language (kromo inggil) -that is also preserved in the mamaca tradition-by some Islamic poets known as Wali Songo. In preaching Islam, they used the medium of culture that was familiar with the people of Nusantara at that time, especially art like wayang and tembang (musical song).

Mamaca is part of the tembang tradition (traditional way of storytelling similar with singing and reading a poem), chanted using musical instruments such as flute and gambang. However, the sound of musical instruments



was soft, no louder than the sound and tone of the mamaca sung.. Mamaca which is etymologically derived from the formation of the basic word of **Maca (read)** has at least at least three aspects in the tradition of reading; the texts (catoran) reader (pamaos), and the translator (panegghes). There are approximately of five to seven person with one acting as the translator. Mamaca usually held in the special occasions, like the pre, whilst, and post wedding ceremonies, newborn baby festive, seven months of pregnancy, etc.

Related to the Types of tembang script usually read, among others Tembang Pucung, Tembang Pangkur, Tembang Senom, Tembang Maskumambang, Tembang Durma, and others. The songs have their own characters so they are hummed in different occasions. For example the script Tembang Nurbuwat-which contains stories about the prophets, most of the story of the Prophet Muhammad-usually read during the event of the celebration of the events of Isra 'Mi'raj in Islamic history.

The history accounts that the reading of classical-literary stories in Madura does not always contain the elements of Islam as



mentioned above. Frequently, the songs containing saga-tale originating from the old Hindu tradition, such as the story of Ramayana, Mahabharata,

Arjunawiwaha, and the banner story that comes from the books of Mpu Sedah, Mpu Panuluh, and Mpu Kanwa. The manuscripts are read or developed by a reader (pamaos) who is already very good at Javanese Classics-especially kromo inggil.

However, for the Madurese, it would be meaningless without a panegghes (meaning interpreter) or also called tegghes tokang. Its role is vital, beyond pamaos. He was in charge of translating what the pamaos sung into Madurese.

Thus, the utterance of the song can be understood and its morale-prophetic messages get to the souls of the Madurese. Therefore, a panegghes must master the kromo inggil language as well as the language of honorifics Madurese.

In practice, the tembang text is usually placed on the pillow. Pamaos and panegghes sit cross-legged circling the text. They take turns for the reading and translating.

**Ul-Daul** is a traditional group which covers the performances of ethnic percussion background. The exotic music of Ul Daul,

among others, lies in the tools that they, are played by utilizing the objects that are around the life of the citizens. Bas for example, produced from the sound of a large plastic cylinder. In addition, this musical composition combined with the often used vibrated staging Saronen (traditional flute). In a big festival, another uniqueness of this traditional music group is it involves colossal music artists up to 30 people and staged with two models: on the stage and mobile on the road.

Beyond that, the musical composition is extremely loud, merry and exciting. In

addition, the singing song goes beyond three languages (Madurese, Javanese, Indonesian, Arabic and any others). Ul daul phenomenon is actually an evaluation of Tong-tong music development, which from the beginning known as a distinct Madurese tools for waking up people from Sahur (eating in the morning) during Ramadhan month. It was played by a monotonous rhythm.

In smaller setting, there are usually five people playing the percussions or instruments; three Boxes, one Tram, and one Kalenangan – Kenong.

## **RESEARCH METHOD**

The research method used in this study was no mere single domain method drawn from listening, exploring, and key theorizing the case, rather, it was an embodiment method of

interrelatedness gained through both careful cultural analysis and observation. Referring to the above mentioned interrelatedness, the writers integrate the subject matter of Literacy Practices with the approach of Ethnography.

## **DISCUSSION**

Mamaca have a philosophical and sociological dimension. The most famous and often told texts or stories, is the Nurbhuwat-stories about the prophet's life. There are the scripst that have been recited mostly using the "Javanese-Arabic alike" alphabet, and it also used the honorific level of Javanese language.

In the social dimension, its account, the stories, give moral upholds and guidances for society in general.

Ul – Daul, however, fundamentally characterizing by given its joyful and merry condition, rather than holy one. It was assigned by the powerful hit of a very loudly audible instruments. Energetic and Energized for those who dealt with it.

Those two activities above pulled out a critical point of thinking; "an attempt to embody the philosophical as well as sociological dimension into an action relate to literacy practices.

They were in by any occasion is a unity of cultural approaches used in Kampung Literasi. Then, the writers arrived to the plausible picture of literacy practices and ethnography which has brought to the conclusive philosophical grounds that "Reading (Mamaca) is Joyful (Ul-Daul)

After a series of The efforts in instilling society awareness through philosophical meaning beyond those two approaches, the some of literacy themes were formatted and activities related to those approaches were created

It is not an easy job to adapt at first, the main purpose or aim (reading is joyful) was often not grasped fully in practice, but by the time they engaged more to the activities, we could barely had problems in increasing the society interest.

The following activities should explain the actual application of those approaches in literacy practices

1. **GCL (Gerakan Cinta Literasi)** – (lit. Love of Literacy Movement) held once in a month and it covers any upcoming issues about literacy development, for the example, it often talks about the activities and latest news about literacy level problem and how to cope with that. It encompasses culture, religion, law, economy, government, and environment of literacies

2. **Saturday Ul- Daul** is an activity held by the literacy activists specializing fairly in the use of the traditional instruments. It includes

the basic practices for kids and it was preceded with reading about the related culture of Ul-Daul

3. **Minggu Mamaca ( Sunday Mamaca)** is an activity for reading and story-telling in own imaginative creation, it is a peer collaborative learning, in which preceded with the story of the original Mamaca.

## CONCLUSION / CLOSING REMARK

Based on the above explanations, the cultural approaches were effective in increasing the society's awareness and interests. It was proven by the willingness of each individual to participate in every literacy practices.

Furthermore, the cultural approaches turned into positive and attractive factors which make society involved in literacy assessment. The facts that the number of illiteracy level decreased by time even optimizing them to involved more frequently in every literacy practices made by "Kampung Literacy".

Of course, the cultural approaches were not the only things that the literacy activists and society could be used. There might be any other ways to reach the targeted goal. "Every place tell a story" and "Every story makes a life".

Starting from the very small moves but great impacts, then it was reflected that "Journey of Thousand miles begin with a single step".

## REFERENCES

- [1] Alfarobi, Aries. 2015, "Makalah Ul-Daul Musik Tradisional Madura", retrieved May 22, 2017 <http://aries-alfarobi.blogspot.co.id/2015/04/makalah-tentang-ul-daul-madura.html>
- [2] *Alfirdaus, Iqro'. 2011, "Ruh Resitasi "Mamaca" di Madura", retrieved July 15, 2017 from <http://www.lontarmadura.com/ruh-resitasi-mamaca-di-madura/>*
- [3] Jaka, "Bantuan Kampung Literasi", retrieved July 13, 2017 from <http://jetjetsemut.blogspot.co.id/2016/07/program-bantuan-kampung-literasi.html>

- [4] Raheli, C. (2016). Ada Apa Dengan Literasi, Buletin Kampung Literasi.
- [5] Shruti, Shai. (2017). "Literacy and Culture"  
<http://www.preservearticles.com/2011112617941/short-essay-on-literacy-essay-for-school-students.html>

LANGUAGE MANNERS AMONG TEACHERS AND STUDENTS IN SECONDARY  
SCHOOL OF AMINUDDIN BAKI CHEMOR, IPOH, PERAK: A PRAGMATIC  
ANALYSIS.

Abdullah Yusof<sup>1</sup>, Mohd Rashid Md Idris<sup>2</sup>, Siti Maisarah Binti Abdullah<sup>3</sup>

<sup>1</sup>Senior lecturer, <sup>2</sup>Associate Professor, <sup>3</sup>Lecturer

<sup>1</sup>[abdullah@fbk.upsi.edu.my](mailto:abdullah@fbk.upsi.edu.my)

<sup>2</sup>[mohdrashid@fbk.upsi.edu.my](mailto:mohdrashid@fbk.upsi.edu.my)

<sup>3</sup>[maisarah@gmail.com.my](mailto:maisarah@gmail.com.my)

**Abstract**

A language manner is related to politeness character or moral character and a person's language courtesy. However, the mass media nowadays often display the issue that relates to rudeness of student toward teacher and using the curse words. Thus, this study was carried out to identify and analyze the language manner and their relation with pragmatic in research field using the Principle of Leech Manner (1983). A total of 30 students in form 2 were chosen as respondents. The result shows that a lot of students use the language manner in pragmatic field of knowledge through verbal communication or non verbal communication through recording of Malay Language teaching and learning.

**Keywords:** Language manner, maxim, verbal, non verbal

**INTRODUCTION**

The aspect of language manner is really emphasized in community lives. The language manner can be seen based on the several important aspects which are behavior, culture and communication pattern in some society. The practice of language manner is considered as an effort to uphold its own language, especially Malay language. Besides, the language manners can potrays nation's identity. Along with it, the government also implements several efforts to uphold the language such as "Budi Bahasa Budaya Kita" campaign that has been launched on 11 January 2005. This campaign proves the language manner is important in peoples' lives because the language potrays a nation's identity. The good attitude of nation comes from the manner in talk. Every behavior and use of language comes from sincere heart that can be accepted as politely behavior (Noriati A. Rashid, 2005).

A language also acts as a behavior that displays a speaker's features of manner. According to Awang Sariyan (2007) says the language manner is refers to the good use of language, polite, civilized, displaying good character and have respect towards the invited party of talk. Same goes to the daily talks, where the speaker shall use the strategy of manner in their speech, which does not purposely sound sarcastic or mocking, yet features sincerity instead and does not uses language that can offend peoples' sentiment.

The value of language manner can be seen in family's institution as an example. These uses of words such as '*buah hati ibu, anak bertuah, sayang*' and others can create warmth in family institution. In addition, manners can be created in community institution. The words such as '*terima kasih, sila datang lagi*' and others can improve the relationship between communities. The language manner also involves greetings



system or call by dialect of district respectively. An example, the community at north area will use the call of '*Kak Yong*' to be referred as the eldest sister. Nonetheless, several communities usually use the greeting system to show some respect toward the elders of family members. Besides, the language rule also can be seen as language manner. Asmah Haji Omar (2002), says there are three types of language rules which are linguistic rule, sociolinguistic rule and pragmatic rule.

A linguistic rule is a rule that relates with pronunciation and grammar involve in the use of language. The use of different dialect describes the Malaysian community practices the correct way of different pronunciation through the use of dialect of district respectively. However, the default Malay language had appeared to unify the different communities in terms of dialect into a community that use the similar pronunciation of Malay language.

A sociolinguistic rule involves the rule to control the situation in community while speaking. Through this sociolinguistic, the community can keep the behavior, which is speaks the language politely either in verbally communication or non verbal. This will outrightly encourage the community to cultivate the language manner as a custom situation in speech between communities.

A pragmatic rule is a rule discussing the matters that relates to the use of language purposes in community lives (Zuraini Ramli *et al*, 2009). This matter shows the pragmatic knowledge is significant to be considered as a rule to guard a person's behavior in talk in terms of context and meaning toward delivered phrase so that it does not get deflected from the real purpose of phrase delivery. Hence, a speaker shall follows the pragmatic rule in speech in order for the meaning to be delivered in speech is polite and mannered.

## LITERATURE REVIEW THEORIZED RESEARCH

The meticulously theorized study is a study titled '*Kesantunan Berbahasa dalam Perbualan Keluarga Melayu*'. This study was carried out by Mohd Idris (2000). The objectives in this research are to study the element of language manner that are found in Malay family's conversation and to study the manner culture exists in the family studied. The main focus in this study is focusing the element of language subtlety, the value of manners, highly prudence and the manners that is seen through phrase and words spoken in conversation which likely to calling system.

The researcher uses a sample of records from 30 Malay families as this research finding. A total of 30 Malay families chosen are well meet with the features of language manner. Next, the researcher uses descriptive method and observation to help with his study. He also observes into his own family conversion specifically. The method used by the researcher is qualitative method, which is literaturely method by referring the related materials with the research such as scientific text, pamphlet and others. The researcher has analyzed the findings by using percentage to obtain the desired result in his study.

The researcher has made a findings match that obtained by using appropriate maxims, particularly the applied maxim in Principle of Leech Manner (1983). The data match conducted by the researcher is based on maxims in Principle of Leech Manner which apply the value of Malay culture as well as civilization and Islam appreciation in Malay family. Besides, the researcher also analyzed the data in the form of frequency and percentage that are related to the study by using those maxims.

The finding result carried by the researcher shows the Manner Maxim records the highest percentage which is 36.8%, shows that studied respondents were practiced the concept of manner through politely speech principle. Nevertheless, the researcher sees this study incomplete in way of the researcher was not states the observation method used in his study. Hence, a new study that will be carried out by the researcher involves observation method through recording process of teaching and learning and literature method.

### **FIELD OF STUDY**

The first field of study which relates to language manner is a study written by Mohd Kiram dan Norazlina (2010) titled 'Konsep Malu Orang Melayu Dalam Novel Saga: Satu Analisis Kajian Sociolinguistik'. The objectives are to identify the shame concept underlying Malay peoples' lives and analyzed the attitude, reaction, and the act of Malay people when experiencing embarrassing incident, to identify the way of thinking, creativity and sensitivity of Malay people during interacting toward each other. The researcher has used quantitative and qualitative in his study, aside from refers Saga novel, the work of Abd. Talib Mohd Hassan as a main reference in his study. The researcher also used literature method to collect and obtain the related materials. Besides, the Face Negotiation Theory which submitted by Stella Ting Toomey in 1988 was used as a reference in analyzing this study. The researcher associates the shame concept which normally can be seen through someone's expression displays the value of individual manner studied.

The Saga Novel which becomes a main reference in his study shows that the embarrassing incident can be analyzed in this novel. A total of 37 embarrassing incidents have been studied in this novel. Besides, the concept framework by Murriel Saville-Troike has been used to make a relevance of shame concept with the concept framework, and then it would be easier for the researcher to make that concept framework as a reference in analyzed the related datas of shame concept of incident studied. The element of communication such as genre, topic, purpose and function are the components that studied to be associates with the shame concept. The researcher has analysed the shame concept by using four shame sub-concepts which are embarrassment, be shamed, get shamed and shameful. The analysis result shows the highest recorded frequency is the embarrassment sub-concept, which is 70.27%. The researcher says there are few factors that encourage a person feel embarrassing such as excessive humble to the point that the person feels anxious to show talent and potential possessed. Nonetheless, the researcher found that the study has some lackness related to the embarrassing incident that studied with the analysis of sociolinguistic field. Thus, it turns out that the researcher cannot relate the embarrassing incident as described with the manner to the study if sociolinguistic field. Besides, this carried out study fail to give the comprehensive overview of shame concept that considered as manner with the chosen field of language which is sociolinguistic.

### **ELABORATION STUDY**

The first field of study was carried out by Mustafa Al-Bakri Bin Hashim

(2009) titled 'Kajian Kesantunan Berbahasa dalam Novel-Novel Komsas'. The researcher has studied into the component of literature novels (Komsas) which is used in secondary school. Among the chosen novels that used as reference in his study are the novels of "Aku Anak Timur", "Kapten Hassan", "Merdeka! Merdeka!", "Perlumbaan Kedua", dan "Julia". These five novels are studied to see the pattern of manners used in the literature materials writing. The objectives of the study are to identify the similarity and difference of language manner features in the studied novel and to prove the values of Islam manner plays in personality development among students at school.

The researcher conducted a study in descriptive research, which is a study on the field that has not been researched yet or less. The researcher used two methods in his study, the first one is analysis method of novels content that have been studied, and the second one is literature method to obtain data or extra information that related to the research title. The researcher also used few models of manner that related to his study. The model of manner such as the Model of Cooperation Principle in Conversation by Grice (1975), Model of Leech Manner (1983), Model of Asmah (2000) and Model Noriati (2005) was chosen to support his study that related to this language manner.

Based on the study, the researcher found that the four of the literature novels shows that there are five uses of strategies, which are Apology Strategy, Thank You Strategy, Call Strategy and Culture Strategy. The use of language manner also can be seen through five strategies that studied by the researcher.

However, the researcher found that this study was seen incomplete, where the phrase used by the researcher towards these literature novels makes it difficult for the reader's understanding because the researcher analyze the data a lot by using his own opinion. Thus, the researcher will carry out a new study by using an approach and analytical opinion with easy language to understand by readers.

### ANALYSIS STUDY

The first last study was conducted by Fauziah Binti Haji Jali (2004) titled 'Kesantunan Berbahasa dalam Pantun Berdasarkan Antologi Komsas dalam Bahasa Melayu Tingkatan 1 hingga Tingkatan 5'. The objective underlying the study towards the concept of manner was to elaborate the value of manners described through studied Malay pantun. The study of 60 pantun that contained within the book of form 1 until form 5 is chosen as a sample study. The books chosen are *Antologi Sehijau Warna Daun*, *Seuntai Kata Untuk Dirasa*, *Anak Bumi Tercinta*, *Anak Laut*, dan *Kerusi*. The researcher also chosed some of the manner concepts in his study, which are manner maxim, humility maxim, generosity maxim, support maxim, sympathy maxim, consent maxim, goodness concept and keep the face expression concept. Next, the researcher used two methods in his study which are literature method and data analysis. The researcher has listed all the Malay pantun that contained within anthology thay studied by using Priciple of Brown and Levinson Manner (1978) and the Principle of Leech Manner (1990). The researcher used Humility Maxim that available in both principles in his study.

The findings shows 24 pantun indicates manner maxim out of 60 pantun studied which is 40% in percentage. Apart from that, sympathy maxim was 13 pantun (21.7%), goodness concepts was 9 pantun (15.0%), the concept of keep the face expression was 5 pantun (8.3%), consent maxim and humility maxim recorded the same total of pantun respectively which is 3 pantun (5.0%). The generosity maxim recorded 2 pantun (3.3%) and support maxim was only recorded 1 pantun (1.7%) which shows the lowest percentage in analysis finding. The frequency of manner maxim was the highest which is 40% that represented by pantun budi compared to the other maxims. Nevertheless, the researcher found that there was a break in this study, which is the studied books were not involve the books used in each states. Besides, the books of form 1 until form 5 also keep changes all the time. Hence, the reference material used by the researcher makes it difficult for the readers to analyze the delivered information if the readers were never used to read the regarding reference materials. Thus, the researcher will carry out a new study to study a language emanner and its relation with pragmatic field as a part of language study to help the readers increase knowledge more widely in this language study.

#### **DATA ANALYSIS AND ITS RELATION WITH PRAGMATIC FIELD BY USING PRINCIPLE OF LEECH MANNER (1983)**

The principle of manner introduced by Leech emphasized six main maxims which are maxim of manner or prudent, maxim of gentleman or generosity, maxim of support or pleasing,

maxim of humble or humility, maxim of consent as well as maxim of sympathy. The principle of manner based on these six maxims is important to overcome the obscureness in pragmatic field. The maxim role or foundation is important to determine and differentiate a study of language manner based on the relevant maxim so that what is being reached is clear. Thus, the maxim is necessary to determine the accuracy of language manner study and its relation with pragmatic field.

Abdullah Yusof *et al.* (2009) said the Principle of Leech Manner (1983) can help us to understand the meaning with the power in speech. Besides, Leech (1993) in the book of Malay Language Semantic and Pragmatic said the pragmatic principle should be applied widely by community sensitivity and psychology sensitivity. According to him, this model of manner was built because of maxim of Quality and Maxim of Grice Quantity which was not considered practically when the speaker tries to act politely towards other speaker. Leech has listed six maxim of manner which are maxim of manner or wisdom, maxim of generosity or gentlement, Maxim of appreciation or support, maxim of simplicity or humility, maxim of consensus or consent and maxim of sympathy.

#### **i. Maxim of Manner or Wisdom**

According to Abdullah Yusof *et al.* (2009), the manner maxim emphasis to minimize the other people cost and maximizes the gain to other people. Apart from that, Leech has made a relation between manner maxim with Searle language of behavior and excluded the declaration category. Leech (1995) also

divides four allocation of function in manner maxim as a reference to coordinate the respect developments, which are competitive, to talk, collaborative and conflict.

An example of sentence that describes the relation between language manners with pragmatic study is:

**A.1 “Hazim, please switch off the light at the back”.**

An A.1 example above shows the use of manner maxim or wisdom is based on competitive allocation. This is because the speaker, which is teacher use the word ‘please’ to describe that the teacher is urge, ask, and beg for the student to help. However, the sentence also can be described as the teacher is summoning the student to follow the instruction. Nonetheless, if the context meaning was thoroughly examined, the sentence also shows the teacher is try to ask the student to follow the instruction, yet by using persuasive way through the use of language manner so that the student offers the help. The meaning of delivered sentence also shows that the teacher is not strictly insists or summon. It is because the teache use the word ‘please’ to show that the teacher is beg for help to attract the student to what the teacher tried to convey.

## ii. Maxim of Generosity and Gentlement

The generosity maxim is a maxim that ‘others centered’ (Abdullah Yusof *et al*, 2009). In other word, this maxim emphasized an individual to minimize the benefit towards own self and maximizes the cost towards own self in speech that describes manners feature. An example of sentence to show the language manner

study with generosity maxim or gentlemen is:

**A.2 “Do you understand? Whoever might still confuse...raise up your hand”.**

Based on the A.2 example, the teacher uses the generosity maxim or gentlemen in speech. To be more viewed, the sentence shows some firmness at the beginning, where the teacher said ‘do you understand’ to get the certainty of students’ focus. However, the overall delivered meaning in the sentence context show that the teacher emphasized the concept of ‘other centered’, which is the teacher concern towards the student. This shows the uses of language manner in the example of sentence gives the deep meaning at one go, which is by showing the teacher’s responsibility towards the student.

## iii. Maxim of Appreciation or Support

The appreciation maxim emphasized a speaker to minimize the insult towards people and maximizes the compliment towards people or known as ‘flatter maxim’ or ‘appeal maxim’ (Abdullah Yusof *et al*, 2009). Example:

**A.3 Applause**

An A.3 example above shows the non-verbal manner which is the teacher ise the non-verbal language to show something. The example shows the teacher gives the reinforcement in the form of appreciation to the student for their effort. From the view of deeply meaning concept, the applause action shows a proud that reached by the teacher through body language. The action shown

by the teacher describe the same meaning despite the proud was not express by words.

**iv. Maxim of Consensus or Consent**

This maxim shows a person minimize the misunderstanding between own self and other people and maximizes agreement between own self and other people (Abdullah Yusof *et al*, 2009). Next, this maxim shows that there is a situation happened where the consensus is exaggerating over something by saying regret and it favor to the consensus. Examples of the sentence of Consensus Maxim or Consent are:

A.4 *“I want to listen to the way you poet the poetry, can you?”*

A.5 *“Yes teacher”. (6 minutes 8 seconds)*

Examples of A.4 and A.5 show the language manner in the category of Consensus or Consent Maxim in the field of pragmatic study. Based on the A.4 example, the teacher uses the language manner to console the student do a favour by using words of ‘can you’ so that the delivered sentence would not be regarded as coercion. The A.5 shows the language manner used by student to answer the question by teacher by using manner words to show the student can fulfill the teacher’s request in the A.4 example. Both stated examples show the language manner which is a consolation between teacher and student in the process of teaching an learning.

**v. Maxim of Sympathy**

The sympathy maxim is maxim explaining congratulatory speech and condolences relation as the polite speech

behavior, although the condolences considered as negative phrase to some people (Abdullah Yusof *et al*, 2009). Besides, the sympathy maxim emphasized the speaker to minimize antipathy and maximizes sympathy towards other people. Example:

A.6 *“Don’t laugh at your friend”.*

The A.6 example shows the language manner in maxim sympathy of category in the field of pragmatic study. This is because the sentence context in detail, the sentence used shows teacher’s sympathy towards student. The sentence also shows the teacher is not only indicates sympathy to the student, yet also uses the mannerly sentence to correct the language inconsistency done by the student towards their other friends.

**CONCLUSION**

In a nutshell, the studied practice and the form of language manner have been clearly elaborated through analysis and all the aspects considered involve in this study of language manner. The researcher analyze the data by relating the pragmatic field to express the appropriate meaning into the the examples used by the teacher and student to prove the language manner is evaluated by the interpreted meaning desired in the form of sentence.

Accordingly, the researcher has used the Principle of Leech Manner (1983) to make a relation of the studied language manner in the form of sentence that indicates the language manner which is then categorized by appropriate maxims in the related theory of pragmatic field. This is indirectly enable the researcher to make a relevance of the meaning conveyed through language

manner used by the teacher and student at school.

#### REFERENCE

- [1] Abdullah Yusof *et al.* (2009). *Semantik dan Pragmatik Bahasa Melayu*. Kuala Lumpur: Pustaka Salam Sdn Bhd.
- [2] ]Asmah Hj Omar (2002). *Setia dan Santun Bahasa*. Tanjung Malim: Universiti Pendidikan Sultan Idris.
- [3] Awang Sariyan (2007). *Santun Berbahasa*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [4] Fauziah Haji Jali (2004). *Kesantunan Berbahasa dalam Pantun Berdasarkan Antologi Komsas dalam Bahasa Melayu Tingkatan 1 Hingga Tingkatan 5*. Tanjung Malim: Universiti Pendidikan Sultan Idris.
- [5] Mohd Idris (2000). *Kesantunan Berbahasa dalam Kalangan Keluarga Melayu*. Kuala Lumpur: Universiti Malaya.
- [6] Mohd Kiram, dan Norazlina (2010). *Konsep Malu Orang Melayu dalam Novel Saga: Satu Analisis Kajian Sosiolinguistik*. Kuala Lumpur: Universiti Malaya.
- [6] Mustafa Al-Bakri Bin Hashim (2009). *Kajian Kesantunan Berbahasa dalam Novel Novel Komsas*. Tanjung Malim: Universiti Pendidikan Sultan Idris.
- [7] Noriati A. Rashid (2005). *Kesantunan Berbahasa dalam Perbualan Keluarga Melayu*. Tesis Master. Kuala Lumpur: Universiti Malaya.
- [8] Zuraini Ramli *et al.* (2009). *Amalan Kesantunan Berbahasa di Sekolah*. Tanjong Malim: Universiti Pendidikan Sultan Idris.

## COMMUNICATION STRATEGIES AND L2 ORAL LITERACY

Abid<sup>1</sup>

<sup>1</sup>State University of Gorontalo  
<sup>1</sup>abid@ung.ac.id

### Abstract

Communication strategies (CS) has been seen as useful tools that language learners can use to overcome difficult situations in second language (L2) oral communication. However, research show that not many L2 learners are fully aware of the strategies use and its potential benefits, such as assisting learners with alternative ways of saying particular L2 expressions using a paraphrasing strategy. For the purpose of developing learners' L2 oral literacy, the use of communication strategies among L2 learners can be initiated in the classroom as alternatives. The main reason for such initiation is to provide L2 learners with skills that they can use to maintain involvement while interacting orally in the language they learn, as well as to improve the quality of such interaction. This paper, therefore, provides a succinct overview pertaining to the notion of communication strategies and its relevance towards the development of learners' L2 oral literacy situated in Indonesia. It aims at raising awareness among L2 learners and teachers, in particular, about the usefulness of using certain communication strategies in L2 oral communication.

**Keywords:** Communication strategies, L2 oral literacy

### INTRODUCTION

To be able to speak English effectively is one of the shared goals for learning English among many Indonesian English language learners. I have seen the fact that many of my students majoring in English language teacher education programs consider fluency in speaking English as their ultimate goals in learning. They associate fluent speakers of English as model for successful English language learners. For them, fluency refers to speaking without a lot of pauses or hesitancy, supporting by the use of a wide range of English vocabulary. Yet, they find that making pauses or

being hesitant when communicating in English remains a challenge, which is also a common issue for learners of English in many countries. When asked about what causes such challenge, they point out several reasons, such as their limited English vocabulary capacity and high level of anxiety when speaking the language in particular situation.

Challenges to successful L2 oral communication between language learners has drawn researchers' attention, and encouraged researchers to propose different inputs to language pedagogy. One such input involves "communication strategies"<sup>15</sup> which aims at providing L2



learners with ways to overcome difficult situations when engaging in L2 oral communication, such as English. In relation to ELT in the context of Indonesia, the teaching of communication strategies (CS) may help teachers to assist learners to find ways to develop their English oral literacy, i.e. to be able to communicate in English with ease for varied purposes. Such assistance is related to the goal of teaching a foreign language as mandated in the curriculum of Indonesia where development of learners' communicative competence is highlighted.

This paper, which is part of a larger study focusing on English language lecturers' perspectives on CS instruction in an Indonesian university, therefore, provides a succinct overview pertaining to the notion of CS and its relevance towards the development of learners' L2 oral literacy situated in Indonesia. It also seeks to raise L2 learners and teachers' awareness, in particular, about potential benefits in using particular communication strategies in English oral communication. Suggestions on how CS can possibly be introduced in English language classrooms are also provided.

## LITERATURE REVIEW

Success in L2 oral communication depends on a variety of aspects. These include understanding potential breakdowns in such communication and ways to overcome the breakdowns. This section, therefore, elaborates on these two aspects, as well as reports on some studies that supports CS instruction in language classrooms.

### *Breakdowns in L2 oral communication*

In today's world, many English language speakers are from multiple linguistic backgrounds and various English speaking countries<sup>2</sup>. As a result, breakdowns in oral communication involving learners of the language often occur. These breakdowns have various forms. In the context of English language learning, for example, one of the forms include learners misunderstand what they hear or listen to. These learners may be unable to respond correctly and/or simply to continue speaking the language they learn. Such breakdowns may also happen as one tries to express oneself and others find it difficult to understand. This can be a result of a particular linguistic features of the speakers' first language. In brief, breakdowns in L2 conversation can be attributed to a lack of L2 linguistic competence<sup>4</sup>, such as limited L2 vocabulary capacity.

To deal with these breakdowns during L2 oral interaction involving two learners who share the same L1 background, the learners may handle the breakdowns with less effort than required during conversation in a second or third language. This is because communicating orally in a target language requires a lot more preparation than in learner's daily language<sup>1</sup>. Therefore, it is imperative for English language learners to find ways that allow them to operate independently when using the language they learn and that enable them to handle potential breakdowns that may occur. In the following section, I will describe briefly the notion of communication strategies, strategies that can be useful in carrying out successful L2 oral interaction.

*Communication strategies*

CS can be defined as ‘the means through which learners avoid and overcome communicative difficulty’<sup>13</sup>. The strategies concern ‘the effective use of language to manage communicative deficiency and achieve successful communication’<sup>7</sup>. Learners use a series of CSs to overcome certain communication problems (e.g. ‘a-let-it-pass-strategy’) because the normal flow of L2 interaction can be interrupted due to the occurrence of the problems (e.g. not knowing how to say a particular L2 word)<sup>7</sup>. CS also refers to ‘learners’ verbal and non-verbal means to resolve interactional problems, to negotiate meaning, to stay in the conversation and keep the channel of communication open’<sup>6</sup>.

In Dornyei’s classification, hesitation devices are also included as part of the strategies that speakers can use to maintain involvement in L2 conversation. Below are CS classifications as coined by Dornyei<sup>4</sup>.

1. Avoidance or Reduction Strategies
  - Message abandonment
  - Topic avoidance
2. Achievement or Compensatory Strategies
  - Circumlocution
  - Approximation
  - Use of all-purpose words
  - Word-coinage
  - Use of non-linguistic means
  - Literal translation
  - Foreignizing

Code-switching

Appeal for help

3. Stalling or Time-gaining Strategies

Use of fillers/hesitation devices

The use of oral CS in a L2 communication is subject to a set of criteria<sup>13</sup>. These are:

1. A speaker desires to communicate a meaning X to a listener.
2. The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning X is unavailable or is not shared with the listener.
3. The speaker chooses to:
  - a. avoid – not attempt to communicate meaning X or
  - b. attempt alternate means to communicate meaning X. The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

There are a number of functions of CS uses. For example, CS helps “...two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared”<sup>13</sup>. In addition, CS do not only help language learners to overcome communication difficulties, but also to negotiate meaning and to remain involved in a L2 conversation<sup>7</sup>. Language learners may need to use particular CS to anticipate difficulties when communicating using the language they

learn, without necessarily engaging the interlocutor to negotiate meaning.

### *Relevant studies that support CS instruction*

There are a number of studies that acknowledge the usefulness of CS. For example, a study that examined the effectiveness of compensation strategies, and its relation to the different learning styles of language learners<sup>9</sup>. The participants of this study were 82 French speaking, university-level learners of English. The findings revealed that the ectenic learners participants (learners who need conscious control of what they are learning) tend to use the circumlocution strategies, which were found to be the most effective strategies to guarantee successful communication regarding the items description.

Another study was about the investigation of the use of CS by Algerian university students majoring in English<sup>6</sup>. Using task elicitation and observation techniques, data were collected from sixteen participants. The study found that the participants used a wide range of CS, such as repetition, message abandonment and using gestures.

The other study was related to CS use investigation in the Arabic language<sup>12</sup>. This study investigated the use of achievement strategies, reduction strategies and other performance problem-related strategies (e.g. asking for clarification) in an oral discourse. The participants were the second year students studying Arabic as a second language

(ASL) in the Arabic Language Institute at King Saud University in Riyadh, Saudi Arabia. The study found that the participants used various strategies, with paraphrasing being the most widely used strategy, to cope with their limited linguistic resources in the Arabic language.

## **DISCUSSION**

This section elucidates a number of points, which begin with opinions about communication strategies instruction in English language classroom. Some notions pertaining to teachers attempting to introduce CS to English language learners are also explored here.

### *Opinions about CS instruction*

Opinions about the CS instruction in formal language classrooms vary widely and several researchers have questioned the significance of the strategy training. Teaching CS to language learners is seen as unnecessary because learners may simply draw on their L1 strategic competence and pass it on to their target language interaction<sup>8</sup>. In addition, the main goal for language teachers to achieve is to teach language learners a language, not a specific strategy<sup>2</sup>. However, language learners might also find themselves in a situation that requires them to express themselves using their innate strategic and discourse competence while interacting using a target language they are learning<sup>14</sup>. This implies that teaching language learners

some ways to assist them in utilising their innate strategic can be useful for their efforts to become competent speakers of the language they learn.

### *CS instruction in the classroom*

Despite the disagreements about CS instruction, language teachers who consider teaching particular strategies as useful for learners' oral literacy development might want to take the following notions into account<sup>4</sup>. These notions include<sup>4</sup>:

1. *Raising learner awareness about the nature and communicative potential of CSs.* This is done by making learners aware of their innate strategies and how the strategies can be applied into a specific communication situation.
2. *Encouraging students to be willing to take risks and use CSs.* With this in mind, learners are encouraged to make use of their available language and told that there is no need to be afraid of making mistakes.
3. *Providing L2 models of the use of certain CSs.* One way to do this is showing learners a sample of video and asking them to identify and examine the use of strategies by other speakers as shown in the video.
4. *Highlighting cross-cultural differences in CSs use.* This suggests that language teachers should consider the differences in the verbalization of specific CSs

by language learners or the frequency of using CSs in the learners' first language.

5. *Teaching CSs directly.* To do this, language teachers can present linguistic devices of a target language to help language learners use CSs in the target language communication. For example, language learners might want to learn certain lexical items to describe properties, such as shape and size, in order to be able to apply the circumlocution strategy.
6. *Providing opportunities for practice in strategy use.* This is done in order to help learners become familiar and competent with the use of CSs as immediate first aid devices in a target language communication.

There are some other considerations pertaining to introducing CS to language learners, for example, raising students' awareness of the use of different types of communication strategies which is of primary need<sup>11</sup>. Language educators, in this case, can provide learners with sample of how the strategies are used in conversation before encouraging them to practice using the strategies<sup>11</sup>. The key to such instruction is to make students aware of 'their own mental process' beforehand, and when it is accomplished, teachers can provide them with different tasks to practice the use of CSs<sup>11</sup>. Where necessary, teachers can also delete hints to the uses of the strategies in order to enable their students to become 'autonomous strategy users'<sup>10</sup>.

Autonomous learning help equip learners with tools that ‘will best serve them once they are on their own and to facilitate their self-directed learning outside the classroom’<sup>6</sup>.

## CONCLUSION

This paper has shown that the use of communication strategies, to some extent, can be beneficial in English language learners’ attempt to develop the level of their English oral proficiency. By using particular types of the strategy, Indonesian learners of English, for example, may have the opportunity to cope with difficult situations regarding expressing ideas in English, while at the same time to maintain a smooth flow of their English oral communication. Because having good command of spoken English remains one of the goals in learning English among many Indonesian learners of English, CS instruction in the classroom may be useful and relevant to the currently used English language curriculum in Indonesia. For this reason, English language lecturers and teachers may want to introduce certain strategies to learners so that these learners have wider opportunity to operate independently using English in different English oral communication contexts in the future.

## REFERENCES

- [1] Abid. (2016). *Oral communication strategies instruction: voices from Indonesian English language lecturers* (Unpublished doctoral thesis). Curtin University, Australia. Retrieved from <https://espace.curtin.edu.au/handle/20.500.11937/54090>
- [2] Canagarajah, S. (2007). *Lingua franca English, multilingual communities, and language acquisition*. *Modern Language Journal*, 91(5), 923-939. Retrieved from <http://onlinelibrary.wiley.com.dbgw.lis.curtin.edu.au>
- [3] Cheng, C. M. (2012). The influence of college EFL teachers’ understandings of intercultural competence on their self-reported pedagogical practices in Taiwan. *English Teaching*, 11(1), pp. 164. Retrieved from <http://search.proquest.com.dbgw.lis.curtin.edu.au>
- [4] Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly*, 29(1), pp. 55-85. Retrieved from <http://www.jstor.org.dbgw.lis.curtin.edu.au>
- [5] Faucette, P. (2001). A pedagogical perspective on

communication strategies: benefits of training and an analysis of English language teaching materials. *Second Language Studies*, 19(2),pp. 1-40.

Retrieved from <http://www.hawaii.edu/>

[6] Ghout-Khenoune, L. (2012) .The effects of task type on learners' use of communication strategies. *Procedia - Social and Behavioral Sciences*, 69, pp. 770 – 779. doi: 10.1016/j.sbspro.2012.11.472

[7] Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. *Journal of Pragmatics*, 43, 3757-3769. doi: 10.1016/j.pragma.2011.09.017

[8] Kellerman, E. (1991). Compensatory strategies in second language research: A critique, a revision, and some (non-) implications for the classroom. In R. Phillipson, E. Kellerman, L. Selinker, M. S. Smith & M. Swain (Eds.), *Foreign/second language pedagogy research: A commemorative volume for Claus Faerch* (pp. 142-161). Clevedon, England: Multilingual Matters.

[9] Littlemore, J. (2003). The communicative effectiveness of different types of communication strategy. *System*, 31(3), pp. 331-347. Retrieved from [www.sciencedirect.com/dbgw.lis.curtin.edu.au](http://www.sciencedirect.com/dbgw.lis.curtin.edu.au)

[10] Maleki, A. (2007). Teachability of communication strategies: An Iranian experience. *System*, (35), pp. 583-594.

[11] Mariani, L. 2010. Communication strategies: learning and teaching how to manage oral interaction. Retrieved from [www.learningpaths.org](http://www.learningpaths.org)

[12] Rabab'ah, G., & Bulut, D. (2007). Compensatory strategies in Arabic as a second language. *Poznań Studies in Contemporary Linguistics*, 43(2), 2007, pp. 83-106. doi:10.2478/v10010-007-0020-5

[13] Smith, B. (2003). The use of communication strategies in computer-mediated communication. *System*, 31, 29-53. Retrieved from <http://www.sciencedirect.com/dbgw.lis.curtin.edu.au>

[14] Tarone, E. (1981). Some thoughts on the notion of 'communication strategy'. *TESOL Quarterly*, 15, pp. 285–295. Retrieved from <http://www.jstor.org>

[15] Willems, G. M. (1987). Communication strategies and their significance in foreign language teaching. *System*, 15(3), 351-364. Retrieved from <http://www.sciencedirect.com/dbgw.lis.curtin.edu.au>

**LITERACY STRATEGIES IN READING EXERCISES OF STUDENTS' BOOK  
"BRIGHT"**

Ackytoffvuxomi – *Universitas Negeri Surabaya* -  
dominicackytoff@gmail.com  
Pratiwi Retnaningdyah, Ph. D.  
Suwono, Ph.D.

**Abstract**

The goals of this study was to evaluate literacy strategy instructions in students' English textbook grade 8 "*Bright\_ an English Course for Junior High School Students*" in reading exercises. There were two research questions in this study (1) To what extent do the literacy strategies used in reading exercises students' book "Bright 2" to ensure the thread of reading? (2) In what function are literacy strategy represented by the instructions? And the objectives of the study are to investigate: (1) The literacy strategies used in reading exercises students' book "Bright 2" to ensure the thread of reading. (2) The function are literacy strategy represented by the instructions. This study used qualitative method. Content analysis technique was provided to answer each research question. The analysis focused on literacy strategy instructions in the textbook. Second, the analysis focused on the function of literacy strategy instructional. The instruments used in this study was observation checklist. The procedure of data analysis are (1) data condensation, (2) data display, and (3) drawing and verifying conclusion. Based on the findings and discussions of the study, it can be concluded that literacy strategy instruction found in this book are phonics and decoding, word recognition or vocabulary, fluency, comprehension, high order literacy. And the function of the instructions are as instrument, regulatory, interactional, personal, imaginative, and information.

THE IMPLEMENTATION OF LITERACY STRATEGIES IN TEACHING READING  
COMPREHENSION OF REPORT TEXT FOR 9TH GRADE JUNIOR HIGH  
SCHOOL STUDENTS

Ade Iskandar

**Abstract**

The result of PISA assessment in the last three surveys showed evidence that Indonesian students still lack literacy competence, especially in reading. Therefore, some questions arise such as what is the root of the problem? Is it because of the curriculum? Is it because of the teacher? Or is it because of teaching and learning process? With all of these speculations, it is important to find out what literacy strategies are used by the teacher in the teaching and learning process? There are three research questions: (1) What literacy strategies are implemented in teaching reading comprehension of report text for the 9th grade students of Junior High School? (2) How is teacher's perception toward the implementation of literacy strategies in teaching report text? (3) How are students' perceptions toward the implementation of literacy strategies in learning report text? This study used qualitative research. The data collected by using observation checklist, field note and interview. The data analyzed through the following steps such as organizing and familiarizing, coding and reducing, and interpreting and representing. The result of the study shows that the literacy strategies used such as KWL, Graphic organizers, DRTA, and Comparison Matrix. The teacher's perception toward the implementation of literacy strategies in teaching report text is positive. The students' perception toward the implementation of literacy strategies is also positive. They feel happy when studying report text using literacy strategies.

**Keywords:** *literacy strategies, teaching reading comprehension, report text*



THE TRANSFORMATION OF SHORT FILM INTO SHORT STORY TEXT AS A  
CREATIVE LITERATURE LEARNING MEDIA

Aji Septiaji

*Doctoral Program of Language Education*

*State University of Jakarta*

Email: *ajiseptiaji@gmail.com*

**Abstract**

Learning media can categorized as creative things if they have advantages in the process of creating, processing, and producing a product or work. Media as tools that support learning situation are important things that need to be applied by teachers and students. Short story as a part of literary texts which is mostly found by students is aspect of skills that should be mastered. Some factors of the problem in writing short story texts are always related to the idea, and how to connect the story line. Variety of existing learning media either software or hardware based can be alternative in fostering students' creative thinking in processing or creating products that will be generated based on the ideas they have. Short films become alternative creative media learning among other media. Creative learning media in this paper is a short film which presented through the transformation or changing of form from audio visual form into short stories. The procedure is (1) the students select a good film; (2) students observe the story in the film; (3) the students write an outline based on the story in form of sentences; and (4) the students develop the outline into a whole story.

**Keywords:** *transformation, short film, short story, learning media, creativity*

## REFLECTIVE PICTURE STORYBOOK MEDIA TO IMPROVE THE SOCIAL SELF-CONCEPT AND RESPONSIBILITY OF THE FIFTH GRADE STUDENTS

Ali Mustadi<sup>1</sup>, Prabantara Esti Wijayanti<sup>2</sup>  
Yogyakarta State University

<sup>1</sup>[ali\\_mustadi@gmail.com](mailto:ali_mustadi@gmail.com), <sup>2</sup>[taratara.lolipop@gmail.com](mailto:taratara.lolipop@gmail.com)

### Abstract

The objectives of this study are: 1) to produce a reflective picture storybook media which fulfils the feasibility criteria, and 2) to know the effectiveness of the reflective picture storybook media to improve the social self-concept and responsibilities. This study was research and development (R&D) based on 10 major steps developed by Borg & Gall. The subjects of the study were the fifth grade student's of elementary school Bantul Subdistrict. The data were collected by using interview guide, self report, scale, and observation sheet. The data analysis techniques were the descriptive analysis, anova, and t-test. The study result shows: 1) the reflective picture storybook media that have been developed and the reflective picture storybook media have fulfilled the feasibility criteria according to the validation by experts, and the teacher's and student's responses are included into very good category; 2) the reflective picture storybook media is effective to improve the students social self-concept and responsibilities. The students social self-concept improves significantly according to the paired t-test, at sig. 0.05 (sig. (1 tailed) = 0.000 <  $\alpha$  = 0.05). The student's responsibilities improves significantly according to the paired t-test at sig. 0.05 = 0.000 <  $\alpha$  = 0.05).

**Keywords:** reflective picture storybook media, social self-concept, and responsibilities

### INTRODUCTION

Education is a process to shape the behavior of students to be better. Elementary School is one of the stages of education where this process will determine a success in the next level.

According to the national education in Indonesian is aiming to develop the ability and shape the student's character to be better, and have a good relation with the others. The concept of self-social means the views, thoughts, judgement, feelings of self-social tendencies. This concept is concerned in the ability of students to relate with the outside world. Meanwhile Helker and Wosnitza (2014, p.115) said that responsibilities is a consequence on what have we done. Therefore in the social-character concept it is important for student to be responsible.

It is very important to develop of self-social and character concept since the early age and one of the methods is through education. Derlina (2015, p.26) argue that school have an important role to develop student's self-social ability and character. So that every students are expected to have a good qualification on personality, character, and intelligence.

As the fact that we can see in the field, there are some problems with the low social self-concept and the student's responsibility. On May 9-16 the writer has conduct the interview and observation toward elementary students in Bantul Subdistrict that apply *Curriculum 2013* as their curricula, the result shows there are students with selfish character and it indicates that their social self-concept is still low. The evidence of it is students does not pay attention to the teacher in learning

process. Sometimes the students also use a bad language to talk with their friends.

In regard to solve the problems, teacher can use any media, especially books, to deliver the message for their students. The message can be translated into a picture. Nicholas (2007, p.20) said that elementary students are more interested in an interactive rather than full text book.

By using a book teacher can lead student to develop their character. Result of assessment shows that teachers does not using media maximally. Topic of Demak Sultanate for instance, the books are lack of explanatory graphic that makes students bored. Development of reflective picture storybook is a combination between learning materials and everyday stories. Lickona (1991, p.295) on moral reflection theory, the reflection makes someone more critically and responsible.

According to explanation above, we can conclude that there is a need for reflective picture storybook for elementary teachers in Bantul Subdistrict. The media is expected to increase the effectivity of social self-concept and responsibilities. Therefore the media can be used as an alternative way to improve the concept for elementary students in Bantul Subdistrict.

## LITERATURE REVIEW

### Social Self-Concept

Self-concept becomes a reference for individuals to clarify and understand themselves. Self-concept is a frame of reference for every individual to interact with his environment (Fitts, 1971, p. 3). One aspect of self-concept related to the interaction of individuals with their social environment is the concept of the social self. The social self concept affects the development of individual personalities.

The social self-concept consists of three main aspects or indicators. These three aspects include social acceptance, social competence, and social responsibility (Stump, et al., 2009; Fernández-Zabala, Rodríguez-Fernández, & Goñi, 2016).

The first aspect is social acceptance. The social acceptance is an individual's perception of how he or she is accepted by the group and in social interaction (Leary in DeWall & Bushman, 2011, p.256). The second aspect is

social competence. Semrud-Clikeman (2007, pp. 1-2) points out that "Social competence is an ability to take a perspective concerning a situation and to learn from past experiences and apply that learning to the ever-changing social landscape." The third aspect is social responsibility. The social responsibility is the individual's perception of the demands and role of the individual in the social context whether it is with friends, family, and society (Es Carti, et.al., 2012, p. 182).

### Responsibilities

Responsibilities is the attitude and behavior of a person to carry out his duties and obligations to oneself, society, environment (nature, social, culture), state, and God. In other words, someone who has a responsibilities will be able to perform duties and obligations (King, 2012, p. 201).

Responsibilities important for students. The existence of responsibilities means that students will carry out the tasks seriously, dare to win the consequences of attitude, words, and behavior. A person who has a character of responsibility will think well before acting (Spellings, 2005, p. 15).

Indicators of responsibilities include, among other things, always self-improvement, duty commitment, performing tasks with good and maximal standards, acknowledging all actions, keeping promises, dare to risk the actions and actions, have responsibility to attend school, pay attention when teachers teaching, reporting every activity undertaken in oral and written form, performing tasks uninformed, avoiding fraud in the execution of duties, regular execution of duties, active participation in school activities, and being able to think actively to propose problem solving.

### Reflective Picture Storybook

The picture storybook is composed of narrative text and illustrative images that are interconnected to convey the message of the story to the reader. Picture storybooks are books that convey messages through two ways,

namely illustrations and writings. The illustrations and writings used to convey the message do not stand alone, but are a unity and mutually supportive to express a message to the reader (Huck, Hepler, & Hickman, 1987, p. 197).

Picture storybooks consisting of image and text elements can help students understand abstract concepts. In addition, the information presented in the form of illustrative drawings and narrative texts caught the attention of elementary schoolchildren in comparison with information which was only narrative text (Nicholas, 2007, p. 20).

In the context of the implementation of education character, picture storybooks can also be utilized as learning media that helps the formation of positive social self-concept of the students. Picture books help children to learn to understand others, to understand the relationships that occur between people and the environment, and to develop feelings (Mitchell, 2003, pp. 89-90).

Reflective-picture storybook is a form of picture storybook development that implements reflective thinking process. Through the application of reflective thinking processes, students can reflect the pictorial story presented in the media with the students' daily lives. Reflective thinking is a meaningful process in which one will have new experiences, which will then relate to other experiences. This makes a person learn continuously so that the person will have more experience and more extensive, take better action forward. This is just the same, the essence of reflective thinking is to have morals (Derwent (2015, p.26).

The character based reflective-picture storybook gives stories that contain about learning materials according to the curriculum reflected in the daily life of students and children's stories that reflect the characters in the daily life of students. Through illustrations and stories based on character values, students

can get role models from the characters, and can reflect stories and materials into daily life.

### **Research Methods**

This research uses research and development model which has been developed by Borg and Gall (1983, p.775-776). The procedures are (1) research and information collecting, (2) planning, (3) developing, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

### **Subject**

The subject for this trial is student of 5<sup>th</sup> grade in Bantul Subdistrict. For initial field test we use six students of Bantul Timur Elementary School. In primary field test consists of 12 students in the same school. And for operational field test we use 80 students of 1 Bantul Elementary School.

### **Data Collections and Instrument**

The instrument in this research is divided to two layers. One is instrument to measure validity of media that includes (1) media experts' scale of validity, (2) material experts' scale of validity, (3) scale of teacher's response toward media, (4) scale of student's response toward media. Two is instrument measure media's effectivity that includes assessment on social self-concept and observation on responsibilities.

### **Data Analysis Technique**

We use qualitative and quantitative method to analyze the data here. We describe quantitative data to be qualitative one in accordance to the guidelines.

### **Result and Discussion**

At the beginning of development, we conduct an interview, literature study, and observation. The next steps are: (1) materials gathering, (2) designing the story including actors, theme, plot, and setting, (3) drawing up the contents, (4) write the plot of story, (5) submit the concept to the illustrator, (6) printing and validating by experts.

The first stage is initial field test. This preliminary field test was conducted in Bantul Timur Elementary School by involving six students and a teacher of 5<sup>th</sup> grade class. According to the student and teacher's assessment the media is good so we can move to the next step, which is primary field test. We involve 12 students of Bantul Timur Elementary School in the primary field test. In this test media is also classified as good.

The next step is operational field test that has been conducted in 1 Bantul Elementary School. The test is conducted for six classes where 28 students of 5A as control class, 26 students of 5B as experimental class 1, and 26 students from class 5C will be experimental class 2. The result gives us information from student and teacher scale of response and responsibilities observation.

Table 1. Result of teacher's response on the operational field test.

No.	Indicators	Score	Category
1.	Narrative text	29	Very Good
2.	Language	35	Very Good
3.	Content of media	37	Very Good
4.	Purpose of learning	29	Very Good
5.	Student's characteristic	29	Very Good
6.	Learning process	62	Very Good

According to the table, teacher's response on reflective picture storybook is very good.

Table 2. Result of students' response on the operational field test.

No.	Indicators	Score	Category
1.	Interest in appearance	30.75	Very Good
2.	Story information	27.3	Very Good
3.	Story understanding	32.2	Very Good

The next test is conducted to determine how effective reflective picture storybook towards student's social self-concept.

Table 3. Result of observation towards student's social self-concept with Paired T-Test

No	Groups	Sig. Score	Notes
1	Experimental class 1	0.000	Increasing
2	Experimental class 2	0.000	Increasing

Table 4. Result of observation towards student's responsibilities with Paired T-Test

No	Groups	Sig. Score	Notes
1	Experimental class 1	0.000	Increasing
2	Experimental class 2	0.000	Increasing

Based on the results above, it indicates that the result have a significance value below 0.05 point which is 0.000 and thus there is significant increasing in student's social self-concept and character of responsibility after we apply reflective picture storybook as a media learning.

## DISCUSSION

The use of reflective picture storybook is quite effective enough to improve student's character. The use of this media in learning activity makes the atmosphere become more enjoy since it contains stories and engage student to learn actively.

In the initial field test, students were attracted by images and stories on the book. As we expected before, the result is inline with the theory of Nicholas which is image will make student more interested in learning. Therefore, colorful images become important factor to make to create interesting learning media. Furthermore, in operational field test, this media is also effective to improve student's character. It implies there is significant increasing in social self-concept and responsibilities after they use reflective picture storybook.

Based on the results, we can conclude that reflective picture storybook as learning media can improve student's social concept. It is inline with the research's result of Richter&Calio (2014) which is narrative story brings impact to student's self-concept.

By using reflective picture storybook, student could identify which one is good behavior and which one is bad. Lukens (2003), Li (2015), Gambrell & Sokolski (2016), Agboola&Tsai (2012), Rausch (2011), and Almerico (2014) argue that the story as learning media can develop student's character.

Characters in the story can affect the development of student's character in their daily life. It is inline with the opinion of Turan&Ulutas (2016), Al-Somadi (2012), Hassan&Daniyal (2013), Turkmen (2016), and Zaky (2016) that say the development of learning media such as reflective picture storybook plays an effective role in improving student's social self-concept and characters.

## CONCLUSION

The reflective picture storybook media effectiveness to improve the social self-concept and responsibilities of the fifth grade students of elementary school Bantul Subdistrict. This is based on operational field test which has significance value  $< 0,05$  which concluded that there is a significant difference in the social self-concept and responsibilities of students following learning using the reflective picture storybook with students who do not use the character based-reflective picture storybook. Through pictorial stories and reflection activities can internalize the values of characters in and add insight into how to interact with others in the environment surrounding.

## REFERENCES

- (1) Agboola, A. & Tsai, C. K. (2012). Bring character education into classroom. *European Journal of Educational Research*. Vol 1(2) 163-170.
- (2) Almerico, G. M. (2014). Building character through with children's literature. *AABRI Journal*. Vol 26(1) 1-13.
- (3) Al-Somadi, M. M. (2012). The effect of story-based programme on developing moral values at the kindergarten stage. *Interdisciplinary Journal of Contemporary Research in Business*. Vol. 4(7), 534-559.
- (4) Borg & Gall. (1983). *Educational research an introduction*. New York: Longman.
- (5) Colwell, C. (2013). Children's storybooks in the elementary music classroom: a description of their use by orff-schulwerk teachers. *Journal Music Therapy & Special Music Education*, Vol. 5(2). 174-187.
- (6) Derlina, S. (2015). Improved characters and students learning outcomes through development of character education based general physics learning model. *Journal of Education and Practice*. Vol. 6(21), 162-170.
- (7) Dervent, F. (2015). The effect of reflective thinking on the teaching practices of preservice physical education teachers. *Issues in Educational Research*. Vol. 25(3), 260-276.
- (8) DeWall, C.N. & Bushman, B.J. 2011. Social acceptance and rejection: The sweet and the bitter. *Current Directions in Psychological Science*, 20(4), 256-260. doi: 10.1177/0963721411417545.
- (9) Es Carti, et.al. 2012. Applying the teaching personal and social responsibility model (tpsrr) in spanish schools context:

- lesson learned. *Journal of Sport*, 14(2), 178-196.
- (10) Fernández-Zabala, A., Rodríguez-Fernández, A., & Goñi, A. 2016. The structure of the social self-concept (ssc) questionnaire. *Anales de Psicología*, 32(1), 199-205. doi: 10.6018/analesps.32.1.193931.
- (11)
- (12) Fitts, W.H. 1971. *The self concept and self actualization*. Los Angeles, California: Western Psychological Services.
- (13) Gambrell, L. B. & Sokolski. C. (2016). Picture potency: use caldecott award books to develop children's language. *Journal International Reading*, Vol. 36(9), 868-871.
- (14) Hassan, A. & Daniyal, M. (2013). Cartoon network and its impact on behavior of school going children: A case study of bahawalpur pakistan. *International Journal of Management Economics and Social Sciences*. Vol. 2(1), 6-11.
- (15) Helker K. & Wosnitza, M. (2014). Responsibility in the school context—development and validation of a heuristic framework. *Frontline Learning Research* 5. Vol 2(3), 115-139.
- (16) Huck, C.S., Hepler, S., & Hickman, J. 1987. *Children's literature in the elementary school*. New York: Holt, Rinehart, and Winston.
- (17) King, M. (2012). Moral responsibility and consciousness. *Journal of Moral Philosophy*. Vol. 9, 200-228.
- (18) Li, M. (2015). A study of using picture storybooks to increase chinese vocabulary of primary school students. *The Open Cybernetics & Systemics Journal*. Vol. 9, 2886-2889.
- (19) Lickona, T. (1991). *Educating for character; how our school can teach respect and responsibility*. New York: Bantam Books.
- (20) Lukens, J. R. (2003). *A critical handbook of children's literature*. Boston: Pearson Education, Inc.
- (21) Mitchell, D. (2003). *Children's literature an invitation to the world*. Boston: Pearson Education, Inc.
- (22) Mourao, S. (2016). Picturebooks in the primary efl classroom: authentic literature for an authentic response. *CLELEjournal*. Vol. 4(1), 25-43.
- (23) Nicholas, L. (2007). *An exploration of the impact of picture book illustrations on the comprehension skills and vocabulary development of emergent readers*. (Disertasi Doktor, Louisiana State University, 2007). The Department of Educational Theory, Policy, and Practice.
- (24) Rausch S. A. (2011). Picture story books in elementary school english education: revisiting the mechanisms of transmediation. *Journal of Education*. Vol. 1(6), 15-22.
- (25) Richter, T. & Calio F. (2014). Stories can influence the self-concept. *Social Influence*. Vol. 9( 3), 172–188.
- (26) Semrud-Clikeman, M. 2007. *Social competence in children*. New York, PA: Springer Science & Business Media.
- (27) Spellings, M. (2005). *Helping your child become a responsible citizen*.

- Washington: U.S. Department of Education.
- (28) Turan, F. & Ulutas, I. (2016). Using Storybooks as a Character Education Tools. *Journal of Education and Practice*. Vol. 7(15), 169-176.
- (29) Turkmen, M. (2016). Violence in Animated Feature Films: Implications for Children. *Educational Process: International Journal*, 5(1), 22-37.
- (30) Zaky, E. A. (2016). Once upon a time, we were all little kids too !!! influence of cartoon on children"s behavior; is it just a world of fantasy or a nightmare???. *International Journal of Science and Research (IJSR)*. Vol. 5(5), 1296-1298.



**INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-  
LEARNING FOR INDONESIAN'S LANGUAGE LEARNING**

Prof. Dr. Andayani, M.Pd. (Universitas Sebelas Maret)  
Email: bu\_anda09@yahoo.co.id

**Abstract**

Character education is not only directed at conscious and primary and secondary school students, but also aimed at students in highschool. This is relevant to the teaching of Indonesian in high school. Indonesian language teaching in universities is forming the national identity, while also shaping the personality of the character education of the nation. This study uses R & D. The result of this study is a model application of the procedure of character education in Indonesian Language Learning in Higher Education is valid. The model is complete with the integration of character education; and has been validated by experimentally. The results showed that the use of scientific learning gave a significant influence on the increase of character building in the students.

**Keywords:** *character, integration, scientific learning*

**READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO  
INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT  
MANGUNAN ELEMENTARY SCHOOL**

Andi Kristiawan, S.S.1, Martha Gita Setyandari Pertiwi, S.Si.2  
1,2 SD Kanisius Mangunan-Dinamika Edukasi Dasar  
1andikris1980@gmail.com, 2gitasetyandari@yahoo.com

**Abstract**

BPS (Badan Pusat Statistik) released social culture indicator data that from 2003 until 2015 children by the age 10 above have tendencies to watch television rather than reading, and decreasing by year. Therefore, Education Institution must do something to improve this condition. Father YB Mangunwijaya, Pr., who dedicated his life in education, introduced Reading Good Books in Mangunan Elementary School. Reading Good Books held once a week. Teacher reads a book in front of class in attractive reading method, so the student feels became part of the story and learn about couraging themself, broadned their vision and be adventurous. Silent reading held on Monday until Friday in 15 minutes at the begining of the day. By Tuesday students will write down their idea based on the book that they read. The idea can take many forms such as drawing, short story, even comic. During this one year qualitative research, Mangunan Elementary School has published two children's literacy works entitled "Persahabatan di Sekolah" and "Sumpah Pemuda".

**E-NEWSPAPER AS AN ONLINE SOURCE TO PROMOTE ELECTRONIC LITERACY ON UNIVERSITY STUDENTS' ENGLISH LANGUAGE LEARNING**

Andyani Larasati<sup>1</sup>, Pradana Akbar Tanjung<sup>2</sup> and Fitri Hidayati<sup>3</sup>

*Language Training Center, Universitas Muhammadiyah Yogyakarta*

<sup>1</sup>andyani.larasati@gmail.com, <sup>2</sup>fly.akbar@gmail.com, <sup>3</sup>fitrihidayati5@gmail.com

**Abstract**

This paper aims at presenting a conceptual framework on the implementation of e-newspaper as an online source in promoting literacy on university students in English as a Foreign Language (EFL) class. Due to the rapid development of Internet and Communication Technology (ICT), English language teaching practitioners and professionals have attempted several efforts to make use of the internet as one of the media to promote electronic literacy on the students in the English language teaching and learning practices. Promoting literacy is essential in the English language learning as it enables the learners to be familiar with the target language. ICT in promoting literacy enables the learners to interpret and express meaning that includes reading and writing in a more efficient way. However, the study is only focused on reading as a notion of literacy. With the emphasis on the use of ICT in English language learning and teaching, there are numerous online reading sources which can be used in promoting literacy on students, one of which is e-newspaper. Besides promoting literacy in the classroom, e-newspaper allows the students to keep updated with the latest information and it is also accessible for them. Therefore, the use of e-newspaper to promote literacy on EFL students is proposed throughout the paper.

**Keywords:** e-newspaper, reading, electronic literacy.

**INTRODUCTION**

Understanding literacy for university students is essential to help them improving their reading and writing ability. It is supported by Hallajow (2016, p.178) who states that literacy means the ability to read and write. Reading is a substantial skill of literacy that would help students to create storage in the learners' long-term memory about information and words meaning related to those words, which leads to student comprehension (Tiryaki & Tutunis, 2012). Seeing how important reading is, it is necessary for the students to have a good reading skill. However, not all Indonesian university students are aware of the importance of literacy, particularly in reading aspect. It is proven by the several survey results. According to Miller and McKenna (2016), Indonesia ranked 60 in World's Most Literate Nation. Meanwhile based on PISA (Program for International Student Assessment) in 2015,

Indonesia is placed in rank 78. Based on the survey results, it shows that the awareness of reading in Indonesia is very poor. Therefore, promoting reading among Indonesian university students is needed.

One of many ways which can be utilized to promote reading to students is through the use of technology. Due to rapid development of technology, electronic text are provided vastly and easily accessible. The conventional reading model transforms from linear and sequential to an electronic text when retrieving information on the World Wide Web, which will take the reader/viewer from one place to another through a series of choices (Alvarez, 1998).

This means students are no longer bounded to books available in the classroom or libraries. They can access electronic text every time and everywhere. Furthermore, Hall (2001) states "how well we prepare learners of additional languages

to meet the social, political, and economic challenges of the next several decades will depend in part on our success in integrating technology into the foreign language curriculum” (p.60). Given this situation, there is a good opportunity to promote and improve students’ English language learning using E-Newspaper.

## LITERATURE REVIEW

### *Electronic Literacy*

The concept of literacy has been developed into electronic literacy along with the development of information, communication, and technology. Electronic literacy allows literacy activities which include reading, writing, and spelling which are delivered, supported, accessed, or assessed digitally through computers or other electronic means (Topping and McKenna, 1999, p.107). However, electronic literacy is not merely restricted in reading and writing in the electronic shape. Rather, it involves the abilities to find, organize, and make use of information which encompass the abilities to read and write (Shetzer and Warschauer, 2000). Electronic literacy includes the process of information processing and communication tools developed for use in computer and network-based environment (Williams, 2006, p.567)

There are some notable differences between print literacy and electronic literacy. Hallajow (2016, p.179) states that electronic literacy differs from print literacy in some dimensions. Electronic literacy involves new language norms and conversions, new ways of reading and writing, nonlinear reading and writing, the ability to interact with texts, connected texts, and new ways of communicating with users online. Similarly, Shetzer and Warschauer (1999, p.173) claim that electronic literacy includes online sources, combines texts and other media, views critical evaluation as central to reading,

and involves searching and navigating online sources.

Furthermore, electronic literacy is not closely related only to the practice of literacy and the use of technology as it intersects with the other factors and values. As cited from Selfe and Hawisher (2002), electronic literacy can be said as the practices dealing with reading, writing, and exchanging information in online environment in relation to the values in such practices including social, cultural, political, and educational. Similarly, electronic literacy shapes the use of new technologies which intersects with social, economic, cultural, and political factors which determine how it is practiced (Snyder and Prinsloo, 2007, p.175; Warschauer, 1999, p.1).

Topping and McKenna (1999, p.108) further divides electronic literacy into a number of categories: electronically supported reading, electronically supported writing, electronic audiences, electronic literacy assessment, feedback, and management, and electronic direct speech-text conversion. Due to the constraint of the discussion, this paper seeks to offer a general framework to cover the category of electronically supported reading in the educational practice of English language learning for University students. The framework covers the use of electronic newspaper as a medium in promoting electronic literacy.

### *E-newspapers*

Wide-spreading everywhere, newspapers provide rich and valuable information that people need to communicate with the world and society among them. According to Kumar (2009, p.10), newspaper is one of the communication media, which have main objectives to inform its reader about what is happening in the community, country, and world. After years of development, nowadays newspapers are not only available in the printed version, but they

are also available in the online version. The online version of the newspaper is called as e-newspaper or online newspaper. Ihlström and Lundberg (2004, p.53) define online newspapers, as the online editions of daily printed newspapers, not branch specific or other newspapers. They also add that most of the online newspapers follow the categories from the printed newspaper to some extent when designing their navigation (p.58).

In relation to the English education, e-newspapers are sometimes utilized by teachers in the process of teaching and learning. It is because, as a communication media, e-newspapers provide useful resources to promote literacy and to learn language. As stated by Sudartini (2010, p.4), there are abundant English language media resources which are available from some e-newspapers. Thus, e-newspaper make it possible to be brought into the classroom to enrich the activities.

### ***Benefits of Using E-newspapers in Learning***

E-newspapers, as an alternative resource to learn literacy for the students, offer several benefits. Vavla (2009, p. 13) states that, whether they are online or printed versions, e-newspapers bring to students' real life situations and can be easily used as authentic materials. Therefore, in the classroom, newspaper-based activities are able to engage students in interesting activities which encourage them to further reading. Valva also adds that e-newspapers usually reflect the culture of a certain community through the language they bring. In addition, e-newspapers can be used as a resource for activities that can help the students to improve the four skills in learning English. This is in line with Metha (2009, p.55) who states that the e-newspapers will certainly encourage and motivate the students and help them to sharpen their LSRW (Listening, Speaking, Reading and Writing) skills.

Another benefit from the use of e-newspaper is to improve critical thinking skill. According to Oliveras, Marquez, and Sanmarti (2013), "reading newspaper articles could be a means to help students to apply critical thinking to their day-to-day lives" (p.888). Moreover, e-newspapers also reflect the changes in the language as well. Therefore, e-newspapers might be able to help the students to keep up with the changes. In line with this, Tafani, as cited in Valva (2009, p.13), implies that most e-newspapers are linguistically up-to-date and provide valuable linguistic data. As they reflect the changes in the language, Valva (2009, p.14) argues that e-newspapers also provide wide range of text types and styles of language, which are not always found in the textbooks used by the students. Thus, e-newspapers can be used as a useful tool for the teacher to arranging and implementing exercises dealing with phonology, morphology, lexicon, syntax or discourse in the class.

### ***Using the E-newspapers***

In selecting suitable e-newspapers to be used in the classroom, the teacher should consider some aspects. Besides the availability of the internet connection, the tools used to view the e-newspapers, and the proper sites to reach the online newspapers, the teacher should also take into consideration the length of the article, paragraph, the complexity of the language, the density of information, the subject matter and content, the time available and the level of the students (Tafani, as cited in Metha 2009, p.60).

In applying e-newspapers in the process of teaching and learning in the classroom effectively, teachers can creatively design activities that can ease the students in dealing with the newspapers. Sanderson, as cited in Valva (2009, p.14-15), suggests some activities that can be applied by the teachers. They are:

1. Give the students the material before the lesson, ask them to look for vocabulary as home work
2. Explain key vocabulary in the materials
3. Summarize the e-newspaper item
4. Ask the students to brainstorm what they know about the e-newspaper item
5. Let your students read an e-newspaper report
6. Tell the students the headline and show any accompanying photograph
7. Before reading, write on the board and explain key vocabulary, then ask the students to use a dictionary during the activity
8. Encourage your students to go for the overall meaning of the text, rather than understand every word
9. Encourage your students to bring to their reading their own world knowledge
10. Try to help the students in understanding the grammatical complexity of the text, facilitate to assimilate the density of information, guess the low-frequency vocabulary, etc.

### ***Adult Learners Characteristics***

University students are categorized as adult learners. Adult learners are basically different from young learners. They have their own characteristics which teachers should pay attention to. Their characteristics will influence how they perform in the classroom. Pennington (2009) states that applying the right instructional strategies to maximize the learning advantages and address the learning challenges of adult learners can make all the difference in their success. Furthermore, he adds that most adult learners share the following characteristics in cognitive aspect: 1) tend to be self-directed and want control over their own learning, 2) have self-imposed cognitive

barriers due to years of academic failure and lack self-confidence, 3) can be resistant to new ideas or approaches (are less open-minded than youth), 4) underestimate their ability to learn, 5) desire pragmatic and relevant instruction that they perceive as valuable, 6) are intrinsically motivated, 7) interpret new learning in the context of old learning, 8) learn at a slower pace than that of youth, and 9) are very concerned about the effective use of their time.

In addition, Pennington (2009) also points that in social aspect most adult learners share the following characteristics: 1) can be resistant to group work, 2) see teachers as peer partners in the learning process, 3) demand teacher availability and easy access, and 4) want flexibility and see learning as secondary to other pre-occupations in their lives.

According to NCREL and Metiri Group (2003), in relation to the language proficiency, the students are said to have adequate literacy skills when they meet the areas in the context of traditional and media-based and communication venues encountered in everyday living, such as reading, writing, listening, and speaking. In addition to this, the students can be said as technologically and information literate when they are able to use communication tools to reach out the world beyond the classroom and communicate ideas in powerful ways. They are also capable in using technology to access, evaluate, process, and synthesize information from a variety of sources.

The aforementioned characteristics of adult learner were used as basis considerations by the authors in designing the framework of using e-newspaper in promoting electronic literacy on the university students. The framework is developed to be able to fulfill the criteria of good skills of literacy, including basic literacy, technological literacy, and information literacy.

## DISCUSSION

Designing reading activity in and out of the classroom for adult learners, in which technology is infused, should be planned carefully. It looks easy on the surface but can lead to failure when the activity is not cautiously designed. This is because many aspects need to be well-thought-out. Based on the reflections from the literature review, the authors proposed five reading activities using E-newspaper which is suitable for university students. Each activity has its own main purpose. These activities are expected to help students in improving their English skills as well as promoting E-Newspaper as a reliable learning material.

In the following activities, both the teachers and the students should have access to internet. Other than that, the teachers and the students need to equip themselves with the devices such as laptop, smartphones, tablets, and the other gadgets which can support the learning activities.

### *Activity 1-Reading for Specific Reading skills*

This activity aims at helping the students to master a specific skill of reading, such as scanning, skimming, previewing, predicting, and others. It is expected that by employing the use of e-newspaper, the students will be encouraged and motivated to deepen their reading skill. By using e-newspaper, the students will find various information and texts which contribute to sharpen their reading skill. In addition to this, the students are able to make use the technology in accessing, evaluating, processing, and synthesizing information from many different sources. Meanwhile, the following is the procedure to implement this activity:

- a. Decide a certain reading skill to be emphasized
- b. Provide the students with the sources of the articles
- c. Ask the students to access the articles

- d. Provide the students with several questions to answer

### *Activity 2-Reading for Critical Thinking*

E-newspaper can be used to promote critical thinking skill in reading. In this activity, the students are expected to be able to give critical thoughts in the assigned article. The students will have to establish the connections between their knowledge and the content of reading. The procedure of the activity is as follows:

- a. Divide the students into several groups
- b. Assign a certain issue, e.g. crime, sport, entertainment
- c. Give several guidelines and questions for the students to answer
- d. Ask the students to browse the issue
- e. Ask the students to discuss the issue within the group
- f. Encourage the students to state their opinion about the issue
- g. Ask the students to share about the issue to their classmates

### *Activity 3-E-newspaper Journal*

Reading for pleasure activity is meant to activate student' background knowledge. This activity is proposed because of several reason. The nature of newspaper journal itself is able to provide students with various recent topics and issues that will engage them to read further based on their interest and background knowledge. The students will be able to learn independently using technology to access, evaluate, process, and synthesize information from a variety of sources. The characteristic of adult students also plays important role in this promoted activity. Adult students are likely to be self-directed and desire to control their own learning. Through this activity, the students can learn on their pace, especially because this activity offers flexibility in learning. In addition, they will obtain many benefits

such as new vocabularies as well as sharpening their reading skill.

Procedure:

- a. The students read e-newspaper according to their interests, e.g. crime, movie, sport, politics, entertainment
- b. The students are given a journal template to be fulfilled for a week
- c. The students report it to the teacher

#### ***Activity 4-Critique to the Article***

In this activity, students are expected to criticize the article that they have read. Almost similar with the second activity, students need to activate their critical thinking skill to be able to provide a good critique about the article. From this reading activity, students' critical thinking skill will be applied to real issues in their day-to-day lives. In addition, group work is emphasized with the purpose for the students to be able to exchange ideas and practicing their communication skill. The procedure of this activity is as follows:

- a. Divide the students into some groups
- b. Provide the students with a guideline about what they need to critique, such as the weakness of the article, the facts and opinions stated in the article, the accuracy of the news, the credibility of the source, and the author's point of view towards the article.
- c. Each group needs to find a source of online articles from e-newspaper
- d. Each group exchange the articles with the other students
- e. Give comments to the articles

#### ***Activity 5-Debating***

Debating is a good activity which can engage students into real life communication which they can use to share ideas and opinions. By providing a certain issue and asking the students to study about the issue by reading e-

newspaper, the students will be able to find ideas to support their statements from e-newspaper. They will be more willing to find data and current information related to the debate topic. By dividing students into proposers and opposers teams, they will be able to work in group supporting and strengthening one to another. Therefore, the comprehension they have towards the topic will be shared and evaluated in the group. Then, the statement they make will be coherence and refined.

Procedure:

- a. Give a certain issue for a debate topic
- b. Divide the students into proposers and opposers
- c. Provide time allocation for the students to browse and read articles
- d. Set the rules

#### **CONCLUSION**

E-newspaper is able to promote electronic literacy through the implementation of the suggested activities. The activities are designed based on several theories about promoting electronic literacy and implementing e-newspaper in the classroom. However, there are several situations and conditions which must be fulfilled, such as the availability of the supporting tools, i.e. internet connection, and devices. The preparation before conducting the activities must also be taken into account seriously. It is better to make sure that the students understand the whole activities including how to find the articles, how to comprehend the articles, and what to do in order to accomplish the activities.

In addition, this article still has many limitations. Therefore, further research study is needed and recommended to be conducted to justify the proposed activities. Some possible research studies which can be done are action research to measure the improvement of the students' achievement, the experimental research to



investigate the effectiveness of the proposed activities, and survey to examine the successful implementation of the activities based on the teachers and students' perception.

## REFERENCES

- [1] N. Hallajow, "The interplay of technology and context in Syrian university students' electronic literacy practices", *Computers in Human Behavior*, vol. 55, pp. 178-189, 2016.
- [2] K. J. Topping and M. McKenna, "Introduction to electronic literacy-part 1", *Reading & Writing Quarterly: Overcoming Learning Difficulties*, vol. 15(2), pp. 107-110, 1999.
- [3] H. Shetzer and M. Warschauer, "An electronic literacy approach to networkbased language teaching", in M. Warschauer, & R. Kern (Eds.), *Network based language teaching: Concepts and practice*, Cambridge: Cambridge University Press, 2000.
- [4] M. Warschauer, "Electronic literacies", Mahwah, New Jersey: Lawrence Erlbaum, 1999.
- [5] I. Snyder and M. Prinsloo, "Young people's engagement with digital literacies in marginal contexts in a globalized world", *Language and Education*, vol. 21(3), pp. 170-179, 2007.
- [6] L. Williams, "Web-based machine translation as a tool for promoting electronic literacy and language awareness", *Foreign Language Annals*, vol. 39(4), pp. 565-578, 2006.
- [7] Tiryaki, Z. M. and Tutunis, B., "The role of extensive reading on vocabulary development", *ELT Research Journal*, vol. 1(4), pp. 209-215, 2012.
- [8] Alvarez, M., "Developing critical and imaginative thinking within electronic literacy", *NASSP Bulletin*, October, pp. 41-47, 1998.
- [9] Miller, J. W. and McKenna, M.C., "World literacy: How countries rank and why it matters", New York: Routledge, 2016.
- [10] Hall, J. K., "Methods of teaching foreign languages: Creating a community of learners in the classroom", Upper Saddle River, NJ: Prentice Hall, 2001, pp. 60.
- [11] Pennington, M., "Articles for Teachers", Retrieved from ESL Teachers Club: [www.eslteacherboard.com](http://www.eslteacherboard.com), 2017.
- [12] Oliveras, B., Marquez, C. and Sanmarti, N., "The use of newspaper articles as a tool to develop critical thinking in science classes", *International Journal of Science Education*, vol. 35(6), pp.885-905, 2013.
- [13] Vavla, Laureta, "Benefits of using newspapers, magazines and books in classroom", *LCPJ Publishing*, vol. 2(2), pp.12-17, 2009.
- [14] Mehta, Naveen K., "English newspapers: exploring innovative methodological paradigm. a study into classroom dynamics", *Romanian Journal of Education*, vol. 1(1), pp.55 – 60, 2009
- [15] Ihlström, Carina and Lundberg, Jonas, "A genre perspective on online newspaper front page design", *Journal of Web Engineering*, vol. 3(1), pp. 050-074, 2004
- [16] Sudartini, Siti. "Internet and English language teaching", *Pelatihan Pembuatan Bahan Ajar Berbasis Internet untuk Guruguru Bahasa Inggris SMA Kabupaten Sleman*. pp. 1-8, May 31 –June 21, 2010.
- [17] Kumar, Dinesh. "Newspaper reading among college students in development of their analytical ability", An abstract submitted to

Lovely School of education in partial fulfilment of the requirement for the award of the degree of Master of Philosophy in Education, 2009.

- [18] NCREL and Metiri, “EnGauge 21<sup>st</sup> century skills: Literacy in digital age”, Los Angeles: NCREL & Metiri, Retrieved from [http://www.cwasd.k12.wi.us/highschl/newsfile1062\\_1.pdf](http://www.cwasd.k12.wi.us/highschl/newsfile1062_1.pdf), 2003.

## BOARD GAME WITH CARD GAME TOWARD STUDENTS' SPEAKING MASTERY

Ani Agus Riani  
aniagusriani92@gmail.com

### Abstract

Speaking is one of the four language skills that must be mastered by the students. However, speaking in a foreign language is not easy. Many students get the difficulties when speaking, such as lack of vocabulary, grammar and fluency. There are so many ways to improve speaking. In teaching and learning there are so many media, methods, techniques or approaches that can be used by teacher. In this research, the writer tries to apply the board game and card game in speaking. The use of board game makes students talk without even realizing it. Since they were playing they weren't worried about being right or making mistakes, they just focused on the game and the activity. Then, using card game is fun exercise that gets students involved in conversation. Card games like this one seem to keep the students' motivation going. This research uses quantitative research and experimental design. To evaluation the effectiveness of this technique, the writer use pre-test, treatment and post-test. Pre-test is one of activity before the teacher gives the material to the students. Post-test is one of activity after the teacher gives the material to the students. The implications of this research are discussed.

**Keywords:** Board Game, Card Game, Speaking

### INTRODUCTION

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Speaking is one of the four language skills that must be mastered by the students. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of

situations in order to communicate well with one another. In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. Many students get the difficulties when speaking such as lack of vocabulary, grammar and fluency. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with.

## LITERATURE REVIEW

### 1. Speaking Mastery

Speaking skill should be taught and practiced in the language classroom. Speaking is the productive skill in the oral communication. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. The purpose of language is to communicate and one form of communication is the interaction between speakers.

According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. It can be inferred that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice.

Walter (1973: 11) defines speaking as one way of learning about one self. In speaking, someone must face problems that have history and relatively to other people, groups, and the predictions we have formed for living together. While Tarigan (1990:3) states speaking that is gotten by the children preceded by listening skill. After getting the language input the students are able to master speaking skill. So that, speaking is the way to express our idea and feeling to one another.

Moreover, teaching speaking skill emphasizes on the activities to make the students active and creative. West (1968) in Fauziati,(2002:145) states that to

increase students' speaking mastery the teacher must concern with the student to student interaction. The great part of time in the process of learning speaking is dominated by students. Afterwards, it's dominated by the instructor. This maximizes the students' competence in speaking. The students learn what they are going to say with other in front of the class and try to develop their creativity orally.

Therefore, the writer tries to give definition of teaching speaking is the instruction of the teacher/tutor to the students to encourage them in using the language orally to express their ideas, feeling and opinion to someone else and also encourage the potential of the learners to develop their speaking skill naturally.

From the definition above, speaking is speaking is aimed at enabling the students to apply their English in real life for communication. The purpose of language is to communicate and one form of communication is the interaction between speakers.

### 2. Concept of Media

Speaking is considered the most important skill of language especially English because having ability to speak is one of the evidence that someone has good proficiency of the language itself. Therefore, it is very urgent to teach speaking to the students in order that they master it well. To teach speaking, the teacher must design learning activities as well as possible and it also must be supported by various teaching media.

Whatever the approach, language teachers appear to agree that media can and do enhance language teaching. Media

means many different things to different people. According to National Education Association as quoted by Gunawan (2008), media are any forms of communication both printed and audiovisual as well as the tools. Besides, media is something that can be used to distribute information and everything that can be used to explain the matter or to achieve the goals (Iswidayati 2010:1).

Hamalik (in Arsyad 2009:2) stated “media as a communication tool to make more effective the process of teaching and learning”. Reiser (1996: 68) also gave statement that media is all of the traditional means of delivering instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CD room, interactive video and multimedia systems.

From the statements above, it can be concluded that media is anything used to convey meaning from the sender to the receiver in order to encourage students’ thought, feeling, willing, and attention so that the learning process happens.

### 2.1 Concept of Board Game

The use of board game makes students talk without even realizing it. Since they were playing they weren't worried about being right or making mistakes, they just focused on the game and the activity.

A board game is a game that when you play it you throw the dice in the counters and you can step forward based to dice. A board game is a game that involves counters or pieces moved or placed on a

pre-marked surface or “board”, according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve.

Today, some teacher is using board games as teaching media to their students. They are used Board game to teach some subject that related with Board game. Educational board game is the best solution for you to when you face your problem in teaching some subject at school. Board game is something unique when you include in your educational teaching aids. Through applying educational Board game is belief could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other. Board game is the best solution for teacher problem. In addition, Board game is very attractive and interesting game.

### 2.2 Concept of Card Game

A card game is any game using play cards as primary device with which the game is played. Card game is a teaching media with pictures or words that contains clues. The students can use this kind of media in a pair or group work. It will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

In card game there are small photos or pictures that are stacked onto the cards. It is kind of flashcards with images. Both teachers and students can make the cards by themselves or modify the cards by adding some pictures, photos even words. This card game is used to prompt or

encourage learners to produce particular language during a controlled practice activity or drill. It is a supportive media in teaching and learning process that can be used in some different ways; individually, pair work, and group work. Card game can also be functioned as small cards that have pictures or photos completed by words as the cues.

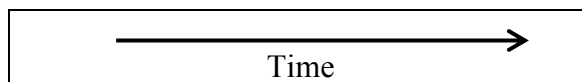
Finally, card game is a useful media in learning and developing speaking skill, since it can create positive classroom interaction that can lower the students' anxiety in learning the foreign language. Card games also help the students to develop their speaking skill in interesting activities so that their speaking ability can be developed in natural ways.

**RESEARCH METHOD**

This research is quantitative research. In this research, the researcher compared two learning media. So, the researcher used two classes, namely experimental class and control class; where the writer did the experiment and treatment by using Board game as a media in teaching speaking in experiment class, while control class taught by Card game. The result of pre-test and post-test of both group compared in order to examine whether the treatment given in experimental class gave more significant effect on students' speaking mastery.

Table 3.1 Pretest-Posttest Control Design

<u>Group</u>	<u>Pre-test</u>	<u>Treatment</u>	<u>Post-test</u>
E	→ O <sub>1</sub>	→ X1	→ O <sub>2</sub>
C	→ O <sub>2</sub>	→ X2	O <sub>2</sub>



With the explanation:

E : Experimental group

C : Controlled group

O1 :Pre-test

O2 : Post-test

X1 : Treatment by using Board game

X2 : Treatment by using Card game

In this research implementation, the researcher arranged pre-test and posttest orally. The test is aimed to measure the students' mastery in speaking. The test was telling a story or their experience in holiday and telling a picture. The students tell a story or their experience individually. They come in front of class. Then, the students were divided into five groups, each groups must tell the picture and they have different picture. For example, in pre-test each of group must tell a story based on the picture. They must retell the story in front of class, and group two do this activity too, and so on.

There are two variables in this research. Those are independent variable and dependent variable. According to Sugiyono (2010, 61) independent variable is a variable that affects or is the cause of change or the onset of the dependent variable. Whiles, dependent variable is a variable that is affected or which become due, because of the independent variable. The researcher has determined two

variables of the research that will be investigated, they are: 1) The independent variable The independent variable of this research are Board game and Card game there are symbolized by  $X_1 =$  Board game,  $X_2 =$  Card game. 2) The dependent variable The dependent variable of this research is speaking mastery symbolized by Y.

The population of this research was the tenth grade students of MA Ali Maksum Yogyakarta 2016-2017. In this research took by using purposive sampling to choose the classes who almost have the same score.

The researcher gave test to the students in this research. Test was the most appropriate instrument for collecting data in this research. The test used is oral test. It was divided into two parts; the pre-test and post-test. The form of oral test was interview and monolog test. Because it is oral test, then the score divided into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria then was rated into five scale of rating scores, it is based on Haris' scale rating scores.

In this research, the researcher used the validity of the content. Content validity is the extent to which a test measures that present sample of the subject matter content. The focus of the content validity is on adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being discussed. The researcher used logical validity because the test was used based on the content of learning material that was in curriculum

and it was reasonable because the test involves the material learned. In this case, the material was about "describing".

Post-test administered after treatment, it was the attempt to measure how far the differences of the students' mastery in speaking using Board game and Card game as the media.

To know whether there are any differences between the students' speaking mastery, by using Board game and Card game. Here, the test would be given to the sample of the research. Then, the researcher gave the score for their work. The data would be regarded as the students' speaking mastery. After that, the researcher analyzed the students' score in processing data.

By processing data, the researcher would get the result of the students' speaking mastery. Normality test is used to test whether the data has normal distribution. There are three methods to do the normality test, statistic pragmatic test (Frequency or descriptive test), statistic non-pragmatic test (kolmogorov Sirnov test) and graphic (Sudjana, 2005: 66).

## DISCUSSION

The objective of this research was to know the difference result of speaking mastery taught by using Board game and Card game. To clarify the objective of this research, the researcher used some tests, the researcher gave pre-test, treatments and post-test. The average score of pre-test and posttest for each class using snake ladder and word search compared to find out the advantage of both score.

From the result of pre-test, experiment class got the average score was 58,23 and control class got 55,7. After giving treatment, the result of post-test in both classes increased, experiment class got 72,6 and control class got 67,03. It means that after giving treatment the average score of experiment class is higher than average score of control class. The result of calculation on the value of the pre-test and post-test score in each class (experiment class and control class) showed that the distribution is normal.

### CONCLUSION

Based on the result of all aspect, the researcher concludes that using Board game in speaking class is one of alternative strategy to improve student's ability.

In order to be able to improving students' speaking mastery, the researcher suggested to the teacher uses Board game as media to teach speaking. Because, there is influence of using Board game and Card game toward students' speaking mastery. It was proven by learning activities by using media. So, the students wil be enthusiasm with English. In addition, the students' speaking mastery was developed. These media are good to teach speaking in classroom.

### REFERENCES

- [1] Arsyad, A. 2009. Media pembelajaran. Jakarta: Raja Grafindo Persada.
- [2] Fauziati, Endang. 2002. Teaching English as foreign language (TEFL). Surakarta: Muhammadiyah University Press.
- [3] Hornby, A. S. 1995. Oxford Advanced Learner's Dictionary of Current English. Firth Edition. Oxford: Oxford University Press.
- [3] Robert A Reiser, Instructional Planning: A Guide For Teacher. USA: Library of Congress Catalog-in Publication Data, 1996, pp.68.
- [4] Sugiyono. 2010. Metode penelitian kuantitatif kualitatif dan R&D. Bandung: Alfa Beta.
- [5] Tarigan, H.G, 1990. Teknik Pengajaran Keterampilan Berbahasa. Bandung: Angkasa.



**THE IMPLEMENTATION OF VISUAL LITERACY THROUGH GOOGLE MAPS  
IN TEACHING WRITING TRANSACTIONAL DIALOGUE**

Arif Wahidin

*Language and Literature Departement, Postgraduate Program,  
State University of Surabaya  
arifwahidin2705@gmail.com*

**Slamet Setiawan, Ph.D.**

**Suwono, Ph.D.**

**Abstract**

Visual literacy is an important skill for students to have in order to interpret embedded messages on signs or pictures successfully. A visually literate person should be able to read and write visual language. This includes the ability to successfully decode and interpret visual messages and to encode and compose meaningful visual communications. The study used qualitative as the research design and the subject of this study were the teacher and the eighth graders of SMPN 2 Cipanas Kabupaten Cianjur. The researcher uses random sampling and took only one class as the sample of the research. The study used observation and questionnaire to collect the data. The description is explained based on two objectives of the study. They are the implementation of visual literacy through Google Maps in teaching writing transactional dialogue and the students' responses toward the implementation of visual literacy through Google Maps in teaching writing transactional dialogue. After observing, the researcher described the findings. The first result was regarding the implementation of visual literacy through Google Maps in teaching writing transactional dialogue the teacher applied. The steps how the teacher applied the visual literacy through google maps as a media in teaching writing transactional dialogue. The second result was the students' responses toward toward the implementation of visual literacy through Google Maps in teaching writing transactional dialogue. In conclusion, the implementation of visual literacy through Google Maps in teaching writing transactional Literacy in Linguistics and Language Education 60 dialogue could helps students to construct the transactional dialogue effectively and the students enjoyed the teaching learning process but some of them admitted had difficulty in using the computer.

**Keywords:** *visual literacy, google maps, teaching writing, transactional dialogue*

**METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL**

Astri Ollivia Kuncahya  
Yogyakarta State University  
astriollive@gmail.com

**Abstract**

The article was aimed to analyze the applicability of metacognitive strategies to promote critical literacy in Indonesia. This was done by first identifying the urgency of critical literacy in international and national levels, then elaborating the notion of critical literacy as well as its roles in instructional contexts. Critical literacy is defined as an attempt to (a) investigate the ideology presented in the texts, (b) raise criticisms, and (c) traverse students to participate in social movements. It improves readers' sensitivity in gaining powerful, influential meanings behind images and language in the texts and therefore can benefit the process of students' identity formation (Hagood, 2002). Also, integrating critical literacy in education can connect to personal and social development (Becks, 2005). The author extended the discussion on the elaboration of the metacognitive strategies in terms of how the application of metacognitive strategies can promote critical literacy. Finally, the implications toward English language teaching and learning were formulated.

**Keywords:** Critical Literacy, Metacognitive Strategies

**INTRODUCTION**

Based on a survey conducted by Cassidy, Grote-Garcia, Ortlieb and Loveless (2017), the findings revealed 5 very hot issues related to literacy for 2017, namely close reading or deep reading; digital literacies, new literacies, and media literacy; disciplinary literacy; English Learners/ Emergent Multilingual Learners/ English as a Second Language; and informational texts. This survey took 20 years to complete and engaged 25 literacy leaders and emerging scholars to determine important topics in the field. The foremost aim of this study is to help literacy educators and related stakeholders to encourage discussions and critical engagement from students, to determine pedagogical decisions especially topics to be taught in classroom, as well as to promote further research. The final goal of these episodically literacy-related

However, the case related to literacy is somewhat different in Indonesian context. Based on the result of

decisions is expected to support the prominent goal which is uplifting students' literacy level.

In addition to this, the survey mentioned two topics that were rated as "not hot but should be hot" by respondents, namely critical reading and writing; and literacy coaches. Critical reading and writing are predicted to receive more attentions because the emergent phenomenon of "fake news" and "alternative facts" during the American presidential election. Meanwhile, literacy coaches or reading specialists, that was on the *What's Hot* list in 2005 and received no longer attention due to the lack of funding from federal government, will soon gather a lot of attention and findings. Many literacy leaders predict this forthcoming trend because the literacy coaches have prominent roles, one of which is as individual classroom-based staff development for classroom teachers. Programme for International Student Assessment (PISA) conducted by Organisation for Economic Cooperation

and Development (OECD), of all 65 countries, Indonesia ranked only 57 in 2009 and 64 in 2011. The data reflected that Indonesian students have low ability of reading level. To be specific, Indonesian students have not yet mastered the ability to comprehend, use and reflect on what they have read. Therefore, the government of Indonesia proposed “*Gerakan Literasi Sekolah*” (GLS) or national literacy movement to develop students’ competence and interests in literacy in order to be long-life learners by engaging school stakeholders. (*Desain Induk Gerakan Literasi Sekolah*, 2016)

Through national literacy movement or GLS, the government of Indonesia has designed numerous activities to achieve its goals. One of the activities is the students are expected to read books (books that are not used in the lesson) during 15 minutes prior to the school time. The aim is to increase students’ reading interest as well as competence in order to be able to gain better knowledge from what they have read. Also, it is expected that this activity can build students’ noble characters by acquiring local, national and international wisdoms presented in the texts. (*Desain Induk Gerakan Literasi Sekolah*, 2016)

In fact, the proposal from the government will not achieve its goal without the supports from the school stakeholders. School administrators should allocate specific reading periods in school hours and provide more books to accommodate agenda. In additions, teachers need to encourage students to read and integrate critical literacy in their pedagogical designs, so that students are able to not only acquire better knowledge about local, national and international wisdoms constructed in the texts, but also relate and reflect the values to their real life experiences. The students themselves should be able to build reading awareness and critical consciousness to meet the demand of national literacy movement

(GLS) and this can be done if they master reading strategies that enable them to think critically, one of which is metacognitive strategies.

## LITERATURE REVIEW

Before examining the further issue, it is important to describe the notions of critical literacy and metacognitive strategies.

### Critical Literacy

Many definitions of critical literacy are offered from the works of researchers. According to Misson in Prinsloo & Janks (2002), the term critical literacy refers to “an approach to textuality that acknowledges all language practices as socially grounded and so inherently ideological”. In addition to this, based on Van Sluys, Lewison, & Flint’s body of research (2006), critical literacy is defined as a mode of reading that involves (a) questioning the ideology within the texts, (b) considering the competing voices, (c) traversing the criticism, and (d) “transforming the social conditions”. Another definition is offered by Borsheim-Black, Macaluso & Petrone (2014) mentioning that critical literacy is defined as a means of analyzing the implicit ideologies of texts and textual practices by investigating the values represented in the texts, as well as providing chances for participating in sociopolitical actions. In similar vein, Luke in Bacon (2017) explains that critical literacy “focuses on teaching and learning how texts work, understanding and re- mediating what texts attempt to do in the world and to people, and moving students toward active position- takings with texts to critique and reconstruct the social fields in which they live and work”. From these definitions, it can be concluded that critical literacy is an attempt to (a) investigate the ideology presented in the texts, (b) raise criticisms,

and (c) traverse students to participate in social movements.

One of underlying assumptions within critical literacy is texts are constructed and presented using particularly selective views. This can endanger readers because readers “unquestioningly” acquire the knowledge about world through texts. Therefore, it is important to assist students to be more aware of the dangers within the some aspects of literacy by questioning the particularly selective views presented in the texts. Finally, it may address to readers’ sensitivity in gaining powerful, influential meanings behind images and language in the texts. (Hagood, 2002)

In her findings, Hagood (2002) stated that critical literacy can benefit the process of students’ identity formation. Texts may produce particular identities through the representation of certain values such as race, ethnicity and religion that persuade and direct students to think about. This feature of texts becomes the source of learning for students as well as the source to acquire their identities. Finally, readers may also employ the knowledge derived from the identification process for the sake of formation of identity.

Furthermore, critical literacy may turn students to be critically conscious about what they read and invites them to discuss the important issues for their lives. This can educate readers as well as persuade them to participate in democracy. Therefore, integrating critical literacy in education can connect to personal and social development. (Becks, 2005)

However, according to Becks (2005), there are several challenges in teaching critical literacy. First, students may feel uncomfortable during the shift from teacher-centered approach to students-centered approach. The change can be frustrating for critical literacy to implement since it involves activities that engage not only high intellectuality, but

also moral and emotional qualities (Puolimatka in Becks, 2005). Second, some students tend to articulate, persuasive and dominate in certain classroom activities, such as discussions, and novice teachers may find difficulties in classroom management, especially in distributing authority among students in discussion activities. Another problem is, due to wide variety of understanding upon critical literacy, some teachers may find it difficult to employ techniques/ strategies in applying critical literacy in their instructions. Last but not least, the problem may occur in relation to setting where learning takes place in which teachers should empower students as individuals as well as serve school’s interests that may contradict each other.

Among these challenges, the author of this study attempts to limit the scope into the problem related to the teaching strategies. The reason is, through the right teaching strategies, teachers can promote student-centered approach, have better classroom management and implement critical literacy at the same time. Meanwhile, the challenge related to setting is outside the scope of language study. Finally, the discussion will later focus on the application of metacognitive strategies in teaching reading skills to promote critical literacy.

### **Metacognitive strategies**

Many researchers have proved that the application of reading strategies can improve reading comprehension. Pressley et al in Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) identified that students’ comprehension was improved by the number of strategies they employed while they read. This is in line with the work of Sadeghi and Langhroudy (2012) stating that strategic-based instruction can expand “language acquisition in general and second language reading in particular.”

Generally reading strategies can be divided into two categories, namely cognitive and metacognitive strategies (Sadeghi and Langhroudy, 2012). According to Brown (2000), cognitive strategies employ two types of processing namely bottom-up and top-down processing. In bottom-up processing, students understand the texts by perceiving linguistic units, such as letters, words, phrases, clauses and sentences. Meanwhile, readers who implement top-down processing depend on the knowledge about texts and their previous background knowledge to understand the texts.

Metacognitive strategies, on the other hand, are those intentional, carefully planned techniques by which learners monitor or manage their reading. According to Melanlıoğlu's (2014) body of research, metacognitive strategies comprises of estimation, planning, monitoring and evaluation. Estimation, as the first stage in metacognitive control, enables students to identify their learning objectives, duration and outcomes. This initial process is important to build the individual awareness. On the next stage, which is planning, the students select appropriate strategies in reading to result in a good performance. After that, students analyze their own reading process, mistakes, and efficiency of strategies. This stage, which is also referred as monitoring, is slow and weak for children to adults, yet prominent since the result of the analysis can contribute to proper reading strategies or decisions to compromise or replace the existing reading strategies they apply. In the final stage, students form judgment about the success of their reading performance from the process and outcomes (acquired knowledge).

Although the above division is quite comprehensive in nature, as cited in the body of research conducted by Amer et al (2010), some researchers (Pressley & Afflerbach, 1995; Israel, 2007) offered simpler divisions upon the process of

metacognitive strategies, namely planning, monitoring and evaluating. Planning is an attempt to activate students' background knowledge before reading, for example the use of title, picture, and subheading to overview of the content. This can be applied as pre-reading strategies. Meanwhile, monitoring or while reading strategies takes place during reading activity in which students can (a) check their comprehension of content and vocabulary in the text; and (b) decide which parts of texts are important to emphasized or ignored. Last but not least, evaluation occurs after reading activities or post-reading. In this stage, students can evaluate reading performance, cognitive abilities as well as reading outcomes (desired goals).

## DISCUSSION

After describing the notions of critical literacy and metacognitive strategies, teachers need to understand how metacognitive strategies can benefit students' reading comprehension. Also, it is important to figure out how metacognitive strategies can bring critical literacy to take place.

### **The effect of metacognitive strategies on reading comprehension**

Many works have been indicated the positive impacts of metacognitive strategies on reading comprehension. Brown as cited in Amer et al (2010) indicated that there are several significant roles of metacognitive strategies in reading comprehension, namely to clarify reading purpose; to assist meaning making process; to monitor reading performance; to analyze whether personal goal has been achieve; and to evaluate and take corrective action if failure is detected.

One of the early studies to consider the effectiveness of metacognitive strategies in improving reading

comprehension was conducted by Boulware-Gooden, Carreker, Thornhill, and Joshi (2007). This experimental study took place in six third-grade classrooms in elementary schools in the southwest United States and spent seven weeks to complete including pretest and posttest. The instruction in the intervention school was conducted using five parts of lesson, namely introduction, vocabulary, reading the story, summary and questions. In this study, these five parts were best exemplified metacognitive strategies in teaching reading especially at elementary school level. Meanwhile, in the comparison school, the instructions were done in a traditional way, such as the students copied the definition of the vocabulary off the board and wrote sentences to illustrate the meaning of the vocabulary; and students answered the questions from teachers orally or written after copied them from the board. The findings showed that the intervention group significantly outperformed the comparison group in vocabulary and reading comprehension. Therefore, it can be concluded that integrating metacognitive strategies in teaching designs causes “positive effect for understanding written text, which is the reason for reading.”

In a similar vein, Melanlioğlu (2014) examined the impact of metacognitive strategies instruction towards the anxiety levels of secondary school students. The findings revealed that students who employed metacognitive strategies have low level of anxiety. This was due to the fact that students were aware of reading process and its rules, so that they were ready to different types of texts and handle their anxiety. Finally, students could become more advanced readers and acquired more knowledge for their academic life. Meanwhile, students who did not employ metacognitive skills were likely to be underdeveloped in

reading and could not attain better academic achievements.

The similar result is shown by Iwai's (2009) mixed method study on the role of metacognitive reading strategies in ESL university students. The findings revealed that most proficient readers used strategies that could build their metacognitive awareness, and therefore there was a significant role of metacognitive strategies in reading comprehension.

### **The impact of metacognitive strategies in critical literacy**

As previously stated, critical literacy is regarded as an attempt to (a) investigate the ideology presented in the texts, (b) raise criticisms, and (c) traverse students to participate in social movements. This means that the comprehension about the texts and how they work is not enough, yet students have to use strategies that lend a sharper knife to assist them in analyzing the texts deeper. The analysis should reach the level where students can elaborate the ideology behind the texts, reflect the ideology to their surroundings, and finally take active position in social movement by delivering criticisms or changes.

This can only be done through the implementation of metacognitive strategies. Metacognitive strategies involves more than the acquisition and use of knowledge, but rather than individual awareness and thinking system upon what they have read (Çakıroğlu in Melanlioğlu, 2014). Student will get used to estimate, plan, monitor, and evaluate their reading performances. To achieve their desired goals, students might keep evaluating, adjusting or even changing their reading strategies. By undergoing this process, students will be flexible during the process. However, such flexible mind is not the main goal of this instructional practice. In fact, the outcomes of findings

the best strategies in reading will enable the students to know their own strengths and weaknesses and therefore they can think more adaptive in diverse tasks as such in critical literacy (Amer et al, 2010). In other words, the implementation of metacognitive strategies can make students more adaptive in diverse tasks in critical literacy because of they have known their strengths and weaknesses in reading and therefore employ reading strategies that best suit them.

Furthermore, some researchers (Schoen, 1983; Halpern, 1998; Choy and Cheah, 2009; Lee, 2009; Ku and Ho, 2010; Magno, 2010; Valeh, 2011) have indicated that the application of metacognitive strategies can enhance students' critical thinking skills (Sadeghi, Hassani, and Rahmatkhah, 2014). Brookhart (2010) regards critical thinking refers to reasonable and reflective thinking that focuses on deciding what to believe, exploring it and presenting it. Furthermore, another definition consider critical thinking as a cognitive ability compounded with multiple skills such as identifying, understanding, and analyzing an issue by deploying inferences using top-down and bottom-up strategies to validate the reliability of claims and arguments (Pithers & Soden, in Talebinezhad & Matou, 2012). Added to this, Fahim & Masouleh (2012) define critical thinking as the use of cognitive skills and strategies to scaffold one's ideology. In other words, it is a reflective thinking that focuses on deciding what to believe or to do which results to logical deciding and affective doing. In similar vein, as cited in Budsankom, et al. (2015), Ennis, (2002), Black and Black (2006), Ellis (2009) describe critical thinking as the ability to evaluate and consider things by searching for reliable and sufficient information before making decisions, solving problems, evaluating situations and taking action on any tasks with the most appropriate and accurate ways. In sum, critical thinking is an ability

to search for, reason and reflect of ideology presented in the texts which result to the changes in thinking and actions. By acquiring this skill, students will be able to fulfill the demand of critical literacy.

## CONCLUSION/CLOSING REMARKS

To support national literacy movements (GLS), it is important for teachers to promote critical literacy and apply metacognitive strategies. Metacognitive strategies are useful to (a) enhance students' reading comprehension, (b) make them more flexible to deal with diverse tasks, and (c) build students' critical thinking. However, there is no single theory or instruction that is effective enough to cope with changes in English pedagogy (Hou, 2013). Therefore, teachers are required to be flexible in adjusting their instructional designs to achieve maximum learning outcomes.

## REFERENCES

- [1] A. S. Beck, "A place for critical literacy," International Reading Association, pp. 392-400. 2005.
- [2] Amer, et al, "Student teachers' perceived use of online reading strategies," International Journal of Education and Development using Information and Communication Technology, vol. 6(4), pp. 102 – 113, 2010.
- [3] B. Sadeghi, M. T. Hassani, and M. Rahmatkhah, "The Relationship between EFL Learners, Metacognitive Strategies and Their Critical Thinking," Journal of Language Teaching and Research, Vol. 5 (5), pp. 1167-1175, September 2014.
- [4] Budsankom, et al, "Factors affecting higher-order thinking skills of students: a meta-analytic structural equation modeling

study,” *Educational Research and Reviews*, vol.10 (19), pp.2639-2652, 2015.

[5] C. Borsheim-Black, M. Macaluso, and R. Petrone, “Critical Literature Pedagogy: Teaching Canonical Literature for Critical Literacy,” *Journal of Adolescent & Adult Literacy*, vol.58(2), pp.123–133, October 2014.

[6] C. K. Bacon, “Multilanguage, Multipurpose: A Literature Review, Synthesis, and Framework for Critical Literacies in English Language Teaching,” *Journal of Literacy Research*, pp. 1–30, 2017.

[7] D. Melanlıoğlu, “Impact of Metacognitive Strategies Instruction on Secondary School Students’ Reading Anxieties,” *Education and Science*, vol. 39 (176), pp. 107-119, 2014.

[8] Desain Induk Gerakan Literasi Sekolah, Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016.

[9] H. D. Brown. *Principles of language learning and teaching* (4th Ed.). White Plains, NY: Addison Wesley Longman, 2000.

[10] J. Cassidy, S. Grote-Garcia, E. Ortlieb, and D. J. Loveless, “What’s Hot in Literacy for 2017: Topics Garnering Attention in 2017,” *Literacy Research and Instruction*, pp.1-11, July 2017.

[11] K. Sadeghi, and E. P. Langhroudy, “General and Specific cognitive/metacognitive reading strategies used by field-dependent/ independent Iranian EFL Learners” *Dil ve Edebiyat Eğitimi Dergisi*, vol. 1(3), pp. 17-35, 2012.

[12] K. Van Sluys, M. Lewison, and A. S. Flint, “Researching Critical Literacy: A

Critical Study of Analysis of Classroom Discourse,” *Journal of Literacy Reserach*, vol. 38 (2), pp. 197-233, 2006.

[13] M. C. Hagood, “Critical Literacy for Whom?” *Reading Research and Instruction*, vol. 41 (3), pp. 247-266, Spring 2002.

[14] M. Fahim and N. S. Masouleh, “Critical thinking in higher education : a pedagogical look,” *Theory and Practice in Language Studies*, vol. 2 (7), pp. 1370-1375, 2012.

[15] M. R. Talebinezhad and Z. Matou, “EFL reading comprehension textbooks at university level: a critical thinking perspective,” *Theory and Practice in Language Studies* vol. 2 (8), pp. 1746-1754, 2012.

[16] R. Boulware-Gooden, S. Carreker, A. Thornhill, and R. M. Joshi, “Instruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third-Grade Students” *The Reading Teacher*, vol. 61 (1), pp. 70-77, September 2007.

[17] S. M. Brookhart, (2010). *How to assess high order thinking skill in your classroom*. Alexandria: ASCD, 2012.

[18] Y. Iwai, “Metacognitive Awareness and Strategy Use in Academic English Reading Among Adult English as Second Language (ESL) Students, Dissertation of Southern Mississippi University, May 2009.

[19] Y. J. Hou, “Metacognitive Awareness of Reading Strategies and Multiple Intelligences in Prediction of English Reading Comprehension with Medical Junior College Students,” *International Journal of Arts & Sciences*, Vol. 6(4), pp. 9–20, 2013.



**THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD**

Sri Hertanti Wulan, Avi Meilawati  
*Universitas Negeri Yogyakarta*

**Abstract**

This study aims to improve the skills of writing *cerkak* texts third semester Department of Language Education District FBS UNY through Brainstorming method. Brainstorming is chosen as a method because the method is one of the methods that can help students in collecting ideas to be a writing *cerkak*. This type of research is a classroom action research. The subjects of the study were the students of the Department of Regional Language Education Semester three classes of K in the Nyerat Fiksi Jawi class of 20 students. This classroom action research is conducted in two cycles, with four components in each cycle, namely planning, action execution, observation, and reflection. Data collection techniques used are observation (observation), and *cerk* writing test. Data were analyzed by qualitative analysis technique and quantitative analysis. Success criteria seen from processes and products. The success of the process is measured based on improving the learning process in a better direction. The success of the product is measured based on the achievement of better indicators and student values. The results of this study indicate that the application of Brainstorming method can improve the students' writing skill of the Department of Regional Language Education Semester three class K. Improvement looks at the process and products. Increased process seen in the attitude of believing in students in learning. The increase is seen from the condition of students who are more focused learning step and more confident. Improving process quality has a positive impact on product quality improvement. This can be seen in the results of *cerk* writing tests from pratindakan to cycle II. The achievement of indicators from pre-action to cycle II increases. In the pre-action stage 1 of 20 students reach the indicator, cycle I is 12 students, and cycle II is 17 students. Average grade values also increased, ie pratindakan 64.35, cycle I 74.95, and cycle II 80.90. Writing text *cerkak* through Brainstorming method allows students in the collection and casting ideas. Action in this study makes students more organized and directed when writing.

**Keywords:** *brainstorming learning method, Jawi fiction bit*

DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING  
DIGITAL LITERACY

Banatul Murtafi'ah<sup>1</sup> and Dyah S. Ciptaningrum<sup>2</sup>

<sup>1,2</sup>*Yogyakarta State University*

<sup>1</sup>[banatulumurtafiah@gmail.com](mailto:banatulumurtafiah@gmail.com)

<sup>2</sup>[dyah.ciptaningrum@gmail.com](mailto:dyah.ciptaningrum@gmail.com)

**Abstract**

Internet nowadays has transformed into a lifestyle for everyone including teenagers. However, while using smart phones or computers for accessing the internet, most teenagers are not aware with their online safety. Online safety is a part of digital literacy in which in other countries it has been developed as a curriculum in schools. Digital literacy is defined as the ability to understand, use, and safely interact with technology, media, and digital resources. Unfortunately, there has not been any specific curriculum about digital literacy or online safety in Indonesian school. With regard to this problem, this paper presents the ideas of developing a lesson plan to teach both English and online safety at the same time. This paper is a literature-based paper written based on relevant theories and secondary data to create a model of a resource-based learning (RBL) lesson plan. In this lesson plan, the students are asked to create an online safety tips in the form of poster. The lesson plan is used to teach English in Indonesian education context, specifically for Senior High School level based on Curriculum 2013.

**Keywords:** online safety, digital literacy, lesson plan, teaching English

**INTRODUCTION**

The last decade has seen a growing trend towards technology, internet, and education. In Indonesia, more than a half of the population are internet users. Approximately, 132.7 million out of 256.2 million people in Indonesia actively use internet last year (APJII, 2016). Furthermore, from those number of users, 18.4% or around 24.4 million users are ranging from 10 to 24 years old (APJII, 2016). These users can be categorized as adolescent who study in junior and senior high school levels and also in their beginning of college life in university.

Unfortunately, these adolescent users, mostly, do not aware of the safety for using the internet or alsoknown as cybersafety or online safety. Internet safety or online safety

is pivotal as it is a part of digital literacy (Ng, 2012), even it is included in digital literacy curriculum in educational context in England (UK Safer Internet Centre, 2017).

So far, in the Indonesian curriculum context, there is no such explicit statement related to the integration of digital literacy in the school curriculum. However, it seems that the government is already aware of the needs of technology in the school context. It can be seen from the statement in Minister Regulation No 24/2016 stating that one of the core competences for grade XII students of senior high school based on Curriculum 2013 includes comprehending, applying, analysing, the conceptual, factual,

and procedural knowledge about technology.

Furthermore, regarding the English curriculum, one of the basic competences for senior high school level also states a goal that should be achieved by the students is comprehending the social function, text structure, and language feature in the form of short and simple spoken and written procedure text by giving and asking for information related to the manual and tips related to technology based on its context (Minister Regulation No 24/2016). Therefore, the

### Digital Literacy

The literature is somewhat inconsistent in its use of the term “digital literacy”; some restrict the concept to the technical aspects of operating in digital environments (Bruce & Peyton, 1999), while others define digital literacy as much more than the ability to handle computers but rather than apply it in the context of cognitive and socio-emotional aspects of work in a computer environment (Eshet-Alkalai, 2004; Buckingham, 2010; Karpati, 2011; Ng, 2012). Though both definitions are logical, the latter is more convincing. Since literacy itself means the ability to read and write in a language (Richards & Schmidt, 2010) which is closely related to the cognitive context, therefore, the definition of digital literacy proposed in this paper cover the cognitive, socio-emotional and technical abilities of using digital technologies.

From the aforementioned definition, the dimensions of digital literacy are derived. Ng (2012) divide the dimensions of digital literacy into three intersecting dimensions, namely (1) technical, (2)

digital literacy teaching which is embedded in the English lesson is plausible. To do so, the appropriate lesson plan is needed to be develop. The next discussion will be about the review of literature related to the digital literacy, its relation to online safety, English curriculum in Indonesia, the model of lesson plan, and the teaching approach used as the basis of the lesson plan development. Method is not included in this paper as it is not a research-based article. Therefore, discussion and conclusion sections are presented right after the theoretical review.

### LITERATURE REVIEW

cognitive, and (3) social-emotional dimensions.

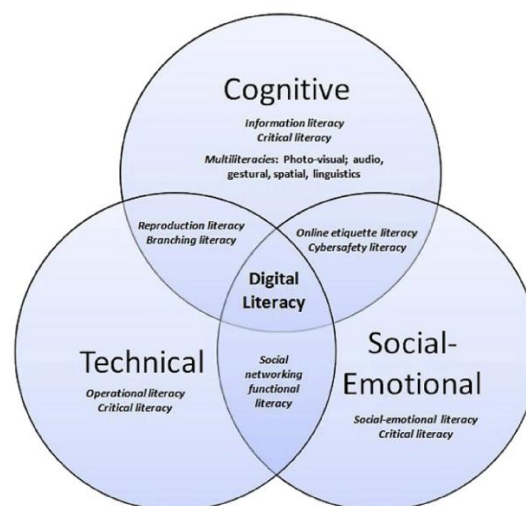


Fig. 1. Digital literacy model (Ng, 2012).

### Online Safety

The focus of this paper is the aspect intersected between cognitive and social-emotional dimensions, namely cybersafety literacy. Cybersafety is also defined as internet safety or online safety in this paper.

Internet safety is already included in the England curriculum on computing for all stages since 2014 (UK Safer Internet Centre, 2017). the issue of internet safety according to [www.saferinternet.org](http://www.saferinternet.org) include

several issues such as cyberbullying, safe social networking, healthy digital behaviours, pornography, sexting, privacy, and online reputation. The need of internet or online literacy in the curriculum at school results from the reason that in some schools there, students mostly understood the importance of using security settings when using social media sites but had not bothered to do so.

Soncket al., (2011) conducted a study on digital literacy and safety skills among European kids and found that more safety skills lead to other skills and associate with more online activities. Therefore, teaching children or students to be safer online does not curtail the students' online opportunities, rather it even encourages them.

Regarding the needs of online safety for pupils, teaching the Indonesian students to be aware of it is needed. Though it is not explicitly stated in the general curriculum, English teachers can be embedded the online safety teaching into the English curriculum, especially for senior high school level based on its core and basic competences.

### **English Curriculum in Indonesia**

Government through Ministry of National Education emphasizes that in order to achieve the aims of national education, a graduate competence standard (GCS) is needed to describe the qualification of the students graduated from each level in Indonesian education. Regarding the current curriculum employed in our nation, which is Curriculum 2013, the government in Minister Regulation No 20/2016 on the graduate competence standards, Chapter II, explicitly state that

each student graduated from basic and secondary education should have competences in three dimensions namely attitude, knowledge, and skills. Attitude dimension covers the students' character development such as piety, honesty, caring, responsibility, lifelong learners, and healthy. Knowledge aspect in relation to English means that the students have factual, conceptual, procedural, and meta-cognitive knowledge of English. The students are also able to correlate the knowledge in the real-life context related to their surroundings. The last dimension, which is skills, aims at having the students to be able to think and act creatively, productively, critically, independently, collaboratively, and communicatively through a certain approach taught in each level of education.

In addition, according to Minister Regulation No 24/2016 on the Core Competence and Basic Competence in Curriculum 2013, Chapter II, there are four core competences owned by a student to achieve the graduate competence standard (GCS). Those core competences include: (1) spiritual competence, (2) social competence, (3) knowledge competence, and (4) skills competence. One of the core competences for grade XII students based on Curriculum 2013 includes comprehending, applying, analysing, the conceptual, factual, and procedural knowledge about technology. Specifically, derived from the core competences, one of the basic competences for grade XII students is comprehending the social function, text structure, and language feature in the form of short and simple spoken and written procedure text by giving and asking for information related to the manual and tips related to technology based on its context. Therefore, the online safety tips can be taught in the classroom based on this competence.

Furthermore, the dimensions required in the graduate competence standard (GCS) can be achieved through the use of resource-based learning (RBL) in the teaching and learning process.

**Resource-based Learning Lesson Plan**

Resource-based learning (RBL) is an approach for teaching in which the learning resources are extensive and enable the students to learn independently apart from learning mediated by teachers (Brown and Smith as cited in Iqdami, 2016). This definition leads to the notion that resource-based learning can be used as a means for enhancing students to be more independent and autonomous. In addition, RBL is also defined as the use and application of available assets to support learning needs across contexts (Hannafin and Hill, 2007). In other words, RBL is the teaching approach which employs resources surrounding the students to support learning, in this context, of course, learning English. There are several resources that will be applied in this lesson plan which are described in Table 1.

**Table 1. Type of resources used in the designed lesson plan**

No	Type of resources	Definition	Functions	Example of activity
1	Picture	A visual device used by a teacher to help learning.	As an input	Students look at the pictures given and guess the topic of the learning.
2	Video	An audio-visual device used by a teacher to help learning.	As an input	Students watch a video and find out the purpose of the video.
3	Poster	A poster is any piece of printed paper designed to be attached to a wall or vertical surface which includes both textual and graphic elements. Posters are designed to be both eye-catching and informative and may be used for many purposes.	As a model text and text produced by the students	Students identify the example of poster before creating their own poster.
4.	Magazine/newspaper	Authentic materials that were not originally developed for pedagogical purposes.	As a source of information	Students use magazine and/or newspaper to find out the information related to tips for online safety.

### **Project-based Learning**

The model of RBL lesson plan for this paper employs project-based learning as an approach to the teaching and learning in the classroom. Project-based learning (PBL) is employed as the learning approach in this model since it is suggested by the government in the Minister Regulation No 22/2016. Project-based learning is a teaching technique in which the students are given a problem or challenge as means of gaining new knowledge or skills. It is also common for PBL that learning activities are normally organized in small groups (Simpson, 2011). Therefore, these notions agree with constructivism theory respectively. In relation to this, Simpson (2011) defines PBL as a teaching method aimed at problem solving in collaborative environment over an extended period of time. It is a practical experience which starts from driving problems that create activities and leads to the meaningful products at the end.

Fragoulis (2009) shares several benefits of applying PBL. The advantages of PBL include: (1) it develops students' confidence and independences, (2) it increases self-esteem, and positive attitudes toward learning, (3) students' autonomy is enhanced especially when they are actively engaged in project planning, (4) it improves language skills, and (5) it enhances students' motivation, engagement, and enjoyment.

As previously mentioned, the model of lesson plan for teaching online safety in this paper is derived from the RBL and

Teacher's role in PBL is not dominant, but she/he acts as a guide, advisor, coordinator, and facilitator (Fragoulis, 2009). The teaching and learning process has moved from teacher to students, and from working individual to working in group.

Fragoulis (2009) also proposes the four stages in PBL. They are: (1) speculation, (2) designing the project activities, (3) conducting the project activities, and (4) evaluation.

This model of lesson plan employs project-based learning and integrates the four skills of language. Several reasons are described in the next session.

### **Teaching Integrated Skills**

The notion of integrated approach means "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing" (Richards & Schmidt, 2010). This lesson plan employs the integrated approach because language skills are rarely used in isolation in daily lives but in conjunction (McDonough, Shaw, & Masuhara, 2013). Correlating this with PBL, the learners must be exposed to a huge amount of comprehensible input (Krashen, 1981), especially from listening and reading. Afterwards, they will have to produce meaningful output (writing and speaking). Therefore, in this lesson plan, the activities start from listening, reading, writing, and speaking.

### **DISCUSSION**

PBL theories based on the Curriculum 2013. This model is appropriate for teaching English for grade XII students of

senior high school as there is a basic competence for this grade that is correlated with online safety.

The model of lesson plan entitled “Designing an Online Safety Poster” focuses on teaching procedure text in the form of tips. It is appropriate for semester one students. Since the model of lesson plan applied the project-based learning, it takes 3 meetings for the time allocation. As it also integrates all the English skills, the learning objectives for this model are divided based on the four skills as well. The use of resources for learning is also emphasized here. Teacher may use posters, video, pictures, internet, magazines, newspaper, posters, and colour maker to support the learning as it is required for RBL model of teaching. Curriculum 2013 promotes the character values for the teaching and learning as well. Therefore, the values such as cooperation, discipline, creativity, and self-confidence are explicitly stated in the lesson plan. Further discussion related to the developed model of lesson plan will be divided based on its meeting.

### **Meeting 1**

In the first meeting, before going further to the instruction to create online safety poster, the students are prepared with the receptive skills first. The students are required to accomplish the objectives for listening and reading skill in this meeting.

In listening, the students are required to be able to identify the social function of spoken procedure text in the form of tips for online safety. The activities

for listening include watching a short video about internet safety tips and answering comprehension questions related to the video. Vocabulary related to online safety from the video is also highlighted.

In reading, the students are required to be able to identify the language features and the text structure of written procedure text in the form of tips for online safety. The activities include reading the model text of procedure text in the form of tips for online safety and identifying the language features and text structure of the model text.

After listening and reading activities, the teacher tells the students about the project work that they should do, i.e. creating an online safety poster. Other aspects to be considered in meeting 1 also include grouping the students, creating a schedule for the duration to do the project and also its final submission.

### **Meeting 2**

In meeting 2, the learning activities focus on designing the online safety poster. The learning objective in the second meeting includes the students’ ability to write simple tips for staying safe online in the form of poster. The key point for this meeting is the teacher’s observation while the students work in groups. During the process of creating the poster, the teacher may also observe the students’ cooperation by using checklist such as cooperative learning observation checklist to assess their affective skill.

### Meeting 3

In the last meeting, after creating the poster, the students must present their poster in front of the class together with their group members. In this meeting, each student is required to be able to present an online safety poster. The activities included in the last meeting are presenting the poster and getting feedback from the teacher.

### Assessment

Since the model of lesson plan employs the integrated skills teaching, the

### CONCLUSION

This paper has discussed the ideas of developing a model of resource-based learning lesson plan to teach digital literacy specifically for online safety literacy since the students are asked to create an online safety tips in the form of poster. The lesson plan is used to teach English in Indonesian education context, specifically for Senior High School grade XII based on the core and basic competence of English in the Curriculum 2013. This paper presents the strength in which teacher of English at the same time will be able to teach the English language and digital literacy.

### Recommendation for further study

The developed model of lesson plan can be used as the basis for the future study, for example, a research and development study. It would be interesting to develop materials focusing on reading and writing of online safety topics such as cyberbullying, safe social networking, healthy digital behaviours, pornography,

assessment also covers the four skills of English and affective skill as an addition. Both listening and reading skills are assessed through the listening and reading comprehension tasks. Writing skill is assessed from the writing form of the poster in meeting 3. This skill is scored using the writing rubric to make it more objective. Speaking skill is assessed in the end of the meeting from the presentation performance. It is scored based on the speaking rubric for poster presentation.

sexting, privacy, and online reputation. This kind of materials can be used to improve the students' critical thinking as well. Therefore, the critical reading literacy materials is also plausible to be developed as the continuation of this paper.

### REFERENCE

- [1] Asosiasi Penyelenggara Jasa Internet Indonesia (APJII). Infografis: Penetrasi & perilaku pengguna internet Indonesia. November 2016. Available at: <http://apjii.or.id/survei2017/download/>. Accessed September 1, 2017.
- [2] Bruce, B., & Peyton, J.K. "Literacy development in network-based classrooms: Innovation and realizations," *International Journal of Educational Technology*, vol. 1, no. 2, 1999, pp.1-27.



- [3] Buckingham, D. "Defining digital literacy," in *Medienbildung in neuen Kulturräumen: Die deutschsprachige und britische Diskussion*, Bachmair, B., Ed., Wiesbaden: VS Verlag für Sozialwissenschaften. 2010.
- [4] Eshet-Alkalai, Y. "Digital literacy: A conceptual framework for survival skills in the digital era," *Journal of Educational Multimedia and Hypermedia*, vol. 13, no.1, 2004, pp.93-106.
- [5] Fragoulis, L. "Project-based learning in teaching of English as a foreign language in Greek primary schools: From theory to practice," *English Language Teaching*, vol. 2, no. 1, 2009, pp.113-119.
- [6] Hannafin, M., and Hill, J. "Resource-based learning," in *Handbook of Research on Educational Communication and Technology* 3<sup>rd</sup> ed., Spector, M., Merrill, D., Merrienboer, J., and Driscoll, M., Eds., New York: Routledge, 2008, pp.525-536.
- [7] Iqdami, M.N. "Resource based learning for teaching and learning English in digital environments," *Register Journal: Language and language teaching journal*, vol. 9, no.2, 2016, pp.127-148.
- [8] Karpati, A. *Digital literacy in education*. Moscow: UNESCO Institute for Information Technologies in Education. 2011.
- [9] Krashen, S. "The fundamental pedagogical principle in second language teaching," *StudiaLinguistica* 35,1981, pp.50-70.
- [10] McDonough, J., Shaw, C., and Masuhara, H. *Materials and methods in ELT: A teacher's guide*, 3<sup>rd</sup> ed. West Sussex: John Wiley & Sons, Inc., 2013.
- [11] Minister of Education and Culture Regulation Number 20 year 2016 on Graduate Competence Standards for Basic and Secondary Education.
- [12] Minister of Education and Culture Regulation Number 22 year 2016 on Standard Process for Basic and Secondary Education.
- [13] Minister of Education and Culture Regulation Number 24 year 2016 on Core Competence and Basic Competence in Curriculum 2013.
- [14] Ng, W. "Can we teach digital natives digital literacy?" *Computers & Education*, 2012, pp.1065-1078.
- [15] Richards, J. C., and Schmidt, R. *Longman dictionary of language teaching and applied linguistics*, 4<sup>th</sup> ed. Harlow: Pearson Education Ltd., 2010.
- [16] Simpson, J. "Integrating project-based learning in an English language tourism classroom in a Thai university institution," Doctoral Thesis, Australian Catholic University, 2011.
- [17] Sonck, N., Livingstone, S., Kuiper, E., & de Haan, J. *Digital literacy and safety skills*. EU Kids Online, London School of

Economics & Political Science, London,  
UK., 2011.

[18] South West Grid for Learning (SWGfL).  
Digital Literacy - Curriculum Overview.  
Available at: <http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#unit1> . Accessed August 31, 2017.

[19] UK Safer Internet Centre. Curriculum  
planning. Available at:  
<https://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/curriculum-planning>. Accessed August 31, 2017.

**IMPROVING STUDENT SCORES THROUGH BUDDY SYSTEM IN A THAI ESL CLASS**

Brian Arthur Tallador  
*The Prince Royal's College Chiang Mai*  
brian\_wikas@hotmail.com

**Abstract**

The purpose of this paper is to present the results of my action research in improving the scores of fourth grade students by using cooperative learning (buddy system) method as intervention in the Thai ESL normal program classes at a private school in Chiang Mai, Thailand. The bottom half students were randomly paired with the upper half, based on their scores in the four major skills in English. The research spanned for four meetings, at 50 minutes per meeting, with two study groups and one control group. Pre-test and Post-test were used to determine the difference. The scores were compared by means, variance, and means by pairs to determine if there were significant differences with the control group. The results show that the mean scores improved, but this increase is not statistically significant when compared to the control group. Furthermore, the standard deviation in the two test groups have no significant difference as well when compared to the control group. But in terms of the relationship of the mean score to the gender pairing, it showed that the Girl-Girl pairing is statistically significant when compared to Girl-Boy.

**Keywords:** Cooperative learning, Buddy system, Teaching ESL, Action research, Thailand

**INTRODUCTION**

How do you manage a class of 45 students whose English levels differ greatly? In our grade 4 classes, we've observed that the score gaps and participation gaps are high. The scores of the upper percentile group has a 30-40% difference on the scores of the lower percentile group. The ratio on the frequency of class participation of the upper percentile group with the class participation of the lower percentile group is 5:1. It has always been a struggle to guide each one and make everybody participate, because some cannot

understand the question, some might understand the question, but don't know the vocabulary, or some cannot construct a sentence in English.

I wanted to learn if the students will be able to participate more, answer questions correctly, and get higher scores when somebody assists them on the learning stage. And since it's in an ESL classroom where the teacher cannot fully understand and speak the local language, it will be best if their peer can assist them with vocabulary and in sentence construction.

After much thought and consultation with my Thai partner teacher, I've come up with this action research. We cannot reduce class size, thus we've thought to introduce Cooperative Learning (Buddy System) intervention. This system will pair students in the lower half percentile group with students in upper half percentile group.

The primary goal of this study is to improve the scores in English of fourth grade students in the ESL normal program classes.

It aimed to answer the following questions:

1. Is there a significant difference on the mean scores of the students before and after the intervention when compared with the control group?
2. Is there a significant difference on the standard deviation of the classes before and after the intervention when compared with the control group?
3. Is there a significant difference on the relationship of the mean score to the gender pairing in the test groups?

## **LITERATURE REVIEW**

In Thailand, English is considered to be a subject that plays the vital roles as a gate keeping device in language education system.

It is learned since students start their school lives in the early age. English is a compulsory subject from the primary level to the higher education (Prasongporn, 2015).

Upon examining the English-language classes, many researchers pointed to a few main factors contributing to the failure of English-language teaching-and-learning: unqualified and poorly-trained teachers, poorly-motivated students, learners of mixed abilities in overly large classes, and rare opportunities for student exposure to English outside of class time (ONEC, 2003).

As pointed by Dhanasobhon (2006), learners of mixed abilities in overly large classes is one of the factors why English language learning is slow. To further back that statement, according to a research by Ehrenberg, Brewer, Gamoran, Willims (2001) at Cornell University, there are a number of disadvantages of large class size: first, it can reduce the amount of time students can actively engage with each other; second, it can increase the disruptive behavior in the classroom; third, it can reduce the amount of time the teacher can spend working with each individual student; fourth, it can reduce the material the teacher can cover; fifth, it can eliminate many methods of assessing students i.e. open-ended assessments and writing assignments; and sixth, it can reduce the learning by reducing the kind of teaching methods that the teacher can employ in his classroom.

Cooperation compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological, health, social competence, and self-esteem (Johnson and Johnson, 1999). We are also looking that the buddy system will not be overused and abused. Randall (1999) who has taught elementary, high school, and college level students, cautions against abuse and overuse of cooperative learning. She says that making members of the group responsible for each other's learning can place too great a burden on some students and that cooperative learning encourages only lower level thinking and ignores the strategies necessary for the inclusion of critical or higher level thinking.

Coakley's (2009) case study of the effectiveness for learners, of mixed ability groupings, to enable successful delivery of UK's curriculum in 2008 at KS2 revealed that 92% indicated increased confidence through sharing ideas so their work was better. 100% of the lower percentile group said they benefitted and preferred to work within mixed ability groups. While 80% from the upper percentile group found working in groups beneficial.

A class with 45 students of mixed abilities is more difficult to handle especially if the teacher doesn't speak the language. Putting the students in the buddy system would cut the teacher's responsibility to monitor the entire class into half.

## **RESEARCH METHOD**

The participants of the study were 140 fourth

grade students who were divided into three classes. Two study groups (class 4/1 and class 4/3) and one control group (class 4/2). The participants were distributed as follows: In the study groups, class 4/1 has 47 students (30 boys, 17 girls), and class 4/3 has 47 students (30 boys, 17 girls). The control group, class 4/2, has 46 students (30 boys, 16 girls).

In terms of gender pairing in the two study groups, class 4/1 has 19 students who were part of the Boy-Boy pairing, 12 students who were part of the Girl-Girl pairing, and 13 students who were part of the Boy-Girl pairing. Class 4/3 has 17 students who were part of the Boy-Boy pairing, 9 students who were part of the Girl-Girl pair, and 18 students who were part of the Boy-Girl pairing. In total, there were 36 students who were part of the Boy-Boy pairing, 21 students who were part of the Girl-Girl pairing, and 31 students who were part of the Boy-Girl pairing. Classes 4/1 and 4/3 have odd number students, so one group had 3 members and were excluded in the computation.

Cooperative Learning (Buddy System) innovation was the intervention tested to improve the scores of the students.

The research was conducted in the first semester of the school year from 11 – 14 July 2016 where the students had supposedly fully adjusted with each other and with the teachers. The lesson had four meetings, excluding pre-test and post-test, and focused on the topic 'Pronouns'.

The social cohesion perspective (social interdependence theory) suggests that the effects of cooperative learning are largely dependent on the cohesiveness of the group. In this perspective, students help each other to learn because they care about the group and its members and come to derive the benefits of self-identity from group membership (Li, M.P. & Lam, B. H., 2013).

To achieve this aim, several activities were made to make the pairs comfortable with each other. First, we asked them to make their own handshake, and create their own short pair cheer.

Second, we treat the pair as one. We let them stand or go to the board together during class activities, games and board activities.

Third, in class participation, we let the advance student help his pair how to answer simple questions and asked the average student to stand and answer the question. We do the same strategy when an advance student raises his hand, we ask the average pair to answer. The opportunity for advance students to answer was when difficult questions were asked. We ensure there is maximum participation for everyone.

Fourth, one worksheet was shared between the pair. They can both freely discuss the questions and answers on seat works, workbooks and other informal assessments. They did their formal assessments individually.

Finally, we developed a classroom atmosphere where the value of respect and cooperation were highlighted. The pairs should think as one, be responsible for each other, trust each other, and respect each other's difference. Both are rewarded, or 'punished' (by taking away a sticker) for the achievement or mistake of one. We continued the 'sticker' reward system which we have implemented since the start of the school year. The pairs were expected to encourage each other to excel, and watch each other not to disturb the class.

Quantitative data were taken from the pre-test and post-test scores. These tests were the same, but not identical. T-test was used to determine the mean difference per student and the mean difference in gender pairing, as well as the difference in standard deviation. A table is shown to show the relationship between the test group (4/1 and 4/3) and control group (4/2).

**Table 1 Comparing means**

This table shows whether the mean scores in each class is statistically significant by looking at the P= value which should be below 5% significant level or 0.05.

Mean	P=Value	
	4/2	4/3
Class (Mean Pre score)		
4/1 (7.62)	0.29	
4/2 (6.83)		0.66
4/3 (7.17)		
Class (Mean Pre percentile)		
4/1 (50.81)	0.29	
4/2 (45.56)		0.66
4/3 (47.78)		
Class (Mean Post score)		
4/1 (10.2)	0.28	
4/2 (9.29)		0.75
4/3 (9.00)		
Class (Mean Post percentile)		
4/1(68.00)	0.28	
4/2 (61.90)		0.75
4/3 (60.00)		

Class (Mean Diff percentile)		
4/1 (17.19)	0.85	
4/2 (16.35)		0.39
4/3 (12.22)		

**Table 2 Comparing variance**

This table shows whether the Standard Deviation of the scores in each class is statistically significant by looking at the P=value which should be below 5% significant level or 0.05.

Standard Deviation (SD)	P=Value	
	4/2	4/3
Class (SD Pre score)		
4/1 (3.47)	0.99	
4/2 (3.46)		0.84
4/3 (3.57)		
Class (SD Pre percentile)		
4/1 (23.15)	0.98	
4/2 (23.04)		0.83
4/3 (23.83)		
Class (SD Post score)		
4/1 (3.62)	0.37	
4/2 (4.16)		0.81



4/3 (4.01)		
Class (SD Post percentile)		
4/1 (24.10)	0.36	
4/2 (27.75)		0.81
4/3 (26.71)		
<b>Class (Diff percentile)</b>		
4/1 (20.22)	0.63	
4/2 (21.75)		0.95
4/3 (21.98)		

**Table 3 Comparing mean by pairs**

This table shows the relationship of mean score to the gender pairing in the test groups, on whether it is statistically significant by looking at the P= value which should be below 5% significant level or 0.05.

Mean	P-value	
	Girl-Girl	Boy-Boy
Class (Mean Pre score)		
BB (7.8 )	0.107	
GB (8.4)	0.030	0.538
GG (6.1)		0.107
Class (Mean Pre percentile)		
BB (52.0)	0.107	
GB (55.6)	0.030	0.538
GG (40.4)		0.107
Class (Mean Post score)		
BB (9.6)	0.953	

GB (9.8)	0.772	0.812
GG (9.5)		0.953
Class (Mean Post percentile)		
BB (64.0)	0.953	
GB (65.6)	0.772	0.812
GG (63.5)		0.953
Class (Mean Diff percentile)		
BB (12.0)	0.057	
GB (10.0)	0.020	0.691
GG (23.1)		0.057

**DISCUSSION**

Table 1, comparing means, shows that mean scores in the two test groups (4/1 and 4/3) have no significant difference when compared to the control group (4/2). If we look at the mean difference, test class 4/3 even registered a lower improvement of score as compared to the control group.

Table 2, comparing variance, shows that the standard deviation of the classes are still spread out and far from the mean. From this data, there’s actually no need to compare the variance anymore, but we just did anyway. It shows that the standard deviation of all three classes didn’t become closer to the mean, and that the standard deviation in the two test groups (4/1 and 4/3) have no significant

difference when compared to the control group (4/2).

On the contrary, gender pairing was a factor in improving the test scores. It showed on table 3, relationship of mean score to gender pairing, that the mean score of Girl-Boy pairs is statistically significant with the mean score of Girl-Girl pairs, likewise the mean score of the Girl-Girl pairs is statistically significant to the mean scores of the Girl-Boy pair. But the mean scores in the Boy-Boy and Girl-Girl pairs, and Boy-Boy and Girl-Boy pairs are not statistically significant when compared among each other.

## **CONCLUSION**

The mean scores of the students increased, it means that they learned something from the lesson. But unfortunately, students scores can still increase even without the Buddy System intervention as shown in the data.

If we compare the mean difference percentile of the three gender pairings, we can see that the mean difference of the Girl-Girl pairing is the highest among the three, with almost 50% more. We might easily conclude that the Girl-Girl pairing could be the most effective, but if we look at the composition of the gender pairing of the participants, the distribution of sample among gender pairs are not equal or too spread out. This cannot be prevented as students are grouped not according to gender.

It is imperative that the three gender pairings tested must register a significant difference to fully conclude that the Buddy System will work, or else it will be not fair to the other pairings if only one or two pair is effective.

Several researches have been made regarding the buddy system, and most of them works. But as what the Ontario Curriculum Unit Planner: Teaching/Learning Strategies Companion (2002) mentioned regarding the considerations into the buddy system, the researcher may have missed one or more of the points they mentioned which are: requires team-building or trust-building activities, requires that learning take place for all students in a buddy relationship, provides opportunities for students to offer support in ways related to adult-child relationships, and requires that students not be locked in to buddy relationships that are not working well.

The author recommends to expand the study to more classes, get classes which has the same or almost the same gender pairing, extend the study longer than four meetings to establish the relationship more expound on the learning opportunities the pairs can undertake, and suggest a better support system. Letting them choose their own buddy can also be a factor, and needs to be explored.

## **ACKNOWLEDGEMENT**

4/1, 4/2, 4/3 students, PRC AY 2016-2017

Mrs. ParindaSaksae, co-teacher

Ms. PatumratSripan, statistician

Dr. FinaFelisaAlcudia, mentor

The Prince Royal's College, Chiang Mai

Chiang Mai Toastmasters Club

## **REFERENCES**

- [1] Dhanasobhon, S. (2006). English language teaching dilemma in Thailand. Retrieved Sept. 2017, from <http://www.curriculumandinstruction.org/index.php?lay=show&ac=article&Id=539134523&Ntype=7>
- [2] Ministry of Education Thailand (2004). National Report 2004. Paper presented at the Forty-seventh Session of the International Conference on Education, Geneva, September 8-11, 2004.

[3] R. Ehrenberg, D. Brewer, A.Gamoran, J. Douglas Willms, "The Class Size Controversy" Cornell Higher Education Research Institute, Cornell University,February 2001

[4] Johnson, D. W., & Johnson, R. Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.). Boston: Allyn & Bacon 1999

[5] Randall, V. "Cooperative Learning: Abused and Overused?" THE EDUCATION DIGEST 65, no.2 1999: 29-32.

[6] R. Coakley "A case study of the effectiveness for learners, of mixed ability groupings, to enable successful delivery of 'Curriculum 2008' at KS2"

[7] M. Li, & B. Lam "Cooperative Learning" The Hong Kong Institute of Education[https://www.eduhk.hk/aiclass/Theories/cooperativelearningcoursewriting\\_LBH%2024June.pdf](https://www.eduhk.hk/aiclass/Theories/cooperativelearningcoursewriting_LBH%2024June.pdf) retrieved September 2017

[8] The Ministry of Education. "Ontario Curriculum Unit Planner: Teaching/Learning Strategies Companion" Queen's Printer for Ontario, 2002

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT AND ACTIVE  
PARTICIPATION BY USING ROUNDTABLE MODEL OF COOPERATIVE  
LEARNING AT POLITEKNIK NEGERI JEMBER**

Cholimatus Zuhro  
*Politeknik Negeri Jember*  
[cholimatuszuhro@gmail.com](mailto:cholimatuszuhro@gmail.com)

**Abstract**

This classroom action research was intended to improve students' vocabulary achievement and active participation by using roundtable model of cooperative learning at State Polytechnic of Jember. The researcher did the preliminary study by interviewing another English Lecturer and observing the teaching learning process in the classroom. Roundtable model of cooperative learning is a type of cooperative learning strategy in which students work in small group consist of 4-6 students. In doing roundtable, all students are sitting around the table with their own group so that they can interact directly with other members. Each group is suggested to be heterogeneous and formatted by the students from different gender and level of ability. The group consists of high achiever, middle achiever, and low achiever in order that each member of the group can help each other learning. The weaker students can gain understanding from the better students. The research was done collaboratively with the other English lecturer. This research was done in two cycles. Each cycle covered four activities were planning of the action, implementing of the action, class observation and evaluation, and reflection of the action. The main data were collected using vocabulary test and class observation. The result of the research shows that the mean score of the students' vocabulary test and the percentage of students' active participation in the second cycle are higher than the first cycle. Based on the result, roundtable technique could help the students who had difficulties in vocabulary, and it could help them increased their vocabulary achievement.

**Keywords** : Vocabulary achievement, students' participations, roundtable model

## INTRODUCTION

English is a compulsory subject that has been learned by students from Junior High School up to University level for years in Indonesia. There are four language skills in English namely listening, reading, speaking and writing. Students have to master the four language skills in order to be able to use English fluently, written and oral form.

To master four language skills, learners need to have a lot of vocabularies. Although vocabulary is not considered as a skill, it plays an important role in learning and using English. Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize on and recommend in teaching vocabulary because of its importance in language teaching (Harmer, 1991: 154). In Addition, Harmer, (2007:229) stated that teaching vocabulary is a major part of the teachers' art. According to Huyen and Nga (2003: 2) in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

From the explanations above, it can be known that vocabulary plays important role in learning language. So, there is no denying for every student to master vocabulary if he or she wants to master a language. Unfortunately, the importance of vocabulary does not make students have good spirit and motivation in learning it. even though students realize the importance of vocabulary when learning language, most students considered as boring, as they have to memorize unfamiliar words and spelling. There are still many Indonesian learners facing a lot of difficulties in pronouncing and understanding English vocabulary, because they used their mother

tongue in using English in the daily communication.

To make the students have strong interest in teaching and learning process especially in learning vocabularies, the lecturer should take the best approach, method, and strategies. Furthermore, the teacher has to prepare interesting aids before the teaching and learning process is done. In this case, the researcher used a technique that is known as roundtable model of cooperative learning as model in teaching learning processes. cooperative learning is a succesful teaching strategy in which small teams with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

## LITERATURE REVIEW

### Vocabulary

Vocabulary is one competence of language aid. There is no language exist without words. Words are designing ideas as well as the means to enhance people's thoughts. The more words one learns, the more ideas he/she has, and we can share the ideas more effective because without vocabulary nothing is going to be told. Vocabulary is one component and supporting elements to the mastery of four languages skill listening, speaking, reading, and writing. The role of vocabulary can't be ignored in learning English in order to comprehend the target language. So English should be introduce earlier because the younger a learner learners a foreign language, the better she/he is in producing the language.

A vocabulary is defined as all the words known and used by a particular person or a specific group. A vocabulary usually grows and evolves with age and servers as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentence and for their communication with other people.

### **The Important of Vocabulary**

In learning English as a foreign language, vocabulary has an important role to help the students understand the materials that are given. It can be said that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. While Dellar and Hocking (in Thornbury, 2002:13) say that you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by other based on their vocabulary.

Vocabulary has several types, and Haycraft (1978 : 44) divides vocabulary into two types, namely:

#### **1. Active Vocabulary**

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

#### **2. Passive Vocabulary**

Passive vocabulary is the words which the students recognize and understands when they occur in context, but which he cannot produce correctly himself.

Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, he will speak English well and vice versa.

### **3. The Roundtable Model of Cooperative Learning**

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learner in the classroom (Richards and Rogers, 2001:192). Furthermore, Crandall in Arnold (1999:237) states that cooperative groups, students are afforded the opportunity to develop skills in listening to divergent views, asking for greater support for ideas

they find confusing or disagreeable, and providing for differences in opinion. In other hands, cooperative learning is a learning activity that involves small groups interaction in which students are working together to maximize their own and each other's learning.

Roundtable model of cooperative learning is a type of cooperative learning strategy in which students work in a small group consist of 4-6 students. In doing roundtable, all students are sitting around the table with their own group so that they can interact directly with others members. Each group is suggested to be heterogeneous and formatted by the students from different gender and level of ability. The group consists of high achiever, middle achiever and low achiever in order each member of the group can help each other's learning. The weaker students can gain understanding from the better students. Each group is given a pen and a piece of paper to answer the teacher's questions. The members of the group take turn writing the answers on the paper, and passing the paper around the circle clockwise.

Roundtable is cooperative learning technique that can be used for brainstorming, reviewing, or practicing a skill while also serving as a team builder (Kagan, 2009). Crandall in Arnold (1999:230) states that students take turns giving answers, providing information or sharing ideas. In roundtable technique, students offer written contributions, share one piece of paper and a pencil and pass them so that each student provides a written contribution. These activities are excellent for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities.

### **2. The Benefit of Cooperative Learning**

The reason why use cooperative learning is that cooperative learning offers many benefits. Crandall in Arnold

(1999:233-235) mentioned some of the benefit of cooperative learning as follows:

**a. Reducing Anxiety**

Crandall in Arnold (1999:233) states that time to think, opportunity to rehearse and receive feedback, and greater likelihood of success reduce anxiety and can result in increasing participation and language learning. In conclusion, cooperative learning provides students those requirements so that it can reduce students' anxiety.

**b. Promoting Interaction**

Cooperative learning encourages students to interact with each other during the learning activity. Besides, students should work together as a team to gain their group success. Crandall in Arnold (1999:233) says that in cooperative classrooms, students learn to rely on each other and also have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class. Thus, students should respect one another's differences, support one another, and communicate effectively with one another for gaining their learning process.

**c. Increasing Self-confidence and Self-esteem**

Slavin in Arnold (1999:234) states that by encouraging group interdependence, cooperative activities build greater learner confidence and self-esteem than is likely in a competitive environment, where self-validation is dependent upon a continuing need to demonstrate success. Cooperative learning can increase self-confidence and self-esteem through the enhancement of its positive interdependence.

**d. Increasing Motivation**

Long and Porter in Arnold (1999:235) found that group work increased student motivation. In cooperative groups, individuals know that they can get feedback and assistance in making their contributions as clear, relevant and appropriate as possible. Thus, it can be said that cooperative learning can increase motivation by encouraging students to work in group so that they have more enjoyable activity.

**The Implementation of Roundtable Model of Cooperative Learning in Teaching Vocabulary**

There are some procedures in doing roundtable technique. They are formatting the group, posing "multiple answers" question, responding "multiple answers" question, discussing the "multiple answers" question. The use of roundtable technique in teaching vocabulary would be explained in the following paragraph.

The first step is formatting the group. Roundtable group is suggested to be heterogeneous because it gives the students more chance to share the ideas and opinions. Group of smaller than seven members usually work best. So, in this research each group would consist of four to six students and it is diverse in gender and academic ability. In doing the first step, the students are sitting around the table with their group members in order they could work cooperatively and they could interact directly each other. Then, the lecturer will give a piece of paper and a pen for each group to answer the question from the teacher.

The second step is posing "multiple answers" question. This step required the lecturer to deliver a question after the lecturer explain the material about noun, verb, adjective and adverb. The question must be one that has multiple answers. multiple answers question is a question which has potential number of different



right answers. Each member of the group has opportunity to give alternatives of right answer. The lecturer creates a question based on the topic, but kept the question simple so that all the students can give contribution.

The third step is reponding “multiple answers” question. In this step, each group has to answer the lecturer’s question by using a pen aand a piece of paper that is given by the teacher. Members of the group take turn writing the answers and passing the paper around the circle clockwise. When time is called, groups has to stop answering.

The last step is discussing the “multiple answers” question. Here, the students discuss their answers among the group. The lecturer asks each group to share and discuss the answers to entire class. The function of this discussion time is to know all correct answer for the “multiple answers” question. Then, groups counted their correct answers written on the paper. The group with the greatest number of correct answers will be recognized. The lecturer will reward the group with the greatest number of the correct answers.

### RESEARCH DESIGN

This research was intended to improve students’ vocabulary achievement throuhg the use of Roundtable Model as a technique. Therefore, the classroom action research with the cycle model would applied in this research. Action research reflects process of progressive problem solved by individuals working with others in teams as a —community practiceℓ to improve the way they address issues and solve problems. It can be implemented for teaching and learning process in the classroom. It was conducted in two cycles in which each cycle consists of two meetings.

These classroom research prosedures were as follows (1) the planning of the action, (2) the implementation of the action, (3)

observation and evaluation of the action, and (4) data analysis and reflection of the action. If the result of the first cycle was not achieving the target mean score that is 60, the cycle would be continued to the next cycle.

The activities of the research used the following procedures:

1. Doing preliminary study
2. finding out some documents as supporting data
3. Determining the class as the research subject based on the results of interview and observation
4. planning the actions (constructing the lesson plans for the first cycle and test material)
5. Constructing the observation guide in the form of checklist consisting of the indikators observed
6. Implementing the actions in cycle 1 (meeting 1 and meeting 2) by teaching vocabulary trough roundtable technique.
7. Giving vocabulary test in the third meeting
8. Analyzing the result of vocabulary test quantitatively and clssified the result qualitatively based on the classification of the score level.
9. Reflecting the result of the observation and the vocabulary test in cycle 1
10. The result of vocabulary test in cycle 1 couldnot achieve the standard mean score requirement, the researcher conctructed the lesson plans for the second cycle by revising the lesson plans in cycle 1
11. Implementing the action in cycle2 by teaching vocabulary through roundtable technique
12. Giving vocabular test in the sixth meeting, in the form of objective test after the actions in cycle 2
13. analyzing the results of vocabulary test test quantitatively and clssified the result qualitatively based on the classification of the score level

14. Reflecting the results of observation on the vocabulary test n cycle
15. Drawing conclusion to answer the research problem

## RESULT AND DISCUSSION

### The Implementation of the action in the First Cycle

The Implementation of the action in the first cycle were carried out in two meetings. the lecturer taught vocabulary through roundtable technique. in this meeting the lecturer explained the roundtable technique to the students. Afterwards, the reseracher devided the class into four groups. there were group A, B, C and D. The groups were given three tasks consisted of 3 problems which they had to do by using roundtable technique.

### The Results of Observation in the first Cycle

Classroom observation in the first cycle was done during the teaching learning process of vocabulary by using roundtable technique. The observation guide in the form of checklist was used to focus on the students' active partipation during the teaching learning process. the students will be categorized as active students if they had fulfilled at least 3 of the indicators. The indicators were:

1. The students write the answer of multiple answers question on a piece of paper in turn and passed it around the circle clockwise.
2. The students share the opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, vurbs, adjectives, and adverbs from the text given.
4. The students answer the teacher's question in brainstorming session
5. The students answer the teacher's oral question in the post activity

The researcher provided each student number based on the students' number in the observation checklist.

Based on the result of class observation done in each meeting in the first cycle, it could be seen that there were only 9 students or 36% of 25 students who were categorized as active students in the first meeting. Meanwhile, there were 15 students or 60% of 25 students wh were categorized as active students in the second meeting. It coulbe be concluded that the average percentage of students active partipation in the first cycle was 48%. It means that the result had not achieved the succesful criteria of the research that was 70% of the students were actively involved in the teaching learning process of vocabulary by using roundtable technique.

### The Result of Vocabulary Test in the First Cycle

The vocabulary test as a product evaluation was conducted at the end of cycle 1 to measure the students' progress in vocabulary achievemebt after being taught vocabulary through roundtable technique. Based on the evaluation of the students' vocabulary test, the mean score of students' vocabulary test in the first cycle was 59. It means that the result of vocabulary test in the first cycle had not achieved yhe target mean score, that was at least 60. In other words, the implementation of the action in cycle 1 could not improve the students' vocabulary achievement. Then, it was necessary to conduct the second cycle.

### The Result of the Reflection in in the First Cycle

Those evaluations revealed that teaching vocabulary through roundtable technique could not reach the requirement of 70%. From the result observation, it was found that there were only 9 students or 36% were categorized active students in the first meeting, and 15 students or 60% in the second meeting. It can be concluded that the average of active students in the first

cycle was 48%. The result of students' vocabulary achievement in the first cycle showed that the students' mean score was 59. In other words, the implementation of the action in cycle 1 could not improve the students' vocabulary achievement. Then, it was necessary to conduct the second cycle.

### **The Result of second Cycle**

#### **The Result of Observation in the second Cycle**

The observation results of the first and the second meetings in the second cycle, there was 18 students or 72% in the fourth meeting and 19 students or 76% in the fifth meeting involved actively in the teaching learning process of vocabulary. It means that 74% were active in the second cycle. It can be said that the result of observation in the second cycle had achieved the target requirement.

#### **The Result of Vocabulary Test in the Second Cycle**

The vocabulary test as a product evaluation was conducted at the end of cycle 2 to measure the students' progress in vocabulary achievement after being taught vocabulary through roundtable technique. Based on the evaluation of the students' vocabulary test, the mean score of students' vocabulary test in the second cycle was 75. It means that the result of vocabulary test in the second cycle had achieved the target mean score, that was at least 60. In other words, the implementation of the action in second cycle could improve the students' vocabulary achievement and had achieved the target of this research. Hence, the action was stopped.

From The result above, It can be concluded that the roundtable technique could improve the students' vocabulary achievement and the active participation. By applying this technique, the students could work cooperatively and get some benefits from this technique. They are reducing anxiety, promoting interaction,

increasing self-confidence and self esteem, and increasing motivation. by reducing anxiety, the students could get more ideas or opinions from others. Group interaction could motivate them to work together cooperatively. Besides, the students could work together as a team to gain their own group success.

The roundtable technique also could help the students who had difficulties in vocabulary. as Miller and Spencer (2005:4) state, roundtable technique is a technique that can be used for brainstorming, reviewing or practicing a skill. by doing the steps of roundtable technique, the students could increase their vocabulary. In brainstorming session, it could encourage creativity and deeper thinking. this activity could build positive interdependence among team members, because they could share and discuss the answer to get the best answer. It could increase their confidences and self esteems. In other words, the roundtable technique could improve the students' active participation as well.

### **CONCLUSION**

Based on the analysis data and discussion, it can be concluded that (1) The roundtable technique can improve the Student's vocabulary achievement of the third semester of students of Horticulture Program Study of Politeknik Negeri Jember. It was proven by the improvement of the result of the students' vocabulary test through roundtable technique that showed the mean score of the students' vocabulary test in the first cycle was 59 and in the second cycle was 75. (2) The roundtable technique also can improve the students' participation in the teaching learning process of vocabulary. It was proven the result of observation that showed there was an improvement from the first cycle (9 students or 36% of 25 students were active students) to the second cycle (19 students or 76% of 25 students were active students)

Based on the conclusion, the suggestions are proposed to the lecturer, students and other researcher. The lecturer is suggested to apply roundtable technique as one of the techniques for teaching English especially vocabulary to improve the students' vocabulary achievement and active participation. The students are suggested to improve their vocabulary achievement by using roundtable technique for other topics and the students are hoped to give their contribution to their group success. The other researcher is expected that the result of this research can be used as a consideration for other researchers to conduct further research dealing with the application of cooperative learning approach in different aspects of English skills, research area, and research design.

#### References

1. Arnold, J. 1999. *Affect in Language Learning*. London: Cambridge university Press.
2. Harmer, Jhon. 1983. *An Introduction to English Language Teaching*. Singapore Longman Group.
3. Harmer, Jeremy. 2007. *English Language Teaching*. England: Pearson Longman.
4. Hopkins, D. 1985. *The Teacher's Guide to Classroom Action research*. London: Open University.
5. Hornby, A.S. 1995. *Oxford Advanced Learner's dictionary of Current English*. Oxford University Press.
6. Huyen, Nguyen Thi Thanh & Nga, Khuat Thi Thu (2003). *Learning vocabulary through games, the effectiveness of learning vocabulary through games*. Asean EFL Journal. Retrieved from [http://www.asian-efl-journal.com/dec\\_13\\_sub.Vn.php](http://www.asian-efl-journal.com/dec_13_sub.Vn.php).

**A TEXT-BASED CONCEPTUAL MODEL FOR COLLEGE GENERAL ENGLISH**

Christina Eli Indriyan, S.Pd., M.Hum.  
eliindriyani2211@gmail.com

**Abstract**

The fact that an English learning program is provided to equip college students with English skills poses several problems since every university, even every study program, likely has its own system. One of them is mainly because of the subjective judgements of the study program chairperson or English instructor. The effect is the different amount of the time allocation in every major. Some allocate only 2 credits, others 8 credits, or even more, depending on the regular or intensive courses, and considering the learning components, such as the learning strategy, material, media, and assessment. This may cause difficulties in a probable language learning program. Among these problems, one of the solutions is to provide an acceptable material that is arranged based on the language that needs to be acquired. The basic assumptions of the materials can be divided into three levels: general English, general academic English, and specific academic English. In order to solve the problem of supporting the English learning process in college, this research aims to find out a conceptual model for college general English. Thus, this is a preliminary study before the general English course is conducted to provide the students with pre-academic English.

**THE CORRELATION AMONG LEARNING STYLES, CLASSROOM  
ENVIRONMENT, AND LISTENING COMPREHENSION OF ENGLISH  
EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY**

Destia D. Mulyani  
Ismail Petrus  
Margaretha Dinar Stitinjak

**Abstract**

The aim of this study was to investigate the correlation among learning styles, classroom environment, and listening comprehension of English Education Study Program students of Sriwijaya University. This study applied correlation study. The data were collected through test and questionnaire. Barsch learning inventory, classroom environment, and listening comprehension test were administered to 211 students of Sriwijaya University both in Palembang and Inderalaya. The results of this study showed that most of English Education Study program were visual learners, and at the high satisfactory of their classroom environment. Their listening comprehension result showed that most of students were in poor category. There was a significant correlation between the predictor variables (learning styles together with classroom environment) and criterion variable (listening comprehension), the contribution of predictor variables were 5.3% to criterion variables. And only four aspects had significant correlation to listening comprehension, they are; auditory learning styles, kinesthetic learning styles, personalization, and involvement.

**Keywords:** *learning styles, classroom environment, listening comprehension*

## UNCONVERGING CHILDREN'S HOME AND SCHOOL LITERACY THROUGH DRAWING

Diana Ika Firdhaus

*Language and Literature Education, Postgraduate Program*

*Universitas Negeri Surabaya*

[diana.firdhaus@gmail.com](mailto:diana.firdhaus@gmail.com)

### Abstract

This paper draws from a research that investigates the literacy practice inherent in children's drawing. Researcher's investigation into drawing/image of literacy began with the basic question "Do children have visual images of literacy?". The researcher collects the data based on Barton & Hamilton's (1998) steps and analyzes the data qualitatively. The subject of this research is a six years old boy who is in second year of kindergarten. The primary focus of this research is the investigation of children's picture using social semiotic theory. From the investigation, the researcher argues that picture tells more than words. The findings also suggest ways picture can be used in children's ways of thinking and meaning making. This is important for us to see and analyze the children's interpretative within drawing as well as our incredible responsibility as educators to make their learning achievement better as part of literacy practice.

**Keywords:** Children, Home and School Literacy, Drawing

### 1. INTRODUCTION

Literacy is a social practice [2]. Literacy is best understood as a set of social practices; these can be inferred from events, which are mediated by written text [2]. They further mention that literacy events can be anywhere. The ability to read and to write is dealing to the education context, which the term literacy is unfamiliar yet. Most of teachers assume to the limitation skills, those are only reading and writing. According to [9], literacy is "emerged to signal the different ways people use language". They break the assumption that literary is only reading and writing practice. The reading and writing

practices is the way of students to enrich their knowledge and comprehension.

According to both experts above, it can be assumed that literacy is not in limitation reading and writing skill only. They bring a new basic reason about literacy of education. Literacy is one of crucial aspects that should consider in order to reach students' excellent achievement. For those who wanted to enrich students' skills and comprehension, literacy in education also important for teachers to be attention. Doing literacy is doing literacy practices. The notion of literacy practices offers a powerful way of conceptualizing the link between the activities of reading and

writing and social structures [2]. Literacy practices are the general cultural ways of utilizing written language which people draw upon in their lives. Simply, literacy practices are what people do with literacy. Literacy can be a useful activity in facilitating students in achieving goal in education and revealing their literacy practice. "Practice is used to mean learning to do something by repetition" [2]. The term "repetition" has strong relation to the learning activity which is done by students as well. However, practices are not

## 2. LITERATURE REVIEW

There are some previous studies related to uncovering student' literacy through drawing. The first research conducted by [3], entitled "Contextual Worlds of Child Art: experiencing multiple literacies through image. She argued that pictorial images can be read as a form of literacy, where though is made public through visual narratives. The second research conducted by [6], entitled "Revisiting children's images of literacy" argued that drawing provides a vehicle on the complexity of literacy in students' lives and pay attention to the problems inherent in surface and singular interpretation in drawing, reading and writing topics. The third research done by [8], conclude that by looking at pictures they assumed that drawing somehow, an expressing meaning that could be more than way. The fourth research conducted by [4], proposed conclusion that students' drawing of their kindness reflected themes of maintaining friendships, physically helping others, and showing respect. Children's drawing reflects their daily life. The fifth research done by [5] entitled "Drawing as an

observable units of behavior since they also involve values, feelings, and social relationship.

As previously describe that literacy can be done in everywhere and anyone, include children or students, this paper focuses on children's drawing as their literacy practice. This paper also focuses on home and school as literacy domain. This paper describes some information about how children's drawing reflects their identity and literacy practice.

Alternative Way of Understanding Young Children's Construction of Literacy". This study uses young children's drawings about reading and writing as an innovative way of investigating their perceptions and understandings of literacy across the broad contexts of their lives. Those studies make the researcher believe that picture which is drawing by children expose their skill (particularly in learning), power, and habit.

### 2.1 Literacy Domain (home and school domain)

This paper focuses on home and school as literacy domain. Domain in literacy described as "the sphere where a literacy practices originally was created and used [9]. They also use the term "site" which is describe as the place where the literacy practice is actually engaged with. "There are different literacies associated with different domains of life [1] stated that "many literacy events in life are regular, repeated activity. Some events are linked into routine sequences and these may be part of the formal procedures and expectation of social institution like work-places, school, and welfare agencies". He further mentioned that "contemporary life



can be analyzed in a simple way into domains of activity such as home, school, and work places. This paper, literacy domain took place in both home and school domain where children or students express their thought and understanding from home domain to the school domain through picture or drawing.

In line with home and school domain, there are several theories which are appropriate and applicable to be done, especially in Indonesian education, in order to know the students' interest or skill. In addition, family involvement has been linked to positive outcomes for young children, including school readiness, academic performances, cognitive development, and behavioral and social – emotional and functioning. In this case, the participation of parents and family contribution become important aspect to be considered to increase the effectiveness of early childhood development initiatives to learn.

## **2.2 Picture describes children home literacy practice**

Children sometimes feel bored and uncomfortable with subject, math or English for instance. They think that subject like math or English is tedious subject. Perhaps, children are feeling happy drawing a picture rather than doing their math or English task. As the teacher, we could not blame children because their habit, drawing. Drawing is appealing in many young learners or children. As children progress through school, drawing is often reserved. They may love these

multiple ways, such as drawing, dancing, singing, and so on. Those activities make an opportunity to children are able to demonstrate their thinking. Drawing is one such way of exhibiting knowledge.

“The young artist’s drawing is a set of symbols that convey meaning and is used as an additional attempt to communicate besides spoken language” [8]. In addition, Wilson & Wilson [10] stated drawing to be considered within a family of languages. They further mentioned that art, like language, provides symbol systems that adopt, combine, and extend ideas. From those experts, this paper consider to the social semiotic theory [7] as the basic theory. Social semiotic theory tells about sign, color, or any picture made by human being. In this paper, the researcher use social semiotic theory to investigate the sense making of children by drawing picture, particularly in home and school domain literacy practice.

## **3. DATA COLLECTION TECHNIQUE**

The researcher got the data collection based on the [1] steps, as follows:

1. Identify domain or domains
2. Observe visual environment
3. Identify particular literacy events and documents them
4. Identify texts and analyze the practices around texts
5. Interview people about the practices, sense making.

controlled his mind, his way of thinking, particularly in education.

#### 4. DISCUSSION

*This research included a child; MRA (pen-name) who made the pictures and the researcher investigate it. He is a six years old boy. He is in second year of kinder garden school in one of kinder gardens in Bangkalan, Madura. He is cheerful and smart young boy who always love to draw pictures based on his schemata or background knowledge. He always gets good achievement in his school. He loves to eat. Chalkzone is his favorite TV program, because by watching this cartoon he can imagine more about drawing since it shows many tips in drawing and something that has been drawn is changed become the real thing. He always watches TV every day with his mother and little brother accompanying. Sometimes he is eating while watching TV. He also loves to watch Upin & Ipin program. While*



Figure 1. He drew a beach because he told that he had been going to “Camplong beach” with his parents

#### 4.2 Experience builds children’s imagination

In the picture below, he drew about character that he likes. He thinks that “Upin & Ipin and friends” is like he and his friend when they are playing. He drew himself as Upin and his friend as Upin & Ipin’s friends. His mother and little brother always accompany him to watch TV together. His mother also tells about the morality when he watches TV. His mother also takes care of his watching and rules him to do not watch TV all the time.

#### 4.1 Experience as schemata or background knowledge

In figure 1, it shows that he remember a memory in her past event that he and family visiting a beach. The picture tells about his experience clearly. He also drew a coconut then he tells that when visiting beach his parents drunk a coconut and ate “rujak cingur”. This presupposes that his experience and daily activity is well

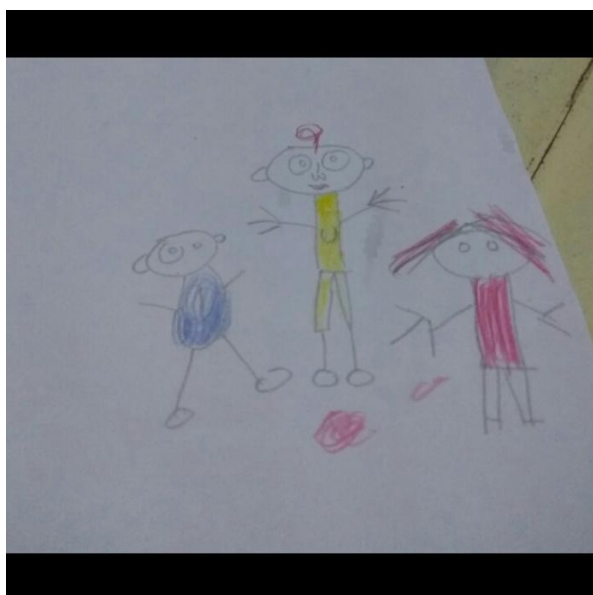


Figure 2. He drew “Upin & Ipin” character because he likes it so much. He loves “Upin & Ipin” voice. He also drew some friends of “Upin & Ipin”. He imagines that in the picture were him and his friends.

#### 4.3 Picture represents children’s dreams



Figure 3. He drew a big house because he wants to live in a big house like hero that he ever seen in hero movies. He also drew

a hero and he claimed that the hero is him. He called the hero, spiderman.

There is a hero in his picture. It is clearly shows that he wants to be a hero. Children’s dream probably can be seen from their habit, attitude, and even their picture. As a teacher, children’s picture can tell us how to train and interact with children or students in order to treat them as well. In addition, children’s picture also the great vehicle that teacher can analyze about their students’ skill in order to reach their students’ achievement as well. Picture tells more than words. Picture also gives information about children’s daily activity to the teacher.

#### 5. CONCLUSION

To sum up, based on the pictures created by MRA and his sense making, it can be conclude that he wants to be a hero like *spiderman*. He also has a good memory in remembering his experience in the past. He expresses his experience in the past on a piece of paper by drawing it as well. Some TV programs that he likes also show his identity.

Picture tells more than words. They remind us as teacher about children’s ways of meaning making. This is important for us as well as our incredible responsibility as educators to pay attention to children’s drawings as part of literacy practice. A boy like MRA, reminds us, probably brings to the classroom, “what we say, we believe”. If we believe that literacy is broad, we cannot turn limit literacy instruction to one privileged mode only, language for instance. We also have to remember that

each mode of literacy carries its own meaning potential. Learning to read and write is very important, but art like drawing picture also the simple way through children produce and express meaning.

## REFERENCES

- [1] Barton, D., & Hamilton, M. (1998). *Situated Literacies*. New York: Routledge.
- [2] Barton, D., & Hamilton, M. (2000). *Situated literacies*. New York: Routledge.
- [3] Binder, M. (2011). Contextual worlds of child art: Experiencing multiple literacies through images. *Contemporary Issues in Early Childhood*, 12(4), 367–380. <https://doi.org/10.2304/ciec.2011.12.4.367>
- [4] Binfet, J. (2016). Kindness at School : What Children ' s Drawings Reveal About Themselves , Their Teachers , and Their Learning Communities, 41(2), 29–42.
- [5] Kendrick, M. E., & McKay, R. a. (2004). Drawings as an Alternative Way of Understanding Young Children's Constructions of Literacy. *Journal of Early Childhood Literacy*, 4(1), 109–128. <https://doi.org/10.1177/1468798404041458>
- [6] Kendrick, M. E., & Mckay, R. A. (2012). Revisiting Children ' s Images of Literacy by. *Canadian Journal of Education*, 51, 1–9.
- [7] Leeuwen, & Theo, V. (2005). *Introducing Social Semiotics*. New York: Routledge.
- [8] Leigh, S. R., & Heid, K. A. (2008). First Graders Constructing Meaning Through Drawing and Writing, 4(1).
- [9] Pahl, K., & Rowsell, J. (2005). *Literacy and Education* (First Edit). California: Paul Chapman Publishing.
- [10] Wilson, B., & Wilson, M. (1987). Pictorial composition and narrative structure: Themes and the creation of meaning in the drawings of Egyptian and Japanese Children. *Visual Arts Research*, 13(2), 10-21.

**LITERACY ABOUT HIGHER EDUCATION SYSTEM**

Dwiyanto Djoko Pranowo

Someone who has the literacy ability of the higher education system understands how and where the direction, or what output of the education produces so as to influence himself to determine the majors or fields of study for the future of his lives. People who have literacy skills of the higher education system also have the ability to provide value, do the best on it, and give meaning to the educational process in college. Phenomenon in Indonesia, it is still often encountered students of high school or vocational school do not understand about the system of higher education. They are often confused when they have to choose to go to what majors or subject areas in college. Similarly with parents, when their children ask about what majors they should choose, parents do not know what to do. All submitted to the children. What is the impact of such ignorance and how the solution will be discussed in this article.

**PESTA RAKYAT: WRITING TRAINING OF FOLKLORE AS EFFORT TO  
CIVILIZE CHILDREN LITERACY**

Dyah Ayu Putri Utami<sup>1</sup>, Luthfina Lailatul Mahmudah<sup>2</sup>, Fadzilah

Dewi Subekti<sup>3</sup>, Anggrayeni Praditiya Utami<sup>4</sup>

*1Indonesian Language and Literature Education, Faculty of  
Language and Arts, State University of Yogyakarta*

email: dyahayuputriutami98@gmail.com

*2Indonesian Language and Literature Education, Faculty of  
Language and Arts, State University of Yogyakarta'*

email: luthfinaokt@gmail.com

*3Elementary School Teacher Education, Faculty of Educational  
Science, State University of Yogyakarta*

email: fadzilahdewis@gmail.com

*4Indonesian Language and Literature Education, Faculty of  
Langaueg and Arts, State University of Yogyakarta*

email: anggreutami@gmail.com

**Abstract**

Bejiharjo Village Head was one of village heads in Gunungkidul Regency in which its community has potentials in folklore's field. That potentials had not been developed by local government. Therefore, it needed a People's Party program: Writing Training of Folklore to civilize local folklore- based literacy. This program could also publish people story of Bejiharjo Village Head to wide community. The method used in People's Party program was counseling and training. This program obtained some achievements among other participants numbered 60 children, publish anthology of folklore and the forming of Pindul School administrator that will continue People Party program.

**Keywords:** *people's party, writing, folklore*

**DEVELOPING MULTIMEDIA FOR TEACHING SPEAKING FOR INDONESIAN STUDENTS IN EFL CLASS BASED ON ENGLISH CURRICULUM 2013**

Elanneri Karani dan Kusumawati  
*University of Palangka Raya*  
elannerikarani@gmail.com

**Abstract**

Research revealed that video is an effective multimedia to assist EFL students to practice speaking in English well. This research and development (R&D) was conducted to develop multimedia for teaching speaking for Indonesian students in EFL class based on English curriculum 2013. The research subjects are the eighth grade students of “GC Junior High School” in Palangka Raya. It was conducted based on: the need analysis, first draft of multimedia development, expert validation, media revision, media try out, and final draft of media revision. The research instruments are: questionnaire, interview guide, and observation sheet. The final product of this R & D was in the form of Video and Videoke DVD. It consisted five videos, are: a model of teaching speaking using videos and Videoke; 2) Video and Videoke of Tutorial for teachers; 3) Videoke consisted of an application of the Videos for the Videoke; 4) Videos covered both teachers and students recording, and 5) Video and Videoke Implementation consisted of Power point slides for teachers to teach speaking using Video and Videoke.

**PATTERNS OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY IN THE ACADEMIC YEAR 2016/2017**

Sri Sarwanti<sup>1</sup> and Endah Ratnaningsih<sup>2</sup>

<sup>1,2</sup>*Tidar University*

<sup>1</sup>[srisarwanti@untidar.ac.id](mailto:srisarwanti@untidar.ac.id) and <sup>2</sup>[endahratna@untidar.ac.id](mailto:endahratna@untidar.ac.id)

**Abstract**

The debate on mother tongue interference seem to have tied out, but this work rekindles it with a view of rethinking and understanding the role of mother tongue in learning English as a Foreign Language. The fact that English is being taught as a Foreign Language points to the fact the students have already acquired first language which is the mother tongue. Any other language learnt after the mother tongue is measured against the standard of the mother tongue.

It happens in Pronunciation Class in Tidar University. Most of the students are Javanese who master the language well. Whenever they start to produce English sounds, they tend to compare the sounds with that of in Javanese. They succeed to produce the English sounds if the sounds are similar to those in Javanese. On the other hand, they find difficulties if the sounds are far different from that of in Javanese. The situations lead the researchers to find out and reveal the mother tongue interference of the students of L1 Javanese in pronouncing English sounds.

This is a qualitative research which reveals the problems not by calculating numerical items but by having observations, in-depth interviews, and documentations. The data were taken from the L1 Javanese students by observations, interviews, and documentations.

**Keywords:** mother tongue, interference, English sounds

**INTRODUCTION**

Language learning is a great fascination, especially the learning of a Second or Foreign Language. Numerous studies have been carried out to establish factors that hinder and or promote language learning, among their First Language

interference. The debate on Mother Tongue interference seem to have tied out, but this work rekindles it with a view of rethinking and understanding the role of Mother Tongue in learning English as a Foreign Language.

The fact, that English is being taught as a Foreign language points to the fact the students have already acquired first language



which is the mother-tongue. Any other language learnt after the mother tongue is measured against the standard of the mother-tongue. An occurrence that leads to a complex language learning situation.

It happens in Pronunciation Class in Tidar University. There are around 120 students joining the class in the academic year 2016-2017. They are grouped into 4 classes. Most of the students are Javanese who master the language well. Whenever they start to produce English sounds, they tend to compare the sounds with that of in Javanese. They succeed to produce the English sounds if the sounds are similar to those in Javanese. On the other hand, they find difficulties if the sounds are far different from that of in Javanese. The situations leads the researcher to find out and reveal the mother tongue interference of the students of L1 Javanese in pronouncing English sounds. The study is also expected to reveal the patterns of the interference.

Based on the explanation and elaboration in the background of the study, the research problems are encapsulated into the following questions:

1. How do L1 Javanese students pronounce English sounds?
2. What are the patterns of mother tongue interference of L1 Javanese students in pronouncing English Sounds?

This research will be useful for the teachers and the students. This research contributes to enrich the teacher's knowledge before teaching English sounds. Practically, it can be used as background

knowledge in teaching English and create fun situation for the students in learning English.

Theoretically, the research provides enormous and valuable sources on the interference of mother tongue of L1 Javanese for other researchers. Pedagogically, this study gives positive contribution to the teaching and learning process of L1 Javanese students. This research also supports the university goals.

## **LITERATURE REVIEW**

There are several researches prior to this research. The first is the research entitled Mother-Tongue Interference on English Language Pronunciation of Senior Primary School Pupils in Nigeria: Implications for Pedagogy conducted by [1]. This research highlights the interference of mother-tongue on the English pronunciation of senior primary school pupils in Nigeria. The Nigeria Policy on Education stipulates that it is at this level pupils encounter English as a medium of learning for the 'first time'. Of each of the listed 521 local languages listed, each community has its own peculiar challenges in this aspect of second language learning. In this paper however, only four languages from the current figure were studied; these are Yoruba, Hausa, Igbo and Tiv. Attempt is made by studying some common errors of these set of second language learners from the languages stated, implications for

pedagogy stressed and some steps of remedial drills suggested which can be of use to teachers of English language at the target level in correcting and possible reduction of the effects of mother-tongue interference.

Quantitative analysis alone provided insufficient evidence to conclude that age or gender affect sound symbolism in American English. While 26 out of 60 scales showed a monotonic shift among the means of the three age groups, only three were statistically significant. The evidence of differences between genders was similarly weak; only five scales out of 60 showed a statistically significant difference when comparing genders. Analysis of the qualitative data, however, suggested both monotonic generational shifts as well as generational blips in sound-symbolic associations. Of particular interest is the possible influence of pop culture, fashions, and fads, and society's shifting focus from broadcast to narrowcast media. The implications of this research are relevant for both theory (empirical evidence for iconicity in language) and application (e.g., devising brand names that communicate particular attributes to specific demographics).

The next study was conducted by Bada in [2]. He found that the influence of native language in learning a foreign language is essential. His study describes the phonological analysis through the English phonemic production of Japanese speakers who learned English. The study concluded that some sounds were found to

pose some difficulties of production that attributable to the L1; whereas, others were produced with much less difficulty because they already present L1 system of phonology. For example, Japanese learners tend to use voiceless alveolar stop [t] to replace voiceless dental fricative [θ] and substitute the voiced dental fricative [ð] with the voiced alveolar stop [d].

## **RESEARCH METHOD**

The type of this research is qualitative exploratory. It is an informal, subjective, semi systematic research approaches that emphasizes words rather than numbers in the collection and analysis of data and that is inductive in nature. In other words it generates theory [3]. It reveals the problems not by calculating numerical items but by having observations, in-depth interviews, and documentations.

The subject of the research is the second semester L1 Javanese students of English Department in the academic year 2016-2017. There are 100 students grouped into 4 classes. The sample were taken one of those classes in which there are more Javanese students.

The setting of the research is in English Department of Faculty of Education and Teacher Training, Tidar University. It is located at KaptenSuparman Street No. 39, Magelang.

The research were done through January to June 2017.

This qualitative research was conducted through these following procedures:

- a. Documenting the students' names in pronunciation class.
- b. Sorting students who are L1 Javanese in the pronunciation class.
- c. Listing names of students who were be the subject of the research.
- d. Deciding the sample and sample size of the research.
- e. Observing students' production of English sounds in the pronunciation class.
- f. Recording the students' production on English sounds.
- g. Making notes on any data got.
- h. Doing data analysis.

The qualitative data are obtained from observation, questionnaire, interview and documentation. The result of qualitative data analysis are used to know the difficulties faced by L1 Javanese Students and the patters of L1 Interference towards pronouncing English sounds. The technique used in analyzing data is qualitative data analysis. The process of qualitative data analysis are:

- Step 1: Organize the data
- Step 2: Identify framework
- Step 3: Sort data in to framework
- Step 4: Use the framework for descriptive analysis.

## DISCUSSION

This part present the discussion of the research questions: how do L1 Javanese

students pronounce English sounds? and what are the patterns of mother tongue interference of L1 Javanese students in pronouncing English sounds? Further discussion can be read below.

### **How do L1 Javanese students in pronouncing English sounds?**

English is being taught as a Foreign language points to the fact the students have already acquired first language which is the mother-tongue. Any other language learnt after the mother tongue is measured against the standard of the mother-tongue. An occurrence that leads to a complex language learning situation.

Most of the students are Javanese who master the language well. Whenever they start to produce English sounds, they tend to compare the sounds with that of in Javanese. They succeed to produce the English sounds if the sounds are similar to those in Javanese. On the other hand, they find difficulties if the sounds are far different from that of in Javanese.

### **What are the patterns of mother tongue interference of L1 Javanese students in pronouncing English sounds?**

In relation to the second question of this research. Students pronounced some English words as what can be seen in the

table 1. The students pronunciation still influenced by their Javanese L1 ( their mother tongue). In the example number one, some students pronounced the word “air” just like what is written. In the example number two and seven, some students still pronounced inappropriate pronunciation, whereas it should be understood that the word “the” should be pronounced based on the next letter followed (If the next letter a vowel or sounds as vowel, then it should be pronounced as /ðɪ/. However, if the next letter consonant or sounds consonant, it should be pronounced as/ðə/).

Some students also still pronounced the sound of /θ/ incorrectly, as can be seen in the example number four and five.

**Table 1. Examples of students’ pronunciation**

N O.	WORD	STUDENTS’ PRONUNCIATION	CORRECT PRONUNCIATION
1	Air	/aɪr/	/eə/
2	The	/ðə/	/ðɪ/
3	Burst	/bɜst/	/bɜ:st/
4	Thin	/tɪn/	/θɪn/
5	Think	/tɪŋk/	/θɪŋk/
6	Large	/lɑ:k/	/lɑ:dʒ/
7	The	/ðɪ/	/ðə/
8	World	/wɜrd/	/wɜ:ld/
9	Assembly	/ə'semblai/	/ə'sembli/
10	Great	/grɪ:t/	/greɪt/
11	Decent	/desken/	/di:snt/
12	Pushing	/pʌʃɪŋ/	/pʊʃɪŋ/
13	Other	/ʌdə/	/ʌðə/

**CONCLUSION/CLOSING REMARKS**

The patterns of mother tongue interference of L1 Javanese students in pronouncing English sounds shows that whenever students start to produce English sounds, they tend to compare the sounds with that of in Javanese. They succeed to produce the English sounds if the sounds are similar to those in Javanese. On the other hand, they find difficulties if the sounds are far different from that of in Javanese.

**REFERENCES**

[1] J. M. Patrick, M. Sui, B. Didam, and T. S. Gyang. 2013. Mother-Tongue Interference on English Language Pronunciation of Senior Primary School Pupils in Nigeria: Implications for Pedagogy. *Language in India Journal* ISSN 1930-2940, Vol. 13, August 8, 2013.

[2] D. Hentasmaka. 2015. “The influence of javanese L1 on the production of english sounds.” <http://daninghentas.wordpress.com/2014/01/11/the-influence-of-javanese-l1-on-the-production-of-english-sounds/>. Wed, January 4, 2017.

- 
- [3] J. Corbin and A. Strauss. 2010.  
“Reviews/comptes rendus.” Canadian  
Journal of University Continuing  
Education., Vol. 36, No. 2 Fall 2010.

LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION

Endang Fauziati  
endang.fauziati@ums.ac.id

**Abstract**

Literacy is a complex ongoing process that starts at birth. It includes a child learning in four basic areas: language, listening, writing, and reading. It is believed that the early years of childhood play an important role for literacy development. Teachers, parents, and adults surrounding children play a very important role to develop children's literacy skills, especially to scaffold children literacy experiences. Before entering the preschool years children need to receive literacy practices. Parents, teachers, and community must work together to adopt childhood literacy as a common goal. In so doing they need to have a good understanding of literacy development. There are a number of theories of literacy development in children and they have become the principles for current practices in literacy development. They include Piaget's Theory of Cognitive Development, Maturation Theory, Theory of Literacy Development, Stage Models of Reading, Emergent Literacy Theory, and Family Literacy Theory. By understanding more literacy development theories, teachers, parents, and adults can work best in helping children to develop their literacy skill. There literacy activities believed to be effective to develop literacy skills such as shared reading, nursery rhymes, songs, and other variety of interactive literacy games.

**Keywords:** *literacy development, theories of literacy development, literacy activities*

**POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT:  
LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY**

Entusiastik

Institute of Education, UCL (MA TESOL student)

entik.entusiastik@fulbrightmail.org;

entusiastik.entusiastik.16@ucl.ac.uk

**Abstract**

Writing ability is highly crucial both in academic and professional world as writing is ‘central to constructing knowledge, educating students and negotiating a professional academic career’ (Hyland, 2013, p. 53), and for students in some education contexts, writing serves as an assessment method by which students’ learning and achievement being judged. Writing encompasses ‘much more than the generation of text-linguistic products’ (Candlin and Hyland, 2014, p.2) and assumes much more complex competence than a transferrable skill in mastering particular rules or standards. This embraces the notion of writing as both a personal and a socio-cultural activity; while each writer will leave an individual signature in their writing through the choice of language they use to communicate their message, the written text also shows their membership in various subject disciplines. Furthermore, practicing academic writing seems to carry with it the institutional conventions of ‘ways of thinking’ and ‘using language’ (Bizzel, 1992, p. 3) which might take an adjustment process especially for students who come from different education contexts. With increasing number of Indonesian students pursuing higher education in an English Medium University (EMU) abroad, challenges in practising and conforming to the new higher institution writing conventions appear to call for further investigations. The cultural capital gained in their previous education seems to insufficiently prepare them with the academic discourses they encounter in the western context. The present study investigates the academic literacies development of Indonesian postgraduate students in a UK university by looking at their experience as MA students and especially when completing their course module written assignments. The series of interviews reveal these students’ approach, difficulties and strategies when doing their courseworks in the EMU context which is often claimed to be ‘different’ from the general Indonesian higher education contexts. It is aimed that the findings will offer a better perspectives in understanding writing practices in a UK higher education context which could work as a reference for both the faculty and students in Indonesian context in addressing the so-called ‘discrepancy’ between the two education contexts.

THE IMPLEMENTATION OF SQ3R AND CIRC IN TEACHING READING  
FOLKTALES

Faisal

*Universitas Negeri Surabaya*

Email: faisalfaisal@mhs.unesa.ac.id

**Abstract**

The aims of this study are to describe the implementation and to find out the students' response toward the implementation of SQ3R and CIRC in teaching reading folktales. This research used qualitative design to the ninth grade students at SMPN 1 Semin, Gunung Kidul. Two classes were involved in the study, the first class experiment received SQ3R treatment and the second class experimen received CIRC treatment. Data were collected using classroom observation and questionnaire. The findings indicated that students learn better and have some achievement, the number of students who received SQ3R treatment were able to perform the tasks correctly more than the number of students who received CIRC treatment. The students' response showed that SQ3R technique were useful and challenging while CIRC technique was also useful but not challenging.

**Keywords:** *implementation, reading, folktale, SQ3R, CIRC, response*



**CHANGES IN SENTENCE STRUCTURE OF JEAN DE LA FONTAINE'S POEM AND  
FOLKTALE**

Fitria Ramadhani, Myrna Laksman-Huntley  
*Program Studi Prancis, Fakultas Ilmu Pengetahuan Budaya*  
*Universitas Indonesia*  
email: fitriardhrmwn@gmail.com  
laksman.huntley@gmail.com

**Abstract**

Fable with its implicit messages is one of many literary works that is favoured by many people, adults or children. Nevertheless, fables presented in the form of a poem, such as Jean de la Fontaine's *Le Corbeau et le Renard*, may not be properly understood or correctly interpreted by its readers due to certain conditions that limit the creation of the poem. Accordingly, some fable poetry is adapted into another form with different sentence's structure, one of which is a folktales. By using qualitative method and literature review technique, this article describes the forms of change in sentence's structure from a poem to a folktale, with the application of Le Querler's theory on sentence structure. The analysis of changes in sentence's structures show that this alteration is aimed at facilitating children in understanding the complexities of a fable poetry presented in the form of a fable folktale. However, it is discovered that these changes, found in the folktale, eliminate the ideology of texts embodied in the originating poem.

**Keywords:** *folktale, fable poetry, sentence, structural changes*

**BUILDING CHILDREN'S ENGLISH LITERACY THROUGH BILINGUAL STORY**

Heidy Wulandari, S.Pd., M.Hum  
*STKIP SOE*

**Abstract**

This study is aimed at evaluating the use of bilingual stories in building children's literacy in English class. The method used was classroom action research which was conducted in Pleased English Private Course. There were four children involved in the research, with age ranged from six to ten years old. Two cycles were applied in the action research. At the first cycle the children wrote their own stories in Indonesian, translated all sentences into English, and retold the stories in English. However it did not succeed because they got difficulties in understanding all sentences at once. Hence at the second cycle, they wrote their own stories in Indonesian, translated the first sentence into English, told it, translated the next sentence, told it respectively with the first sentence, and did the same until they finished translating and telling the whole story. The result showed that at the second cycle, the children found it easy to retell the story in English. Hence it is concluded that bilingual story can help to build (especially) children's (8-10) literacy if it is exposed by sentence.

**STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH**

Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu  
*Universitas Negeri Gorontalo*  
ewiethdjamil29@gmail.com, viraekau82@gmail.com,  
helenabadu27@gmail.com

**Abstract**

Having a positive attitude towards learning English does not always appear in students' behavior. Kara (2009) stated that attitudes towards learning have an influence on students' behaviors and consequently on their performance. In investigating the students' attitude, this study applies questionnaire which is grounded on the theory of attitude's component and attitude in learning. The result shows that there are positive and negative attitudes among the students of English Department, specifically in term of affective, behavioral and cognitive components. The positive attitude is signed by the students' enthusiasm and ambition in the learning process whereas the negatives are indicated by the lack of those two aspects. The result of this research can help teachers to recognize the students' attitudes, hence the teachers can maximize their teaching performance and develop new techniques of teaching English to make the students interested in English learning process.

**Keywords:** *students' attitude, learning english*

HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING  
ACADEMIC TEXT

Hermawati Syarif<sup>1</sup>, Rahmi Eka Putri<sup>2</sup>

*Universitas Negeri Padang*

<sup>1</sup>hermawati\_sy@yahoo.com, <sup>2</sup>amethyst.himekawaii@mail.com

**Abstract**

Through the analysis of lexical density, students' progress in language learning, especially in writing can be identified. This article aimed to find out lexical density of students' writing and to explain how the lexical density shows their ability in writing an academic text. The data were taken from the introduction section of thesis proposals written by English graduate students, with the readers of higher education level. By statistical and descriptive analysis, the study reveals that the lexical density of students' writing is categorized as less dense (51.19%). Grammatical complexity became the major factor that contributed to lexical density. It was revealed that the complexities emerged since students still have limited knowledge about the language use in writing an academic text. The fact shows that students' ability in writing the academic text is still in *average* level. This implies that the ones who write the text should consider the high density for the academic text. It is recommended to provide the topic of lexical density in the subject of academic writing subject in the syllabus of English study program of higher education.

**Keywords:** *lexical density, writing ability, academic text, language use*

## 1. Introduction

Lexical density is defined as the proportion of lexical words to the total number of words in a text. It refers to statistical measures that gauge the lexical richness of a text and may also be used to assess students' progress in learning language. Texts with lower lexical density are easily understood. Generally, written texts have higher lexical density than spoken texts because they have a higher proportion of content words than spoken texts (Stubbs, 2002; Johansson, 2008; To, 2013, and Ure, 1971 in Johansson, 2008). Thus, written texts can be more tightly packed with information.

Several studies have been conducted related to lexical density in writing, especially in EFL setting. Chaudron (2003), in Doughty and Long (2005: 762-858), concludes that EFL students, by and large, use few numbers of content words per clause in their writing, which implies that their writing is lexically sparse. In addition, Vinh To, et.al (2013), who conducted a study about nominalization and lexical density and readability in IELTS writing paper tests in University of Tasmania, Australia, found that the density of EFL students writing is low. The candidates used limited number of nominalization. This study concludes that nominalization contributed to the lexical density of the writing. Similar to this finding, Refnaldi (2015: 27-33) states that students' abstracts are lexical sparse; their abstracts are still dominated by the use of grammatical complexity and written in spoken mode. It reveals that lexical density on students' academic writing is low. The use of grammatical metaphor, especially nominalization, was limited in students' writing. As a result, their writings are more likely spoken language transferred into written form. Importance of lexical density in academic writing gives great contributions to the quality of students'

writing. Since students' writings are lexical sparse, most of the writings have few content words and are written in a complex way. As a consequence, they could not yet represent a qualified academic writing. Meanwhile, the language in academic writing should be concise, clear and straight forward (Soles, 2010: 96), Swales and Feak, 2012: 25). A good writer will avoid using unnecessary words and choose the exact words to deliver the meaning of the writing. Using only sufficient words is very

The mentioned studies indicate that the important to express the points. This implies that students should select more precise words to sharpen the ideas instead of using many words and write it in complex way. Then, students need to notice the choice of words they use to produce a good writing.

Thus, lexical density becomes one of important aspects in academic writing due to the style of language use in writing. How students choose the words and construct the sentences to achieve a certain goal is an element of style. Conciseness and preciseness in writing are also reflected through the style of students in writing. This means that word choices and sentence structures can be seen through lexical density since it sees how words are arranged to convey the meaning in writing. The text formality, according to Vinh To, et.al. (2013: 64), is the base of lexical density. The more academic a text, the higher the lexical density is. Consequently, it will take longer time for readers to read academic texts.

The phenomena and the complex factors influencing academic writing assured us to explore lexical density in academic writing for discussion. The paper aims at finding out lexical density of students' writing and explaining how lexical density shows their ability in writing an academic text.

The concept of lexical density is firstly introduced by Ure in 1971. She distinguishes words with and without lexical properties (in Johansson, 2008: 65). According to Ure, words carrying lexical values include nouns, verbs and adjectives, and some adverbs; they are usually known as content words. She defines lexical density as the proportion of words carrying lexical values to the words with grammatical values.

Another concept of lexical density is developed by Halliday (1985), stating that an item may consist of more than one word. For example, the word *turn on*, is counted as one lexical item, while Ure counts it as one lexical item (*turn*) and one grammatical item (*on*). Thus, Halliday defines lexical items as items that function in lexical sets not grammatical systems. Halliday (1985: 64) defines lexical density as the number of lexical items as a proportion of the number of running words.

Furthermore, Nunan (1993); Stubbs (2002); Johansson (2008); and Richard and Schmidt (2010) state that the number of content word means a percentage of the total number of words. Content words as opposed to function words are words carry a high information load such as nouns, verbs, adjectives and adverbs. Meanwhile, function words create the relationships of the concepts in a sentence. They relate content words to each other and give little, even no information in the text (Halliday, 1985: 63; and Stubbs, 2002: 40-41). Sentences which contain many content words and lexically dense are usually more difficult to understand while texts with a lower density are more easily understood. The text with this kind can be found in academic text.

Academic text includes all texts as the product of studies, investigation or enquiry used for the advancement of knowledge in academic or professional

settings. In the educational institutions, there may be two kinds of academic texts: firstly, professional research writings which are the prerequisites for annual appraisals or academics who must publish. The second is the student academic writing which involves writing of term papers, research projects, theses and dissertations (Refnaldi, 2015).

One kind of academic texts that is required for the students to be produced is thesis proposal. Creswell (2009: 274) states that in order to develop a dissertation or a thesis, the writer should firstly create a proposal as a formal description of a plan to investigate the research problems. In addition, Arikunto (2009: 7) adds that by writing a research proposal, a researcher can clearly state the intended goal of the research. Writing a thesis proposal is, then, obliged to students before they go to the field to conduct a research. As the first step, writing a proposal is required for college students before the execution of a thesis or dissertation study in order to demonstrate that they have a reasonable research plan before being allowed to begin the research. Therefore, a thesis proposal has a significant role. It is a written plan to describe a proposed research by providing clear information about the reasons to conduct the research, what to be researched and how to research.

In writing a thesis proposal, students should pay attention to the language. Language aspects become important since they will affect the meaning the writer wants to convey. Since a language is not only a matter of sentence structure, the writer's voice, word choices, contents and word orders are also important to be considered in writing an introduction section. Soles (2010: 96) and Cali (2015) a good academic writing and good writers should be clear and concise. It should be written straightforward to make the points delivered in the writing conveyed in an

interesting way. The writers try to avoid using unnecessary words and choose the exact words to convey the meaning. Hence, they should consider carefully about all language aspects in writing an introduction to make his introduction concise.

Related to this, Rosenwasser and Stephen (2012: 379) state that selecting more precise words will not only make the writing clearer but also sharpen the ideas. If students can choose more precise words, they can arrange the information in introduction section more densely and minimize the use of function words. As a result, it will increase the lexical density.

Lexical density is, then, necessary to be considered in writing an introduction section of thesis proposal. It provides information about word choices and sentence structures in academic writing, especially the introduction section of thesis proposal. Hence, students should be careful in selecting and arranging the words in writing the introduction to produce a qualified introduction section.

**2. Research Method**

A descriptive technique was used to seek lexical density and other related issues like the distribution of content words in the introduction section of thesis proposal written by English graduate students. There were 30 pieces of students writing as a document for analysis. After the identified, the data were classified in order to know the ability of students and the distribution of content words revealing the lexical density. The ability of students' academic writing was analyzed by giving the score for each component of academic writing, and putting them into percentage. The rank shows the category of students' writing ability, namely 4 (excellent), 3 (Good), 2 (Fairly good), and 1 (Poor). This way is based on Soles's, and Swales and

Feak's work. Knowing the lexical density was by using the Ure' theory.

**3. Findings and Discussion**

Moreover, the lexical density of the text written by the students can be presented in Table 1 below.

**Table 1. Lexical Density in the Introduction Section of Students' Thesis Proposal**

No.	Lexical Density	Proportion	Percentage (%)
1.	>70%	0	0
2.	61-70 %	0	0
3.	51-60%	17	56.7%
4.	41-50%	13	43.3%
<b>Total</b>		30	100%
<b>Average LD</b>		51.19%	

Based on data analysis, the introduction section of students' thesis proposals is generally categorized as *less dense*. The result of the research shows that the average percentage of lexical density in the introduction section is 51.19%. The minimum lexical density is 45.71% and the maximum is 56.38%. A half of the documents (17 of 30) are in the level of less dense (range between 51%-60%) and the other half are in the level of not dense (range between 41%-50%).

It is in line with other results of studies conducted in EFL setting. For example, a study conducted by Vinh To, et.al (2013) found that the density of English textbooks is between 45% and 53%. Generally, EFL students' writings still have low density because they have the index between 42% - 53% (Vinh To, 2013; Rollins, 2012; and Kondal, 2015). Meanwhile, in Indonesia, the study about lexical density is limited to reading materials for high schools students and

found that most of the texts generally have density between 42% - 59%.

These results infer that the lexical density of the introduction section of thesis proposal written by graduate students is in the same level of reading materials for Junior and Senior High School students. In other words, it can be assumed that High School students can understand the introduction section of the thesis proposals. Meanwhile, the target readers for thesis proposal are English graduate students and the lecturers who have higher academic level.

Having deeper analysis, it is found that the introduction section of thesis proposal still contains many function words. The data show that the number of content words is only a half of the total number of words in the text. In fact, the words which give meaning to a text are content words while function words only create relationship between the concepts in a sentence. Students should maximize the use of content words and minimize the use of function words to make the introduction section more effective and dense.

Furthermore, it is found that students tend to write long and complex sentences rather than to write concisely. Almost all of the introduction sections were written in complex grammatical forms. The students performed less effort in using concise sentence to state the ideas. The introduction sections contain many loose sentences and there are some extraneous words. As a result, it becomes wordy and the sentences are long and complex, not straight to-the-point. This grammatical complexity became the major factor that contributed to less lexical density of the text. It can be seen in the following sample.

*The difficulties of the students in reading can be minimized by the teacher quickly if the teachers use the strategy that*

*appropriate with students' problem in learning process.*

From the sample, the underlined items make the text wordy. Thus, it increases the number of function words. It is in line with Johansson's (2008) opinion, stating that there is a tendency to re-use several function words to produce a new content word and to link one content word with another.

The text can be revised as

*"Students' difficulties in reading can be minimized if the teachers use appropriate strategy in learning process."*

so that Wallwork's (2012: 23) suggestion, that writers should choose words that lead to the most concise sentence can be reached.

Related to this, Cali (2015) asserts that many students initially write a looser oral style adding words to the sentence in the order they come to mind. This means that everything in the students' mind is directly written in no particular order. The students do not think about the arrangement and structure of the sentences in order to make the sentences clear and brief.

Another factor is that students still used less varied words or vocabulary. Eventhough sentences are clear, they are lack of variation. Some sentences have awkward structures and unclear content. Students do not succeed to use different kinds of words in writing an introduction section. The result of data analysis demonstrates that many words are repeated frequently, especially for common words or everyday words. The following sample pictures out the case.

*"It means that the students who have self regulated learning will take responsibility in improving their writing ability. In order to improve their writing*



*ability, the students should have high self regulating in writing. With high self regulating, the students will be more focus on achieving their goal in learning.”*

These repetitions which are underlined are on three phrases (*self regulated, improve, their learning ability*) that make the sentence monotonous and less cohesive.

The finding also reveals that students are not yet able to use academic words in writing. Many common words such as *thing, people, way, do, make, get, use, and have* were still found in their writing. In the text, “*One important thing is the teacher should alert the students that reading can be used as a form of entertainment.*”, *thing* is a common word that makes the sentence become less academic and gives very little contribution to lexical density (Halliday, 1985: 65). Based on this finding, it can be affirmed that students have inadequate vocabulary.

In expressing the ideas of their academic writing, students can actually reduce the use of common words by using more academic words. Graduate students should have possessed better vocabulary knowledge since they are considered to have higher academic level. They should have been able to search more precise words, or consult the dictionary to find more academic words to improve their writing.

Transferring ideas through the process of translation from their mother tongue into English was shown in the arrangement of the sentences constructed by the students. It shows that students tend to write indirectly and implicitly. The following data demonstrate the process of translation in students’ writing.

*Even though the teacher did brainstorming technique, it had limited time which was not enough to support*

*the students in writing analytical exposition text.*

The underlined sentence sounds awkward due to the translation process. The student transferred the ideas from Indonesian into English word by word. As a result, the sentence becomes vague and long.

The sentence can be revised as

*The brainstorming done by the teacher could not optimally assist the students in writing analytical text because it had limited time.*

Similar case can also be seen in Syarif (2014) study, in which students commonly provide any less important information to start their writing. They tended to create English sentences while thinking in Indonesian style. Meanwhile, a good academic writer should be direct, explicit and straightforward (Day, 1998: 2-3). Good writers state only important information in their writing. This culture indirectly contributes to the lexical density of students’ writing. If the sentences are implicit and indirect, there will be many function words, which can decrease the lexical density. As stated by Wallwork (2011), loose and long sentences will increase the number of function words. As a consequence, it decreases the lexical density.

Related to students ability on writing academic text, it is reflected in Table 2. The table shows the writing score in four levels, 4 is the highest and 1 is the lowest, that is categorized into *excellent, good, fairly good, and poor*. The finding shows only 3 (10%) of the students are in the *excellent* category. The most are in *good* category. From the analysis, the average category of students ability is in *average* level, which is shown in the score **2.6**.

**Table 2. Students’ Writing Achievement**

No.	Writing Score	Category	Freq. (f)	%
1.	4	Excellent	3	10
2.	3	Good	14	47
3.	2	Fairly Good	12	40
4.	1	Poor	1	3
<b>Total</b>			<b>30</b>	<b>100</b>

In line with the discussed data analysis, it is clearly seen that the lexical density of the text written by students is mirrored in their writing ability. It is clear that both lexical density and writing ability are mutual dependent. The *average* ability is caused by the less dense text or vice-versa. The more students have the knowledge of lexical density and apply them in their writing, the more qualified their writing is.

**4. Conclusion and suggestion**

This study shows that lexical density in the introduction section of thesis proposal written by English graduate students is categorized as *less dense*. It can be figured out from any component of its characteristics. Almost in all components determined, the text written did not apply the characteristics of good academic writing as they should be. The *average* level of students’ ability in writing signals the category of their text lexical density, that is in less dense category. In short, it can be asserted that English graduate students still have limited knowledge about the language use in writing an academic text.

The implication of this research is that students should give more attention to the language aspects of their writing, especially in writing an academic text. They should consider the choice of words in writing academic text, improve their vocabulary knowledge, and bring their

vocabulary knowledge into active use in writing.

Moreover, the lecturers need to lead and assist the students in choosing more precise and concise words. They should train students how to construct a more precise text so that students’ writing will have good quality in academic setting. Besides, they should train students to get used to the concept of grammatical metaphors. Hence, it is recommended to provide the topic of lexical density in the subject of academic writing subject in the syllabus of English study program of higher education.

**REFERENCES**

[1] Bailey, Stephen. 2011. *Academic Writing: A Handbook for International Students, 3<sup>rd</sup> Ed.* London: Routledge.

[2] Biber, D. (1988). *Variation across Speech and Writing.* Cambridge: Cambridge University Press.

[3] Biber, D., Conrad, S. & Leech, G. (2002). *Longman Student Grammar of Spoken and Written English.* Harlow: Longman.

[4] Cali, Kathleen. 2015. *The Style of Academic Writing.* Retrieved from: <http://www.learnnc.org/lp/editions/few/684> on August 25<sup>th</sup>, 2016.

[5] Day, A. Robert. 1998. *How to Write and Publish a Scientific Paper, 5<sup>th</sup> Ed.* Phoenix: Oryx Press.

[6] Doughty, C. and Michael H. Long. 2005. *The Handbook of Second Language Acquisition.* Oxford: Blackwell Publishing.

- [7] Halliday, M. A. K. 1985. *Spoken and Written Language*. Hong Kong: Oxford University Press.
- [8] Halliday, M. A. K. 2004. *Introduction to Functional Grammar 3<sup>rd</sup> Ed.* Cambridge: Cambridge University Press.
- [9] Johansson, Victoria. 2008. *Lexical diversity and lexical density in speech and writing*. Lund University: Lund University Press.
- [10] Kondal, Bonala. 2015. Effects of Lexical Density and Lexical Variety in Language Performance and Proficiency. *International Journal of IT, Engineering and Applied Sciences Research (IJIEASR)*, Volume 4, No. 10, October 2015. ISSN: 2319-4413.
- [11] Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- [12] Refnaldi. 2015. When Verbs Become Nouns: Grammatical Metaphor in Students' Academic Texts. Paper presented on *International Seminar on English Language and Teaching 3 (ISELT-3)* in Universitas Negeri Padang. Padang, May 26<sup>rd</sup> – 27<sup>th</sup>, 2015.
- [13] Rosenwasser, David and Jill Stephen. 2012. *Writing Analytically, 6<sup>th</sup> Edition*. Boston: Warsworth Language Learning.
- [14] Soles, Derek. 2010. *The Essentials of Academic Writing, 2<sup>nd</sup> Ed.* Boston: Wadsworth.
- [15] Stubbs. Michael. 2002. *Words and Phrases: Corpus Studies of Lexical Semantics*. Oxford: Blackwell Publishing.
- [16] Swales, J.M. and Christine B. Feak. 2012. *Academic Writing for Graduate Students: Essential Task and Skills 3<sup>rd</sup> Ed.* Ann Arbor, MI: University of Michigan Press.
- [17] Syarif, Hermawati. 2011. The Cohesiveness of Students' Writing: An Analysis of Thesis Discussion Section of English Graduate Students. Paper presented on *Eight Conference on English Studies (CONEST 8)* in Atma Jaya Catholic University of Indonesia. Jakarta Dec 1<sup>st</sup> – 2<sup>nd</sup>, 2011.
- [18] To, Vinh, Fan, Si., & Thomas, D. 2013. Lexical Density and Readability: A Case Study of English Textbooks. *Internet Journal of Language, Culture and Society*. ISSN: 1327-774X.
- [19] Wallwork, Adrian. 2011. *English for Writing Research Papers*. New York: Springer.

TEACHING INDONESIA LANGUAGE SKILLS FOR ELEMENTARY SCHOOL BY USING ACTIVE LEARNING MODEL OF CARD SORT TYPE TO PRESERVICE TEACHER OF ELEMENTARY SCHOOL PROGRAM

Hidayati Azkiya<sup>1</sup> and M. Tamrin<sup>2</sup>

<sup>1</sup>[id.azkiya@bunghatta.ac.id](mailto:id.azkiya@bunghatta.ac.id) and <sup>2</sup>[in.tamrin@gmail.com](mailto:in.tamrin@gmail.com)

**Abstract**

This research problem started from the low ability of learning Indonesian Language to the pre service teacher in elementary school program. This is seen in the results of the students midterm test, the results of observations, and interviews with lecturers of Indonesian Language skills to the Elementary School. This study aims to determine the application and learning outcomes of the active learning model of the type of card sort towards learning Indonesian Language skills to Elementary School of Teacher Education. This research is quantitative with descriptive method. The results of this study indicate that the application of active learning model type of card sort is very liked by students because students are very active and fun in the learning process. And the ability of learning Indonesian Language skills to pre service teacher increased, the average value of pre test was 69,07 and the average value of post test was 76,18. That is, the active learning model of card sort type can improve the ability of learning Indonesia Language skills in elementary school from before and after applying applied the model. Learning with the active model of learning type of card sort makes students more active and receive learning with fun.

**Keywords:** language skills in elementary school, learning model, card sort

**INTRODUCTION**

Education as a systematic entity is organized as a life-long process for the empowerment of learners. Therefore, every learner needs to get a quality education through the provision of opportunities to improve lifelong education. According to the National Education System Act number 20 of 2003 (UU SPN No. 20 Year 2003), national education has a role to develop the ability and to form the character and civilization of dignified nation in order to educate the nation. The role is aimed at developing the potential of learners to become believers and devoted to God Almighty, noble, healthy, knowledgeable, competent, creative,

independent, and to become a democratic and responsible citizen. The implementation of education that develops the nation's ability and character and dignity, as mentioned in the SPN Law Number 20 of 2003, should be implemented in an interactive, inspiring, fun way by motivating learners to actively participate and providing sufficient space for initiative, creativity and independence in accordance with the talent, interest, and physical and psychological development of learners (PP No. 19 of 2005).

Interactive, inspirational, fun, challenging, creative, and independent learning is related to the action and reaction of learners. This can be realized when learners are actively involved in

learning. For themselves through the activeness of learners, by engaging in the learning process, they gain knowledge that has the potential to become an experience, then the experience of the learners becomes the forerunner of the formation of competence. In addition, learning activities become more interactive, if the activity becomes an inspiring and fun activity. This can be achieved through the learning process to motivate students to build a partial class based on the initiative, creativity and independence of students in accordance with the talents and development of each student.

The Implementation of learning as mentioned in PP number 19 of 2005 and explained by Permendiknas number 41 of 2007 requires that the learning is done in accordance with the standard process which necessitates an educator to be able to pay attention to the characteristics of learners in learning process. Characteristics of learners, for Smaldino (2008) consists of two things: first, the general characteristics consisting of age, gender, class, cultural factors and socio-economic. Second, specific co-opabilities such as learning styles related to multiple intelligences, conspual power, information-processing habits, motivation, and physiological factors.

The learning process so far has not been fulfilled as mentioned in PP number 19 of 2005 and Permendiknas number 41 of 2007. Whereas some schools and institutions have a supporting infrastructure to realize the implementation of learning as mentioned in the previous PP included in the Indonesian Language Skills course. Indonesian Language Skills for Elementary School (ILSES) is a course that discusses the knowledge and understanding of the literary genre (prose, fiction, and drama). The purpose of ILSES is for students to have basic knowledge and skills about literary genre (prose, fiction, and drama) and then skillfully

design the primary school literary learning and teach it to elementary school students.

Based on the objective of ILSES the writer conducted an observation in the Elementary School Teacher Education Study Program to see the learning process of ILSES. The observation result shows that the students are less eager to learn because the learning process still used traditional approach such as recording, listening, and doing the exercises. Through the lecture method, the lecturer tends to use textbooks only. There is no other model in the learning of ILSES. This causes the students less interested to learn, and the learning process only gives emphasis on the concepts contained in the book only.

Based on the problem, the lecturer as the facilitator of learning should try to build the activeness and courage of students to be able to understand themselves and practice learning Basic Indonesian Language Skills. Motivation is the driving force of behavior. For that, motivation arises because of the desire or needs in a person. Someone succeeds in learning because they want to learn. Learning motivation is a non-intellectual psychic factor. Its distinctive role is in terms of passion or enthusiasm for learning, a strongly motivated student will have plenty of energy to do the learning activities. One of the models that can be used by lecturers to motivate students in learning process of Indonesian Language Skills is by using the active learning model of card sort type.

Competence factors that affect student learning outcomes are intelligence and skills. Student achievement has a close relationship with the level of intelligence owned by the student. This intelligence level greatly affects student learning outcomes. Students who have high intelligence levels have a greater chance of achieving higher learning outcomes. Conversely, students who have low

intelligence levels are also expected to have low learning outcomes. However, it is not impossible that students with low intelligence levels have high learning outcomes, and vice versa.

Learning factors that influence the learning outcomes of ILSES are the method of learning and learning materials. The learning activities require methods that can help increase the desire of students to learn. Selection of learning model must be in accordance with the material being studied, so that students have passion in following the learning. During this time, the implementation of the Basic Indonesian Language Skills learning tends to be presented in the form of lecture, question and answer methods, and discussions. Lecturers are always less empowering the creative potential of students in the use of learning models, and still less creative in managing ILSES learning. Lecturers of ILSES need to master and be able to apply various models, approaches, and methods in the process of teaching and learning in the classroom, so that the teaching and learning process is not slack and boring. In learning, especially learning of Indonesian Basic Schooling Skills, the role of lecturers is very large and the lecturers are really challenged to present a model that facilitates the students to learn by their own to support the achievement of the goals of learning Indonesian Language Skills in Bahasa Indonesia. In learning, especially learning of Bahasa Indonesia Basic Speaking Skills, the source book becomes the only source of learning for the students and there is no material understood according to the learning material being studied.

Based on the problems that have been raised, the active learning model of card sort type is one model that is seen as effective and fun. The advantages of active learning model of card sort type is easier for students to grasp the material, students

are more enthusiastic, and socialization among students more flying. However, students need more attention and it is a lot of time consuming. Nevertheless, by using this model, it is expected that students will be able to explain their ideas regularly using colorful and pictorial cards, which will make it easier for students to devote their ideas creatively and based on their own thinking patterns.

Based on the description, the application of card sort model is expected to be able to influence the learning result of ILSES. In addition, student learning motivation is also expected to influence the learning outcomes of ILSES. Learning model is defined as graphical display, regular or systematic work procedures, and contains descriptive and targeted ideas built on theories of learning, learning, psychology, communication, and systems (Prawiradilaga, 2009:33). According to Joyce, Weil, and Calhoun (2009: 9), the learning model is a general pattern of learning behavior to help learners gain information, ideas, abilities, values, ways of thinking, and means of expressing themselves.

Active learning is a learning process in which learners get the opportunity to do more learning activities, in the form of interactive relationships with the subject matter so that it is motivated to conclude the understanding than just a given learning. Mayer and Jones (1993) argue that active learning takes place in speech and listening, writing, reading, and reflection activities leading to meaningful content of subjects, ideas, and matters related to one topic being studied. In active learning, lecturers play more role as facilitator not just transfer of knowledge.

The active learning model of card sort type is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or assess information. The physical motion in

it can help students eliminate the saturation (Silberman Muttaqin, 1996).

The procedures of active learning model of card sort type are as follows: (1) explain the subject matter and explain the learning model that will be applied briefly. (2) Give each student a card containing a category that matches one card or several cards. (3) Order students to get around the room and find other students whose cards match the same category. (4) Then instruct the students with the same criteria to draw conclusions. (5) When students discuss, point out the teaching points that you think are important. (6) Instruct the student to present the conclusions from the discussion of the categories collected.

In language skills there are four aspects that must be understood, namely speaking, listening, writing, and reading. In the speaking skills the sender gives a message to the recipient by using spoken language. Then in listening, the recipient of the message is able to give meaning to the spoken language done by other parties. Furthermore, in writing, the sender of the message conveys the message to the recipient of the message by using written language. While in reading, the recipient of the message tries to interpret the written language into a message that can be received by the recipient of the message intact.

Oral speaking skills consist of listening and speaking skills. Listening and speaking skills are closely related, reciprocal. In everyday life, listeners and speakers can switch roles spontaneously, from listener to speaker and from speaker to listener. In contrast, the skills of written language are reading and writing skills. Reading is an activity to understand written language, whereas writing is an

activity of using written language as a means of expressing ideas. Student learning outcomes are the basis for determining the success rate of students in understanding the subject matter. Learning outcomes are also a benchmark used in knowing and understanding a lesson. Then Sudjana (2009: 22) states that "learning results are the abilities that a student has have after he receives a learning".

## RESEARCH METHOD

This research applig a quantitative descriptive research method. Data were collected in the form of learning results of ILSES gained by the students of Elementary School Teacher Education Study Program who were taught by active learning model of card sort type and conventional learning model. Once the data were collected, they were processed and described in detail.

## DISCUSSION

The data of the research are scires of the final test of Basic Indonesian Basic Language Skills students who are taught by active learning model off card sort type and conventional learning model. The results of the Indonesian Elementary School Skills tests of the experimental class students and control class students are described according to mean, median, mode, standard deviation, variance, minimum score, and maximum score. The results of the Indonesia elementary school test of the experimental class and control class can be seen in the Appendix. Description of data on ILSES can be seen in the following table.

**Table 1. Description of Indonesian Language Skills Data Primary Model Active Learning Type Card Sort and Conventional Learning Model**

No	Statistics	HBKBI Model Card Sort Type	HBKBI Conventional Model	Learning
1.	Mean	76,18	69,07	
2.	Median	78,12	68,75	
3.	Mode	84,37	78,12	
4.	Standartd Deviation	10,10	10,57	
5.	Varians	102,18	111,79	
6.	Minimum Score	59,37	50	
7.	Maksimum Score	96,87	90,62	

Table 1, shows that the average score of the Indonesian Elementary School Skills test using the active learning model of card sort type is higher than the average score of Indonesian Language Skill in Primary School students taught using conventional learning. Based on the standard deviation, the score of the Indonesian Language Test of Elementary School in the experimental

class is less diffused than the control class test value because the control class deviation standard is bigger than the experimental class. The maximum score of the experiment class is higher than the control class. For more details, the results of the Indonesian Skills test can be found in the frequency distribution tab in Table 2 below.

**Table 2. Frequency Distribution of Basic Indonesian Language Skills Test Result with Active Learning Model Card Sort Type Conventional Learning Model**

Class Interval	Frekuensi Absolut	Frekuensi relative	Frekuensi absolut	Frekuensi relatif komulatif
----------------	-------------------	--------------------	-------------------	-----------------------------



			<b>komulative</b>	
54-64	5	14%	5	14%
65-75	12	19%	17	46%
76-86	14	41%	31	84%
87-97	6	11%	37	100%
	37	100%		

**Table 3. Frequency Distribution of Basic Indonesian Language Skills Test Result with Conventional Learning Model**

<b>Class Interval</b>	<b>Frekuensi Absolut</b>	<b>Frekuensi relative</b>	<b>Frekuensi absolut komulative</b>	<b>Frekuensi relatif komulative</b>
48-58	6	16%	6	16%
59-69	15	39%	21	57%
70-80	11	29%	32	86%
81-91	6	16%	38	100%
	38	100%		

The average of learning result of Indonesian Language Skill of Elementary School student through active learning model of type of card sort is higher than that using conventional learning.

This happens because students who are learning with active learning model of card sort type are actively involved and have fun. Students will more easily explain the ideas and experience regularly. So, in thinking the students are actually doing and hone their skills. As Mayer and Jones (1993) point out, active learning takes place in speaking and listening, writing, reading, and reflection activities that lead to meaningful content of lessons, ideas, and matters related to a topic being studied.

At the lecturers' stage of organizing students to study, students discuss answers with their group mates so that all questions are resolved and solutions that are most appropriate in solving the questions given are found. The discussion will deepen students' understanding of the questions they face, and by discussing the students can find the answers appropriately and accordingly by judging which answers are the most appropriate for the questions given. Baroody's opinion (Elida, 2012: 182) outlines some of the advantages of class discussions, one of which is to help students analyze and solve problems wisely. Frank and Jarvis (2009) argue that discussing and writing problems and ideas

can have a positive effect on memory and concept development.

At the inquiry stage, students conduct discussions to solve the questions given. Students argue each other to get the most appropriate answer. This active learning model of card sort type gives rise to intellectual mastery in students, increase intellectual potential, and train how students perform searching. This is relevant to Bonwell's opinion (in Ramadhani, 2009), that students should be nimble, passionate, fun, and passionate. They must function the brain, take an idea, find solutions to solve problems and apply what they learn, so that student activeness in learning is more dominant.

In this active learning model of card sort type. Students conduct cooperative activities that can be used to teach concepts, classification characteristics, facts about objects, or judge information by using the card. Physical movement in it can help students eliminate boredom. The active learning model of card sort type can also increase student activity, develop student interest in learning so that in the learning process students get maximum results. Students are also free to communicate their opinions in a classical manner because in the implementation stage of the active learning model stage of active type of card sort type some groups of students are given the opportunity to present the findings of the group, then the other students are asked to respond either in the form of opinions or inquiries, thus the students feel more free in communicating existing ideas.

During the learning process that lasted along the research, students have been accustomed to thinking in solving the question given, that is by understanding the problem first, then proceeding with plotting answers to the right issues, executing the chosen strategy, and checking the correctness of the results

obtained. This condition makes Indonesian Elementary School Skills better.

In conventional learning, students are used to waiting for explanations from lecturers. In general, students have no initiative to conduct discussions related to ongoing learning materials. Based on the explanation, it can be said that these things are the cause of the occurrence of better learning results gained by the students through the active learning model of card sort type than that gained by the students who use conventional learning.

## CONCLUSION

Based on the results of the research that researchers conducted in the Elementary School Teachers FKIP University of Bung Hatta Padang during the even semester in academic year 2016/2017 it was Education of Study Program the learning outcomes of Indonesian Language skills Primary students taught using active learning model of card sort type is higher than the results of learning skills Indonesian Primary School students taught using conventional learning.

## REFERENCES

- [1] Arikunto, Suharsimi. 2012. *Research Procedures A Practice Approach*. Jakarta: Rineka Cipta.
- [2] Emzir. 2009. *Educational Research Methodology: Quantitative and Qualitative*. Jakarta: PT Raja Grafindo Persada.
- [3] Hadi, Nur. 2008. *Let's Understand Basic Indonesian Language Skills*. Jakarta: Erlang.
- [4] <http://jurnal.fkip.uns.ac.id/index.t>

- hp/pgsdsolo/article (accessed on December 20, 2015).
- [5] Riduan and Sunarto. 2012. *Introduction to Statistics for Research*. Bandung: Alfabeta.
- [6] Riyanto. 2010. *Strategies in Learning*. Bandung: Refika Aditama.
- [7] Silberman, Mel. 2009. *101 Active Learning Strategy*. Yogyakarta: Madani Insan.
- [8] Syarifuddin, Amir. 2003. *Outline of Basic Indonesian Language Skills*. Jakarta: Kencana.
- [9] Syarifuddin. 2009 Indonesian Basic School Skills, [http://id.wikipedia.org/wiki/Keyword Bahasa Indonesia Sekolah Dasar](http://id.wikipedia.org/wiki/Keyword_Bahasa_Indonesia_Sekolah_Dasar).dalam google.com (accessed on December 20, 2015).
- [10] Warsono and Hariyanto. 2012. *Active Learning: Theory and Assessment*. Bandung: Rosda.

LEARNING *MAHARAH AL-QIRAAH* WITH THINK-PAIRSHARE MODEL STUDENT  
OF ARABIC LANGUAGE EDUCATION IMAM BONJOL STATE ISLAMIC  
UNIVERSITY PADANG

Ilya Husna  
*Faculty of Tarbiyah and Teacher Training*  
*Imam Bonjol State Islamic University Padang*  
e-mail: Ilyahusna23@gmail.com

**Abstract**

This research is motivated by the students' low learning ability of *Maharah al-Qiraah* of Arabic Language Education of State Islamic University Imam Bonjol Padang. It is seen in students' evaluation and enthusiasm in learning *Maharah al-Qiraah*. This study aims to determine the application and learning outcomes of Think-Pair-Share learning model to the *Maharah al-Qiraah* Student's Studies of Arabic Language Education Department. The type of this research is quantitative with descriptive method. The results of this study indicate that the application of Think-Pair-Share learning model is very effective because students are active in the learning process. And the students' learning ability of *Maharah al-Qiraah* of Arabic Language Education of Imam Bonjol State Islamic University Padang has increased. The average of pre-test is 74,63 and the average of post-test is 87,83. It means, Think-Pair-Share learning model can improve students' learning ability of *Maharah al-Qiraah*. Learning with Think-Pair-Share model makes students are more active and receive learning with fun.

**Keywords:** *maharah al-qiraah, think-pair-share*

INCREASING SPEAKING ABILITY USING SUGGESTOPEDIA METHOD IN  
LITERACY BASED ON ENGLISH LEARNING IN 7<sup>TH</sup> GRADE AN NABA SMPIT AL  
HARAKI

Oleh :  
Ina Yuliana, S.Pd  
[deina.pratama@gmail.com](mailto:deina.pratama@gmail.com)

**Abstract**

English is considering as a foreign language for Indonesian English learner. They still have many difficulties in learning English, such as the vocabulary, pronunciation, Grammar and etc. According to the government syllabus of English teaching learning explain that in language teaching especially English must be focus in increasing the students' competence to be able to use the language for gaining the communication goal in every context, either spoken nor written. One of the method which is suitable in increasing the ability of using an active language especially in English is Suggestopedia. Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatic texts, music, active participation in songs and games, etc. This method is effective to implement in the classroom to make the students learning in relax condition.

Keyword : suggestopedia, speaking ability, literacy

**1. Introduction**

Language is a tool to communicate each other. A language is a set of signals by which we communicate. Every country has its own languages that become a symbol and culture of it. For instance in Indonesia, it has so many languages that represent each region. The Indonesian use their mother tongue to communicate each other but to unite the difference of mother tongue from each region they use Indonesian.

Language learning begins at birth, but many children do not receive the ongoing experiences that support this learning. Children's language and literacy development may be negatively

affected by factors, including poverty; limited English proficiency; visual, hearing, and language impairments; cognitive deficiencies; and parents who have had difficulty reading (National Early Literacy Panel, 2008; Snow et al., 1998)

English, one of the foreign languages which are taught in Indonesia. It is considered as an important aspect to implement and develop science and technology, cultural art and International relationship. The students must learn English at school; it's used as students self-improvement in science and technology, cultural art. So, the students are expected to be discipline, talented and intelligent

Indonesian who has been ready to participate in national development. Therefore, the students are required to be able to communicate in English either spoken nor written if their country will not left behind. Thus, there are so many students who find

out so may difficulties in expressing their ideas in speaking English simply. One of the factor that influence the problem is the usage of method/technic improperly.

English for elementary, junior and senior high school are taught to develop three stage of literacy which is per formative, fungsional and information. Per formative, in elementary, the students are able to read, write and talk using symbols. Fungsional, in Junior High School, the students are expected to use the language to implement it in their daily life such as reading the direction, announcement, brochure and etc. Information, in Senior High School, the students is expected to access the information or knowledge.

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatic texts, music, active participation in songs and games, etc. The intended purpose of Suggestopedia was to enhance learning by tapping into the power of suggestion. Lozanov claims in that “suggestopedia is a system for liberation”; liberation from the “preliminary negative concept regarding the difficulties in the process of learning” that is established throughout their life in the society. The types of activities that are more original to suggestopedia are the listening activities, which concern the text and text vocabulary of each unit. These activities are typically part of the “pre-session phase”, which takes place on the first day of a new unit.

By using suggestopedia method, English teaching and learning process is expected increasing the students’ ability in mastery English either spoken or written. The students are able to memorize the English vocabulary easily by using suggestopedia method.

**2. LITERATURE REVIEW**

According to Bancroft, W. Jane in his journal entitled “Suggestology and Suggestopedia: The Theory of the Lozanov Method”. He said that In "Suggestologiia," Georgi Lozanov discusses his theories of Suggestology, the scientific study of suggestion, and Suggestopedia, the application of suggestion to pedagogy. Suggestology investigates the subsensory signals or subliminal stimuli which come from the physical or social environment and which are absorbed into the unconscious mind before receiving a conscious expression. Suggestion, especially spoken suggestion, activates the reserve capacities of the mind or the memory. Suggestopedia increases memorization capacities.

**3. RESEARCH METHOD**

In this research, the writer use Quasi Experiment one group pretest – posttest design. The improvement of speaking ability is designed using gain ternormalisasi.

Nilai $\langle g \rangle$	Klasifikasi
$\langle g \rangle \geq 0,7$	Tinggi
$0,7 > \langle g \rangle \geq 0,3$	Sedang
$\langle g \rangle < 0,3$	Rendah

**4. DISCUSSION**

**4.1 Types of Learning and Teaching Activities**

The students first look at and discuss a new text with the teacher. In the second reading, students relax comfortably in reclining chairs and listen to the teacher read the text in a certain way. During the third reading the material is acted out by the

instructor in a dramatic manner over a background of the special musical form described previously.

**4.2 Teacher’s Roles**

- a. Show absolute confidence in the method.
- b. Display fastidious conduct in manners and dress.
- c. Organize properly, and strictly observe the initial stages of the teaching process-this includes
- d. choice and play of music, as well as punctuality.
- e. Maintain a solemn attitude towards the session.
- f. Give tests and respond tactfully to poor papers (if any).
- g. Stress global rather than analytical attitudes towards material.
- h. Maintain a modest enthusiasm.
- i.

**4.3 Advantages of Suggestopedia**

There are some benefits in utilizing suggestopedia:

- a. A comprehensible input based on desuggestion and suggestion principle  
By using this suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter.
- b. Authority concept  
Students remember best and are most influenced by information coming from an authoritative source, teachers.
- c. Double-planedness theory  
It refers to the learning from two aspects. They are the conscious aspect and the subconscious one.

Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

- d. Peripheral learning  
Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence.

**4.4 Disadvantages of Suggestopedia**

Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students motivation, financial limitation, number of students, etc.

- a. Environment limitation
- b. The use of hypnosis
- c. Infantilization learning

**4.5 The Increasing of students’ speaking ability**

The writer has done the research in 7<sup>th</sup> grade of An Naba in SMPIT Al Haraki.

Based on the research,.

Baed on the data of pretest and posttest that has been designed which is found out that the pretest average of students’ speaking ability is 73,45 and for the average of posttest is 83,87. The increasing os students’ speaking ability is gained by using gain normalize <g>. the gain normalize score is 0,39 by middle category.

Pre-Test	Post-test	<g>	Category
----------	-----------	-----	----------



73,45 83,87 0,39 Middle

The score of gain normalized showed that there is the increasing of students' speaking ability by using suggestopedia method is doing well. It can be concluded that suggestopedia method implementation are able to increase the students' speaking ability by getting middle category.

#### 5. CONCLUSION/CLOSING REMARK

Based on the research that has been done by the writer, it showed by using suggestopedia method the students are able to speak English well. There is the

increasing students' speaking ability 0,39 by getting middle category.

#### 6. REFERENCES

- [1] Imel Susan. Accelerated Learning in Adult Education and Training and Development. No. 33 2002
- [2] Riyanto Slamet, "The Practice of Teaching English Panduan Praktis Mengajar Bahasa Inggris dengan Kreatif di Sekolah. Yogyakarta; ANDI OFFSET. 2015
- [3] Setyadi, Ag, Bambang. "Teaching English As A Foreign Language. Yogyakarta;Graha Ilmu, 2006

**ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG  
LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICALNATURAL) AT  
IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR**

Jefri Trial Fani

**Abstract**

This research is aimed at describing the eco-reception of multipleintelligence students at IX grade of SMP Negeri 2 Tanjung Selor on the compilation of environmental-oriented song lyrics. The description of reception aspects cover horizon of hope which influences students' background as well as their indetermination on the compilation of environmental-oriented song lyrics. This study is a surveybased research wherein the subjects are multiple intelligence students at IX grade of SMP Negeri 2 Tanjung Selor by employing multiple intelligence test that 34 respondents are obtained. Guttman scale questionnaire as well as assignments are employed in data collection procedure. The data are then analyzed by applying descriptive-quantitative analysis technique. Data validation is obtained through expert validity and peer correction procedure. The study reveals that: (1) Horizon of hope in multiple intelligence students at IX grade of SMP NEGERI 2 Tanjung Selor in Bulungan municipality on the compilation of environmental-oriented songs lyric is in fine category that there 12 students (35,3%) whose horizon of hope are in good quality. It is also supported by knowledge, experience, and students' understanding which is broader compared to the values in the compilation of ecological-based songs lyric. Therefore, students' horizon of hope at IX grade of SMP NEGERI 2 Tanjung Selor in Bulungan municipality can be satisfied. (2) Indetermination of multiple intelligence students at IX grade of SMP Negeri 2 Tanjung Selor in Bulungan municipality on environmental-oriented songs lyric is in fine category in which 19 students (55,9%) have fine indetermination. It is based on the data categorization as well as the evaluation of free-reception in reception test form by consulting the components of indetermination structure.

**Keywords:** *eco-reception, compilation of environmental-oriented song lyrics, multiple intelligence students*

**PRE-SERVICE TEACHERS' STRATEGIES IN PROMOTING LITERACY TO  
SENIOR HIGH SCHOOL STUDENTS**

Kasih Elisabet Roostini  
kasih.er@atmajaya.ac.id  
Atma Jaya Catholic University of Indonesia

**Abstract:**

This qualitative study aims to find out what strategies pre-service teachers use to promote literacy among senior high school learners during their two-month internship program. The strategies were identified from eight video-taped classroom observations taken from different schools, and in-depth interviews with three out of eight pre-service teachers whose videos were observed were held to explore the strategies further. Based on the observation, it was found that these pre-service teachers used various strategies to encourage their students to develop their literacy skills, and based on the interview, they continued to use the original strategy used in subsequent teaching practicum experiences. Qualitative data from the interviews supported the conclusion that these pre-service teachers were aware of the strategies they selected and realized the usefulness of those strategies in promoting literacy among the students. Implications for teacher education will also be discussed.

**Keywords:** literacy, pre-service teachers, secondary school learners, teaching practicum

## INTRODUCTION

Ranked the 64<sup>th</sup> out of 65 countries for its level of literacy by PISA (Programmes for International Student Assessment) in 2015, Indonesia has been critically alarmed for the fragility of its future generation. Last year, the Indonesian Ministry of Education and Culture launched their School Literacy Movement in its efforts to fight the illiteracy. Stakeholders have been encouraged to take parts in this movement; for example USAID with their USAID PRIORITAS (Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and students) that actively promoted literacy through numerous projects across the country. As one of the stake holders, higher educational institutions—supposed to bear the responsibilities for promoting literacy—have brought up issues on literacy through conferences, seminars, workshops, or forum group discussions.

Ten years ago, it was still common to see pre-service teachers spending so much time making carton cut-outs, sticking pictures cut out from old magazines on pieces of cartons, and carrying such teaching aids to school. But, nowadays, we rarely see them busy carrying rolled cartons—instead, we commonly see them sitting for hours with their notebooks or smartphones creating power point slides or downloading videos or audios. Being the digital generation, these pre-service teachers have found their own ways freeing themselves from scissors, glue and cartons, and have turned to power points. The easy access to limitless sources of all kinds of either authentic or fabricated learning materials—texts, audios, or videos—has offered these students opportunities to explore their creativity and bring them to classrooms. However, are they ready to connect what they experience outside classrooms to their experience inside the classrooms? They seem to have become technology and information literate; nevertheless, it is interesting to see if this can help them cope with their students' literacy during their internship, exercising their professional role. Therefore, as Burnett suggests, "Pre-service teachers' own experiences as literacy users and literacy learners will also be significant to how they envisage and enact their professional role, ..." (Burnett et al. 2015, p. 276).

These pre-service teachers and their students, although they seem to belong to the digital generation, might still face difficulties in dealing with the rapid changes of technology and information. Students have to be prepared to face and to connect themselves to the world by making themselves "literate" internationally, while teachers—including those pre-service teachers—have to work harder to keep up with all the new changes and challenges.

This study intends to see the idea of promoting literacy through classroom practice by pre-service teachers. According to Burnett et al. (2015), the way people deal with texts or information today has tremendously changed, which makes the concept of literacy keeps developing. If fifty years ago, the concept of literacy dealt with reading, writing, and math, today, at its 51<sup>st</sup> anniversary, it has developed multiple facets: digital, multiliteracy—and in other domains: financial, legal, health and medical, media, information, and environmental literacy (UNESCO, 2017).

This qualitative study aims to examine the strategies pre-service teachers use to promote literacy among senior high school learners during their two-month internship

program. The research question is: “What strategies do the pre-service teachers use to promote literacy to senior high school students?” The scope of this study is on the classroom practices, in particular language learning activities.

### LITERATURE REVIEW

The term literacy has been defined in various ways as it has been evolving through significantly different periods of time symbolized by the presence of classroom facilities ranging from blackboards to smartboards; interfered by the advent of teaching-learning aids ranging from tape players to smartphones. This term, which fifty years ago was associated with the ability to read and write (UNESCO, 2017), is interestingly defined as “the narrow ability to deal with texts but the broader ability to deal with other people as a writer or reader” (Deborah Brandt 1990 as cited in Kern, 2000, p. 43). This definition has a wide scope as the way people deal with other people today has no constraints: it surpasses time, space, and distance. Anyone can ‘write’ to the whole world in seconds, and can read a message written by somebody sitting at a café millions of miles from him or her also in seconds. The internet and the smartphones have made these possible—something that we even never imagined we could do when we had to send messages by a telegram via the post office. Distance seems to have lost its value when people can talk while seeing each other’s face although they are far away from each other—thanks to skype or video-talk in whatsapp. Such advent of technology has not only changed the way people interact with each other on a daily basis, but it has also vastly affected the way teachers and students interact in classrooms.

This paper is then going to see the way teachers—in this case pre-service teachers—deal with their students on the basis of classroom practices, especially in the way they work with today’s literacy. Kern (2000) offers a definition of literacy, which is open to interpretations:

Literacy is the use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic—not static—and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge.

p. 16

The dominating social media prevalence has undoubtedly revolutionized people’s way of ‘socializing’ with each other and how they play roles in the society. By the rapid advances of technology, their socialization way has also changed. Inevitably, our cultures also face dynamic changes: our local and global cultures have become more fluid as information can trespass any borders across countries, cities, and communities—and classrooms. The classrooms we visited last year could be very different if we visit them again today, as technology has made its way to reform literacy from time to time. Referring to Lieu (2008,

p. 743, original emphasis), “Clearly, the literacy of yesterday is not the literacy of today, and will not be the literacy of tomorrow.”

In order to see how literacy works in classrooms, Kern (2000) offers seven principles of a sociocognitive view of literacy in relation with classroom teaching and curriculum design, which do not concern only reading and writing, but they can be applicable to human communication. He suggests that literacy involves interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self-reflection, and language use. These seven principles connect literacy and communication, which significantly serves as “a bridge to span the gap that so often separates introductory ‘communicative’ language teaching and advanced ‘literary’ teaching (p. 17). Language learning is no longer merely about vocabulary and grammar, but it helps students “deal with uncertainties and ambiguities” through “new alternative ways of organizing their thought and their expression, ways which go beyond the learning of facts about the second culture ” (Kern, 2000, p.17).

As elaborated by Kern (2000), the first principle is that literacy involves interpretation. This is about the writer and the reader’s interpretation: how the writer interprets the world, and how the reader interprets the writer’s interpretation in terms of his or her own conception of the world. The second principle that involves collaboration is about how a writer and a reader connect himself or herself to each other. Although writers may never meet their readers, they have to try to understand their readers as they write for them; the readers, on the other hand, with their motivation, knowledge and experience, try to make the writers’ texts meaningful. The third principle is about convention: cultural conventions that have been changing for individual purposes in terms of their implementation. The fourth principle reflects how literacy involves cultural knowledge. Kern points out how “reading and writing function within particular system of attitudes, beliefs, customs, ideas, and values (p. 17). When a reader and a writer are standing on different cultural systems, misunderstanding may emerge. The next principle is when literacy involves problem solving. Literacy occurs when learners are trying to figure out relationships between words, between larger units of meaning, and between texts and real or imagined worlds through reading and writing. Reflection and self-reflection, the sixth principle, reflect the ways readers and writers think about the language and its relation to the world and themselves. The last principle, language use, is related to the discourse of spoken and written contexts that show how the language is used.

In the literacy-based curriculum, these seven principles then characterize teacher and learner roles in ‘three Rs’: *responding*, *revising*, and *reflecting* (Kern, 2000, p. 307). Learners as readers (or listeners) respond—or react and reply as Kern suggests—to a text, and the way they respond is influenced by their knowledge, beliefs, values, attitudes, and so on. It is the teacher task to make the learners realize that to understand a text, they need to respond to it, or specifically, to react to it and reply as if they were having a dialogue with the writer. A learner’s response in a class discussion can be ‘a secondary text’ for the whole class, as every response enriches the learners’ understanding of the text. In writing (or speaking), the learner’s writing is their response that reflects their understanding, and teacher’s response to their writing can go beyond error correction. This first R can be

applied through activities such as pair/ group/ class discussions and peer/ teacher feedback, which allow learners and teachers to express their responses. The second R, revising, is not only connected to writing. The purpose of revising here is to “redo within a different contextual frame, purpose, or audience, in order to develop learners’ ability to reflect on how meaning is designed differently in different situations (Kern, 2000, p. 309). Therefore, this second R can be implemented through activities such as free-writing, conversations, presentations, story telling, role plays, debates, and speeches, which require learner language creativity. In this case, learners “must examine their developing interpretations and view the models” (Tierney and Pearson, 1984: 41 as cited in Kern, 2000, p. 309). The third R, reflecting, is related to the target culture the learner is being exposed to, the culture the learners themselves bring to the language classroom, and the relationship between the two. By reflecting, learners will see how they are connected to the text, and they could be critical over the values found in the text and might compare them to their own values. This third R can be realised through activities such as learner reflection or peer-culture-based evaluation, which allow learners to evaluate their own cultural values that may involve “issues of cultural norms and cultural knowledge” (Kern, 2000, p. 310).

To see how literacy “is intertwined with” language teaching, Wilkinson and Silliman (2000) raised some assumptions about classroom language and literacy learning. The assumptions are that learning is a social activity; that learning is integrated (which refers to the interrelationship between oral and written language learning); and that learning requires active student engagement in classroom activities and interaction.

## **RESEARCH METHOD**

To answer the research question, this study employs a video observation to identify the strategies used by the pre-service teachers, and interviews with three pre-service teachers were conducted to further explore the strategies.

### **Subjects**

The subjects of this study were eight pre-service teachers—five male and three female—who conducted their two-month Teaching Internship program, teaching grades X to XI, from September to October 2016 in different senior high schools. Each of them made eight video tapes of their teaching sessions, but the researcher selected eight randomly—one from each pre-service teacher’s video collections. Three out of the eight were interviewed for further exploration. The small number of the interviews was due to the time constraint. The eight pre-service teachers would be addressed Teacher 1, 2, 3, and so forth.

### **Data Analysis**

To answer the research question, the data were analyzed based on the ‘three Rs’ of literacy-based teaching proposed by Kern (2000): responding, revising, and reflecting, which reflect the seven principles of a sociocognitive view of literacy. Meanwhile, the interviews were conducted to further see how the strategies were applied through the classroom learning activities.

### **Instrument**

An observation list was designed based on the three Rs suggested by Kern (2000). The three Rs were then interpreted into classroom activities. The first R comprises pair/ group/ class discussions and peer/ teacher feedback in relation with learner responses. The second R comprises free compositions, conversations, presentations, story telling, role plays, debates, and speeches. The third R comprises learner reflection and peer/ teacher evaluation.

The interview questions were developed based on Wilkinson and Silliman (2000)'s views on classroom language and literacy learning. The questions are as follows:

1. Did you think the students were interested in every learning activity you designed?
2. Did you think it was important for you to try to boost your students' interest in each learning activity?
3. What did you think you had achieved when the students showed interest in the learning activity?
4. Did you think your students gained something from the learning activity?
5. What affected your decisions when you were selecting the learning materials?
6. What affected your decisions when you were designing the learning activities?
7. Did you think of any strategies to encourage your students to do the learning activity?
8. Did you consider the visual media an important part of your strategy?
9. How did you come up with the strategies?
10. Did you think the strategies you used worked?
11. What did you do when the strategy did not work?
12. What made you think they worked?

### **Procedure**

Eight randomly-selected videos were observed based on the three Rs that were interpreted into sets of classroom activities. Three pre-service teachers were interviewed for further exploration. Each of them was asked twelve questions for interviews. The results of the interview were then transcribed.

### **DISCUSSION**

Based on the result of the observation, all the eight pre-service teachers applied group work activities; however, not all the group work activities allowed the students time to express their responses and to spend time for discussions. Five of the eight pre-service teachers put the students in group work discussions on a particular problem solving task, opinion sharing, and a debate. Teacher 3, 6, and 8 assigned the students to do a group presentations as their response to a task, while Teacher 4 assigned the students to do a debate, while Teacher 7 asked the students to do an opinion sharing.

In Teacher 3's classroom, the students made an advertisement presentation of a real object they brought from home. As each of them had brought one object, each group had to decide to select one and created a 'live' (oral) advertisement. Each group seemed to choose the most unique object, and they looked excited when presenting it to the class. The other students seemed to be curious in the others' choices, which resulted in their paying



attention to each other's presentation. Meanwhile, in Teacher 6's classroom, the students had to tell the class the result of their guessing over some ingredients of unidentified food they had tasted earlier. The teacher let each group taste a snack with their eyes closed, and they had to discuss to identify the ingredients and guess the kind of the snack. The students looked very excited and enthusiastic in making the right guess.

In Teacher 7's class, the students had to sit in groups of four, writing a prediction of every group member's future life on colorful flower-shaped origami paper. Each group then presented their predictions using the future tenses to the whole class. The class was filled with laughters as they sometimes heard predictions about their friends that sounded amusing to them, such as in ten years' time Tony (a pseudoname) would have been married with three children. A similar situation occurred in Teacher 8's class, in which students were assigned to do a presentation on a movie review. Prior to writing their own movie review, they listened to a movie review. At the beginning of the class, they had a guessing game, in which they had to guess some movie titles by listening to the movie soundtracks or a clip of a movie scene. This pre-activity seemed to boost students' enthusiasm and enlighten the classroom atmosphere.

In Teacher 4's classroom, the situation was more competitive, as the students were doing a debate. The class was divided into two big groups and they had to debate over a simple issue that was very much relevant to them: homework. The debate heated the classroom as the students showed great enthusiasm to win the debate.

Meanwhile, the situations in Teacher 2 and 5's classrooms were not as 'hot' as the situation in the Teacher 4's. Teacher 2 encouraged the students to write their opinion in response to their friend's opinion. The students sitting in the same row wrote their opinion responding to each other in turns over a particular issue; they had to express their agreement or disagreement and explain their reasons. Although the class was quite quiet, but the students showed seriousness in completing the task. Unfortunately, there was not enough time for them to present their work to the class. Teacher 5, similarly, assigned the students write a story based on a video of a story illustrated through sand-painting, and after writing the story, each of them completed a peer review in pairs. The students had to evaluate their friend's work in written based on the guided questions.

Teacher 1, unlike the other seven teachers, put the group work activity into a game similar to the monopoly game. Each group had a worksheet about a text structure of a review of a restaurant and a set of questions, but missing some questions, which they had to 'buy' from another group. To buy the questions, they had to move around each group and use their spoken English to ask. After they got all the questions, they started the group discussion to answer all the questions. At the end of the class, the teacher assigned the students to visit a restaurant and write a review about it like what a blogger usually writes.

These eight pre-service teachers seemed to have moved away from the so-called traditional classroom practices which are usually dominated with paper-and-pen exercises or typical grammar-and-vocabulary-centered exercises. They showed a tendency towards the idea of engagement and thus promoted more language use. Students were encouraged to respond based on their own opinions, which could lead to the students' working with their own knowledge, beliefs, or values. Wilkinson and Silliman (2008) strengthens the idea of

pushing the students towards social interaction in classrooms as it provides an opportunity for students to use oral language for meaningful communicative purposes, motivate students to read—and therefore motivate them for reading and writing. Furthermore, referring to the engagement perspective from Guthrie and Anderson (1999 as cited in Wilkinson and Silliman, 2008), classrooms are social: giving students opportunities to learn and affecting their motivation to learn; and that social interaction have impacts on their reading strategies.

These pre-service teachers also made efforts to connect their students to the world through the classroom activities. Teacher 1 even made the student visit a restaurant to write a review. Inevitably, time-constraints could not be avoided. Literacy-based teaching—as it involves much social interaction in learning activities—requires “more time than teaching strictly focusing on acquiring language skills and content knowledge” (Kern, 2000, p. 313). The pre-service teachers also had to ‘run’ from one activity to another to keep up with the learning objectives. One student was heard saying “I didn’t even have a chance to breathe” during one activity. Therefore, these pre-service teachers applied strategies to create situations to motivate learners to be active in every learning activity, and therefore indirectly encouraged them to use the language quite ‘naturally’—promoting literacy in classrooms.

Based on the interviews with the three pre-service teachers, it was found that they thought that their students’ interest and the relevancy of the learning materials with their students’ lives were very important to help them create interesting learning activities. They also admitted that they mostly relied on group work activities as group work helped the students focus better in completing their task, compared to doing the task individually. One of the teacher also admitted that he had a tendency to repeat doing the same strategy when it worked well on the first trial, especially when dealing with pre-activities. As expected, the visual aids they prepared always helped in gaining the students’ attention and focus.

The eight pre-service teachers have basically implemented the three Rs, but not so much the third R, which is reflecting. It seems that time constraint does not allow them to give opportunities to their students to reflect on their learning and their language use. Peer feedback has not received much attention either. These two play an important part in language classrooms, as it can be a text in itself for the students to see and understand themselves more critically.

## **CONCLUSION**

Literacy learning can be promoted in many ways. A 15-minute SSR (Sustained Silent Reading) practice at schools every day at the first 15 minutes of the first lesson each day—in which students are allowed to read their own book selection—can certainly help promote literacy. However, as literacy has developed in such a way that it goes beyond reading and writing skills, it is time to put literacy as a priority to make it present in every corner of classrooms and make every student a literacy agent. When teachers apply strategies to create interesting classrooms through creative, fun, challenging, and relevant activities, they may bring hope to produce literacy agents in the future.

To help students practice the three Rs—responding, revising, and reflecting—the pre-service teachers implemented various strategies such as group discussion, group presentations, (group) debates, and peer written feedback.

The implication of this research on teacher education is that classroom practices are now not only about learning language skills and language components. Inevitably, teachers have to learn to bring their students to go beyond the classroom walls, and teachers need to be willing to move toward the learners and learn their world more closely. In reference to what one of the interviewees of this study said, “if the learning is relevant to the students, they will actively participate and feel challenged, and will therefore be willing to learn.”

## REFERENCES

- [1] C. Burnett, K. Daniels, L. Gray, J. Myers and S. Sharpe. 2015. Investigating student teachers' presentations of literacy and literacy pedagogy in a complex context. *Teacher Development*, Vol. 19, No. 3, 275–293. Routledge. <http://dx.doi.org/10.1080/13664530.2015.1020393>
- [2] D. J. Lieu, Jr. 2000. Literacy and Technology Deictic Consequences for Literacy Education in an Information Age. In M. L. Kamil et al. (2000). *Handbook of Reading Research: Vol. III*. pp. 743-770. New Jersey: Routledge.
- [3] L. C. Wilkinson and E. R. Silliman. 2000. Classroom Language and Literacy Learning. In M. L. Kamil et al. (2000). *Handbook of Reading Research: Vol. III*. pp. 337-360. New Jersey: Routledge.
- [4] R. Kern. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.
- [5] UNESCO<sup>1</sup>. 2017. *Reading the past, writing the future: Fifty years of promoting literacy*. Paris: UNESCO. <http://creativecommons.org/licenses/by-sa/3.0/igo/>

**POETRY *SINAU* BY F. AZIZ MANNA: ALTERNATIVE INTEGRATION OF MORAL EDUCATION IN THE STUDY OF LITERATURE IN HIGH SCHOOL**

Kodrat Eko Putro Setiawan<sup>1</sup>, Andayani<sup>2</sup>, Retno Winarni<sup>3</sup>  
*Universitas Sebelas Maret*

<sup>1</sup>Kodrateko29@yahoo.co.id, <sup>2</sup>bu\_anda09@yahoo.co.id, <sup>3</sup>winarniuns@yahoo.com

**Abstract**

Character education until now is still a conversation that has attraction to be studied. Character education becomes very important in fostering the moral values and social values of students in order to have a noble mind nobel. Literature as a learning medium that can be exsploted receptively and expressively in character education. This study aims to describe and eksplain the strategic role of poetry *Sinau* by F. Aziz Manna in delivery of character education. This research method in descriptive qualitative. Data analysis in this study using qualitative data analysis procedure that is data reduction, data presentation, and inference. The result of this study indicate that the poem *Sinau* by F. Aziz Manna contains character education that is religious, discipline, sense of responsibility, love and affection. The integration of character education in the learning of literature in high school can be done through the selection of teaching materials in the form of poem that contain noble character values.

**Keywords:** Character education, Literary learning, Poetry *Sinau*.

**INTRODUCTION**

The challenge of globalization makes edu-cation an important part in realizing virtuous man. Based on that, it is necessary to develop character education which in Ki Hajar Dewantara concept is called “budi pekerti” education or moral education. Efforts that can be done in the implementation of character education is to integrate it in Indonesian language lessons.

Indonesian is a compulsory subject for senior high school. Talking about learning Indonesian, can not be separated with literary problems. Literature can be used as a medium to convey character education. Related to the integration of character education in learning Indonesian in high school, one type of literary works that can be used as a medium is poetry.

Poetry is one form of literary work that has a special character when compared with other literary works. The specificity is more visible from its forming structure which includes elements of words, arrays, stanzas, sounds, and meanings. Ideas in poetry are expressed through figurative words, figurative language, and imagery [1].

Understanding the meaning of poetry is needed in determining the teaching materials in the form of poetry. This is because the poetry used must of course contain the values of character education. Educators play an important role in determining the poetry that will be used as a medium for the delivery of the values of moral education. One way of understanding the meaning of a poem is to use Riffaterre's semiotic theory.

Based on the above description, this research has a problem formulation as follows: how is the value of character education (moral education) contained in the poem *Sinau* by F. Aziz Manna?. The purpose of this study is to describe the values of character education (moral education) contained in the poem entitled *Sinau* by F. Aziz Manna as teaching materials of Indonesian language in high school.

## LITERATURE REVIEW

The concept of Ki Hajar Dewantara (the father of Indonesian education) on education is an effort to promote the growth of "budi

pekerti" (inner and character strength), mind (intellect) and the body of the child. The concept shows that Ki Hajar Dewantara views education as a dynamic and sustainable process. The educational process must be able to adjust to the demands of times [11].

The values of "budi pekerti" that can be developed for the high school level, among others: believe in the existence of God Almighty and always obey his teachings; obey the teaching of religion; possess and develop an attitude of tolerance; have a sense of selfworth; the growth of self discipline; developing work ethos and learning; have a sense of responsibility; have openness; able to control themselves; able to think positively; develop self potential; foster love and affection; have togetherness and "gotong royong"; has a sense of solidarity; mutual respect; have manners and manners; has a shame; cultivate honesty [11].

Values education and moral education always have been, are, and will continue to be a joint responsibility of the family, the school, and all the institutions of the community [7]. Meaning that moral values and education have been, are, and will continue to be a shared responsibility between family, school and all community institutions.

Literary teaching has a big role in achieving various aspects of educational and teaching objectives, such as aspects of moral education, social, role, assessment, and religious attitudes [18]. Understanding the meaning of poetry is very helpful in

knowing the values of character education (moral education), “budi pekerti” contained in poetry. One theory that can be used in understanding meaning is semiotics. Semiotics is a theory that considers social phenomena (society) and culture as a sign. Semiotics also studies the systems, rules, conventions, which allow them to have meaning [3].

A suitable theory used in understanding the meaning of poetry one of them is Riffaterre’s semiotic theory. Riffaterre’s semiotics is one of the theories and methods appropriate in understanding the meaning of poetry [13]. The meaning of poetry includes the insistence of the expression of poetry caused by the replacement of meaning, deviation of meaning, and the creation of meaning; heuristic readings; hermeneutic readings; matrix, model, and variant; hipogram [10]. This study uses heuristic readings; hermeneutic readings; matrix, model and variant in finding the meaning of *Sinau* poem.

## RESEARCH METHOD

The method of this research were descriptive qualitative. Qualitative research is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the people observed. This method is capable of generating in-depth descriptions of the observable words, writings, and behaviors of a given individual, group, society, and organization from a complete, and comprehensive perspective [12].

This research uses Riffaterre’s semiotic theory in analyzing data. As for the steps of work is to do heuristic readings, hermeneutic readings, determine the matrix, model, and variants. It is helpful in finding the values of moral education contained in *Sinau*’s poetry.

The validity of data in the study is done to test the validity of data. Hence, conducted triangulation. Triangulation interpreted as checking data from various sources ways and various times. Triangulation used to check credibility of data by techniques the data collection and various sources data [14].

## DISCUSSION

The source of data in this study is a poem entitled *Sinau* by F. Aziz Manna. The poem is part of a collection of *Playon* poems. Here is an understanding of the meaning of poetry with the hermeneutic readings, matrix, model, and variants.

### *Sinau*

#### Learn

/1/

*di madrasah dulu, di papan tulis hitam  
berkapur itu, pernah, terpenggal satu  
kalimah syahadah, tepat di tengah, aku selalu  
gagal melafalkannya dan pengajar  
berkopiyah beludru hitam itu malih rupa jadi  
penghajar berlengan garisan, menghukumku.*

*Tulis berlembar-lembar! Baca berulang-ulang! Sampai hapal. Sampai ngapal. Kini, jariku terus gemetaran mendengar talkin di-dengarkan.*

Abused in first, on the blackboard black chalky it, ever, severed one us testimony, smack in the middle, I always failed speak it and teachers wearing cap velvet black changed a way that so bouncer a ruler armed, punish. Wrote many sheets! Read again and again! Until me-morized. Until memorized. Now, my finger to shake heard “talkin’ publicly stated.

/2/

*baju putih lengan panjang. Sarung kedodoran. Koplak hitam mblesek kegedean. Berderet-deret dampar. Mengelilingi tembok lembab lumutan. di foto kecil itu kudekap sebuah kitab, terbalik.*

His long arms white. The gloves oversize. Black a cap “mblesek” oversize. Banks of stranded. Around the wall moist mossy. In the photo dot I hug a book, reversed.

/3/

*Selepas magrib, sebelum mendaras fathul qorib, kucuri-tonton film kartun He-Man: lelaki dempal dengan pedang dan kristal. kini, kristal itu jadi mata akikku dan pedang terselip di sajak-sajakku meski pendek dan elek.*

After the west, before recite “Fathul Qorib”, I watch cartoon he-man: stout man with the sword and crystals. Now, crystals it and the

eye ring mine and swords was in poems although short and ugly.

/4/

*Artefak ini mewah: seorang bertopi biru menggendong ransel penuh buku. tentu dengan sepatu dan kathok potongan terbaru. meski wajah itu kaku. lugu di kantin sekolah itu masih terbayang seseorang gadis berperawakan nangka brongkosa, selalu riang menyantap jajanan. dan aku tahu sekarang, mengapa tubuhku meriang dan gemetaran.*

These artifacts: a fancy in blue holding a backpack full of books. Of with shoes and pants the lates. Although that face stiff. Simple. In canteen the school still appeared someone girl jackfruit wrapped walking, always cheerfully such products. And I know now, why my body fell dizzy and shake.

/5/

*sebuah pemonokan membayang di belakang. setelan baju batik hijau, kopyah hitam, sandal selop, dan Hikam di dekapan. mencuri lihat buku harian seseorang, kukenali tulisan kepada kawan, kepada bulan, kepada gadis pujaan. kueja syair dan puisi. semua timbul tenggelam dan kulupakan. hanya pada gadis piatu yang bisu, yang berdiam di puncak hening gunung batu kunisbatkan sajak-sajakku.*

A clarification fell behind. The suit green batik, black cap, “selop” sandals, and “hikam” in embrace. Stealing see diary someone, I know writing to those, to the moon, to them inviolable. I spell lyrical and

poetry. All arising to be forgotten by me.  
Only on the strays a silent, who live in the  
top diaphanous rock I set a poem mine.

/6/

*gitar, sitar, kabel, holder, kain hitam. semua  
berserakan di foto itu. ada beberapa orang  
gondrong memandangi panggung seperti  
mamandangi dunia. kita pelancong abadi,  
katamu. menangkap yang tak tertangkap.  
melihat yang tak terlihat. kita aktor tunggal  
di jagat raya. namun sayang, dalam tiap  
permainan kita selalu jadi yang lain, yang  
asing.*

Guitar, sitar, cable, holder, black cloth. All  
littered in the photo. There are some people  
long-haired at the stage as view the world.  
We travelers perennial, you said. Catch not  
cought. See an invisible. We a single actor in  
universe. Unfortunately, in every game we  
are always be another, foreign.

### Heuristic Readings

Abused in first, on the blackboard (colored  
calcareous) black chalky it, ever, severed one  
us testimony, smack in the middle, I always  
failed speak it and teachers wearing cap  
velvet (colored) black changed a way that so  
bouncer a ruler armed, punish. (sent) Wrote  
many sheets! Read (keep) again and again!  
Until memorized. Until memorized. Now, my  
finger to shake (when) heard “talkin’  
publicly stated.

(wearing) His long arms (colored)  
white. The gloves (that) oversize. Black  
(color) a cap (that) “mblesek” oversize.  
Banks of stranded. (was) Around the wall  
moist mossy. In the photo dot I hug a book,  
(that) reversed.

After (time) the west, before recite  
“Fathul Qorib”, I watch cartoon he-man:  
stout man (stature) with the sword and  
crystals. Now, crystals it (have) and the eye  
ring mine and swords was in poems although  
short and ugly.

These artifacts: a fancy in (color)  
blue (was) holding a backpack full (contains)  
of books. Of with (wearing) shoes and pants  
the lates. Although that face stiff. Simple. In  
canteen the school (now) still appeared  
someone girl jackfruit wrapped walking,  
always cheerfully such products. And I know  
now, why my body (be) fell dizzy and shake.

A clarification (that) fell behind. The  
suit (color) green batik, black cap, “selop”  
sandals, and “hikam” in embrace. Stealing  
see diary someone, (that) I know writing to  
those, to the moon, to them inviolable. I spell  
lyrical and poetry. All arising to be forgotten  
by me. Only on the strays a silent, who live in  
the top diaphanous rock I set a poem mine.

Guitar, sitar, cable, holder, black  
cloth. All (have) littered in the photo. There  
are some people long-haired (that) at the  
stage as view the world. We (is) travelers  
perennial, you said. Catch not cought. See an  
invisible. We (is) a single actor in universe .



Unfor-tunately, in every game we are always be another, foreign.

Heuristic readings on the above *Sinau* poetry to produce the meaning of poetry based on language convention, not to the meaning contained therein. Therefore, to know the meaning of the *Sinau* poet in full must be read based on the hermeneutic readings that are readings based on the literary convention.

### Hermeneutic Readings

Firts verse, "Abused in first, on the blackboard black chalky it, ever, severed one us testimony, smack in the middle, I always failed speak it and teachers wearing cap velvet black changed a way that so bouncer a ruler armed, punish. Wrote many sheets! Read again and again! Until memorized. Until memorized. Now, my finger to shake heard "talkin' publicly stated." The verse contains the meaning of "I" when studying in "madrasah" can not read so get punishment from teacher to write and read over and over until can. It becomes an unforgettable memory and very memorable for "I".

The above verse shows how important education is. Education in broad view is the process of personal formation in all aspects, among others the formation of physical aspects, mind, and heart. The purpose of education is to provide knowledge that can be passed on from generation to generation [8].

Second stanza, "His long arms white. The gloves oversize. Black a cap *mblesek* oversize. Banks of stranded. Around the wall moist mossy. In the photo dot I hug a book, reversed. " This verse contains the meaning of the "I" condition when learning small (*Sinau*) in a madrasah wearing a white uniform, wearing a *sarong*, and a cap. It is characteristic of educator atmosphere in boarding school.

Third stanza, "After the west, before recite "Fathul Qorib", I watch cartoon he-man: stout man with the sword and crystals. Now, crystals it and the eye ring mine and swords was in poems although short and ugly." This verse contains the meaning of an "I" activity in childhood. Like a child in general, cartoons are a favorite thing. However, it does not make him forget his obligation to recite the Qur'an. Now, it has become a learning for the better.

The fourth verse, "These artifacts: a fancy in blue holding a backpack full of books. Of with shoes and pants the lates. Although that face stiff. Simple. In canteen the school still appeared someone girl jackfruit wrapped walking, always cheerfully such products. And I know now, why my body fell dizzy and shake." The verse means the most beautiful memories of junior high when they meet a girl in the school cafeteria and have fallen in love with her.

The fifth stanza, "A clarification fell behind. The suit green batik, black cap, *selop* sandals, and *hikam* in embrace. Stealing see diary someone, I know writing to those, to

the moon, to them inviolable. I spell lyrical and poetry. All arising to be forgotten by me. Only on the strays a silent, who live in the top diaphanous rock I set a poem mine.” The verse has the meaning of a memorable past when playing with friends, one of them with a preferred girl.

The sixth verse, “Guitar, sitar, cable, holder, black cloth. All littered in the photo. There are some people long-haired at the stage as view the world. We travelers perennial, you said. Catch not caught. See an invisible. We a single actor in universe. Unfortunately, in every game we are always be another, foreign.” The verse has the meaning of one’s life journey, in it is contained learning that man is in the world at the will of God Almighty.

Based on the above hermeneutic readings, it can be seen that *Sinau* poem contains the importance of making experience in life as a learning material to do better.

### **Model, Matrix, Variant**

The model in this poem is *Sinau* (learn). The word “*Sinau*” comes from the Javanese language which means learning. The meaning of the model “*Sinau*” is the importance of talking learning on every activity that has been done, including experiences or the journey of one’s life to be better.

The “*Sinau*” model is expanded into the following variants: Wrote many sheets!

Read again and again! Until memorized; His long arms white; These artifacts; A clarification fell behind; We travelers perennial. The matrix in the poem *Sinau* is the journey of one’s life which contains a message about the importance of learning from every experience experienced by oneself or others.

### **Integration of Moral Education In The *Sinau* Poem**

The implementation of moral education or character education can be through integration in learning [4]. Here is a discussion of moral education (character education) values contained in a poem entitled *Sinau* works F. Aziz Manna.

Learning strategy is a procedure used to assist students in achieving learning goals by using common components and a set of learning materials [17]. Poetry *Sinau* can be an alternative for teaching materials in high school especially to integrate the values of character education in Indonesian language lesson.

### **Religious Value**

Believing in the existence of God Almighty and always obeying his teachings is a manifestation of religious attitudes and behavior. Such attitudes and behaviors reflect belief and belief in God Almighty; reflecting obedience, not disobeying, and obeying

orders and avoiding religious prohibitions [11]. It is contained in the following array. /Now, my finger to shake heard “talkin’ publicly stated // We travelers perennial, you said // Catch not caught // See an invisible // We a single actor in universe// Unfortunately, in every game we are always be another, foreign//.

Religious value is the value associated with the interrelationship between man and God. The value is always upheld by a pious man wherever he is, in a state of distress or pleasure. All of his tastes, creations and cherries rested on that value, which would guide him to be a godly servant of God [5].

The above line contains the meaning of a belief that human existence in this world because of the permission of God Almighty. Life and death are the power of God. Man in the world is like “traveler” who stops by before becoming an “eternal traveler” in the afterlife. Therefore, in the world we should learn and find sufficient supplies. That is to say, always pray to God and keep all his commandments and avoid any restrictions. It relates to a person’s religious personality[16]. The religious is the attitude and behavior that obedient in implementing religious teachings that are adhered to, tolerant of the implementation of other religious services, and live in harmony with followers of other religions [15].

Religious values really need to be taught to high school students because it can foster the attitude of trust, good deeds,

faithful and cautious, respect, courtesy, honest, patient, fear of guilt, devotion, appointment, forgiveness, generous, sincere, personality, and grateful [2].

### **Discipline Value**

The growth of self-discipline is an attitude and behavior as a reflection of obedience, obedience, order, loyalty, thoroughness, regularity of a person’s behavior against the norms and rules that apply [11]. It is in the following verse./Abused in first, on the blackboard black chalky it, ever, severed one us testimony, smack in the middle, I always failed speak it and teachers wearing cap velvet black changed a way that so bouncer a ruler armed, punish // Wrote many sheets!// Read again and again! // Until memorized// Now, my finger to shake heard “talkin’ publicly stated//. The verse has the meaning of a description of the attitude and discipline behavior that must be possessed by someone in doing something. Discipline in the verse contains learning that every failure that has ever experienced can be used as an evaluation material before achieving success.

Another perspective on the “madrasah” in the above verse has a representation of a new Islamic history trajectory. “Madrasah” are the form and plan of reformist-modernists to restore and rejuvenate the Islamic community. “Madrasah” represent ideas of Islamic modernism, because of its teachings that incorporate religious knowledge and modern scientific knowledge [6].

### Value Sense of Responsibility

Have a sense of responsibility is a person's attitude and behavior to carry out the duties and obligations that should be done to self, society, environment (nature and social), country, and God Almighty [11]. It is contained in the following verse. / After the west, before recite "Fathul Qorib", I watch cartoon he-man: stout man with the sword and crystals //Now, crystals it and the eye ring mine and swords was in poems although short and ugly//. The verse contains the meaning of a picture of "aku" who has the responsibility to worship God.

A sense of responsibility is part of the characteristics of moral values. While moral values have characteristics: relating to responsible human personality; related to conscience; requires that human beings are absolute in a non-negotiable and formal manner [9].

### The Value of Love and Affection

Fostering love and affection is a person's attitude and behavior that reflects the element of giving attention, protection, respect, responsibility, and sacrifice to loved and loved ones [11]. It is contained in following verse. // These artifacts: a fancy in blue holding a backpack full of books. Of with shoes and pants the lates // Although that face stiff // Simple // In canteen the school still appeared someone girl jackfruit wrapped

walking, always cheerfully such products //  
And I know now, why my body fell dizzy  
and shake//.

This verse contains the meaning of a memorable school memories with a loved one. This is in the verse, /These artifacts: a fancy in blue holding a backpack full of books//. The verse also describes the love and affection of a girl, shown in the stanza, /In canteen the school still appeared someone girl jackfruit wrapped walking, always cheerfully such products//.

### CONCLUSION

Based on the above discussion, the conclusions of this study are as follows. Literature as a learning medium that can be exploited receptively and expressively in character education or moral education. Poetry *Sinau* works F. Aziz Manna has a strategic role as an alternative to the integration of moral education in learning literature in high school.

The heuristic readings on the new *Sinau* poem produce the meaning of poetry based on language convention, not to the meaning contained therein. Based on the hermeneutic reading it is known that the poetry of *Sinau* contains the importance of making the experience in life as a learning material to do better. The model in the *Sinau* poem by F. Aziz Manna is "Sinau". Word "sinau" comes from the Java language which means learning. The matrix in the poetry of

*Sinau* is the journey of one's life which contains a message about the importance of learning from every experience experienced by oneself and others. Variants in the poetry *Sinau* include: Wrote many sheets!; Read again and again! *S*; Until memorized; His long arms white; These artifacts; A clarification fell behind; We travelers perennial, you said.

Poetry *Sinau* works F. Aziz Manna contains character education that is religious, discipline, sense of responsibility, love and affection. The integration of character education in the learning of literature in high school can be done through the selection of teaching materials in the form of *Poetry* that contains the value of noble character.

## REFERENCES

- [1] A. Azizah, "Pembelajaran Menulis Puisi dan Penerapannya dalam Pendidikan Karakter", Yogyakarta: Prosiding Seminar Nasional, 2015, pp.1-9.
- [2] A. Majid, "Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru". Bandung: PT Remaja Rosdakarya, 2008, pp.. 45-53.
- [3] A. Preminger, Et al., "Princeton encyclopedia of poetry and poetics". Princeton University Press: Princeton, 1974, pp.980.
- [4] A. Wibowo, "Manajemen Pendidikan Karakter di Sekolah". Yogyakarta: Pustaka Pelajar, 2016, pp.15.
- [5] Gazali, "Struktur, Fungsi, dan Nilai Nyanyian Rakyat Kaili", *Litera*, vol.15, pp.189-200, April 2016.
- [6] H. Joebagio, "B.R.M.G Sayidin Malikul Kusno: Pelopor Pendidikan Masyarakat", *Cakrawala Pendidikan*, vol.28, pp. 96-108, Februari 2009.
- [7] H. Kirschenbaum, "100 ways to enhance values and morality". USA: Allyn & Bacon, Inc., 1995, pp. 242.
- [8] I. Djumberansyah, "Filsafat Pendidikan". Surabaya: Abditama, 1994, pp.19.
- [9] K. Bertens, "Etika". Jakarta: Gramedia Pustidaka Utama, 2004, pp. 143-147.
- [10] M. Riffaterre, "Semiotic of poetry". Bloomington and London: Indiana University Pres, 1978, pp.5-6.
- [11] N . Zuriah, "Pendidikan Moral dan Budi Pekerti dalam Perspektif Perubahan". Jakarta: PT Bumi Aksara, 2008, pp.242.
- [12] R. Bogdan & S. Biklen, "Qualitative research for education". Boston, MA: Allyn and Bacon, 1992, pp. 21-22.
- [13] R. Ratih, "Teori dan Aplikasi Semiotik Michael Riffaterre". Yogyakarta: Pustaka Pelajar, 2016, pp.5.
- [14] Sugiyono, "Metode Penelitian, Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R &D", Bandung: Alfabeta.
- [15] S. Kurniawan, "Pendidikan Karakter", Yogyakarta: Ar-Ruzz Media, 2013, pp.41.

- 
- [16] S. Soeprapto,“ Landasan Aksologis Sistem Pendidikan Nasional Indonesia dalam Perspektif Filsafat Pendidikan”. Cakrawala Pendidikan, vol.32, pp. 266-276, Juni 2013.
- [17] W. Dick & L. Carey, “Moral Education: Secular and Religious”. Florida: Robert E. Krieger Publishing, Co.,Inc.,1978, pp.106.
- [18] Y. Rusyana, “Metode Pengajaran Sastra”, Bandung : Gunung Larang, 1982, pp. 6.

**LITERACY IN CLASS: AN INVESTMENT IN STUDENTS' CAPITAL CULTURE AND  
IDENTITY**

Luciana

*Atma Jaya Catholic University of Indonesia*

**Abstract**

Literacy has been generally defined as skills in reading and writing. As such, it leads and defines literacy practices in class as an enterprise of language acquisition *per se*. While it is inevitable to hold the view and practice it, it is also profound to devise literacy as a means of evoking and empowering students' identity. This study aims to propose a framework of literacy practices in class based on the concept of investment and cultural capital. The framework allows the teacher to offer wide and rich semiotic resources of imagined communities to students, fostering students' meaning making process in literacy practices. This level of personal engagement which creates a sense of ownership will pave the way to their identity construction. It is at this juncture that literacy is worth investing beyond language aspects.

**Keywords:** *literacy, investment, capital culture, identity*

READING GOOD BOOKS AND SILENT READING AS PRACTICE TO INCREASE  
STUDENTS' READING HABITS AND PRODUCTIVITY AT MANGUNAN  
ELEMENTARY SCHOOL

M. Gita Setyandari Pertiwi, S.Si.<sup>1</sup> and Andi Kristiawan, S.S.<sup>2</sup>

*<sup>1,2</sup>Dinamika Edukasi Dasar-SD Kanisius Mangunan*

<sup>1</sup>[gitasetyandari@yahoo.com](mailto:gitasetyandari@yahoo.com) <sup>2</sup>[andikris1980@gmail.com](mailto:andikris1980@gmail.com)

**Abstract**

BPS (Badan Pusat Statistik) released social culture indicator data saying that since 2003 until 2015 children from the age of 10 prefer watching television to reading, and the number becomes larger year by year. Therefore, Education Institution must do something to change the situation.

Father YB Mangunwijaya, Pr., who dedicated his life in education, introduced Reading Good Books in Mangunan Elementary School. Reading Good Books is held once a week for about 35 minutes. At this period of time, teacher reads a book to the students as attractive (lively) as possible so the students feel like taking a part in the story. They also learn about encouraging themselves, broadening their vision, and being adventurous. Silent reading is held on Monday until Friday for 15 minutes at the beginning of the school day. Every Tuesday, students will write down their thought/ idea based on the book they read. The idea may be in the form of drawing, short story, or comic. These activities are forms of identification to the story which they have read. Identification's process is important since the identification's process helps the forming identity. Hence, we use narrative to develop the identity of students as Bruner introduced to us.

During this one year qualitative research, Mangunan Elementary School has published two children's literacy works entitled "Persahabatan di Sekolah" and "Sumpah Pemuda".

**Keywords:** reading good book, Mangunwijaya, identity, identification, narrative thought.



## Introduction

Human beings have evolved an advanced capacity for observational learning that enables them to develop their knowledge and skill from information conveyed by modelling influences. On the one hand, Bandura demonstrates that children can imitate others, but this imitation will vary considerably depending on who the models are and how they perform. On the other hand, based on the data given from BPS, it is said that the number of children who prefer watching television are increasing. It means that most of the time, they learn from the model represented by television whether it is good or bad.

The issue is that children do not have yet capability to choose and to select television programs that are suitable for them. The worst is that not every parent has time to accompany their kids to watch television. This situation implies that we do not know who and what our kids observe and model. Based on this issue, Mangunan Elementary School proposes Reading Good Books and Silent Reading as solution.

Reading Good Book was initiated by Father YB. Mangunwijaya, Pr. during his research in Mangunan Elementary School by year 1994 until 1999. After he passed away on February 10<sup>th</sup> 1999, the teachers still continue the practice of Reading Good Book. Mangunan Elementary School introduces Silent Reading in the early of 2015. It is held on Monday until Friday for 15 minutes at the beginning of the school day. Every Tuesday, the students will write down their thought or idea based on the book they have just read. The idea may be

in the form of drawing, poem, short story, or comic.

This paper will review how Reading Good Books and Silent Reading can lead to the formation of students' good character that in turn, helps the students to develop their self-regulated capacity on making good habits and increasing their productivity.

## Literature Review

Father Mangunwijaya explains that regarding the teaching-learning process in Elementary School, teacher should not teach but should tell stories [4]. Stories invite us to know the world and our place in it. Through stories we can envision, with our students, new possibilities for human action and feeling, new horizon of knowing an understanding, new landscape of engagement and even enchantment [9]. It means every learning process should be designed in narrative environment. On this point, the teacher in Mangunan Elementary School tries to make the teaching-learning process in narrative environment even with the most difficult subject.

Bruner introduces narrative thinking as a mode of thought. In Bruner's perspective, narrative thinking is a structure for organizing our knowledge, and as a vehicle in the process of education. He explains it as the most natural and earliest way in which we organize our experience and knowledge. Through our own narratives, we construct a version of ourselves in the world, and through narratives, a culture provides models of identity and agency to its members. Narrative does not have a single right solution since according to Bruner, a set of contested events can be

organized into alternate narratives. Hence, the character of narrative has alternative perspective and interpretive frameworks [8]. Father Mangunwijaya called it as “nggiwar” [4]. It signifies that it needs many perspective of view. In other words, it means creativity.

In *Minding the Law*, Bruner says that a narrative is an account of events. It can be a fiction or a real account of events [8]. Further, Bruner says that it needs a cast of human-like characters, being capable of willing their own actions, forming intentions, holding beliefs, having feelings. The plot is also needed in which particular characters are involved in particular events. The plot in which a narrative requires is built on five aspects. Bruner explains these five aspects as follows:

1. An initial steady state grounded in the legitimate ordinariness of things,
2. that gets disrupted by a Trouble consisting of circumstances attributable to human agency or susceptible to change by human intervention,
3. in turn, evoking efforts at redress or transformation, which succeed or fail,
4. so that the old steady state is restored or new (transformed) steady state is created,
5. and the story concludes by drawing the then – and – there of the tale that has been told into the here – and – now of the telling through some coda [8].

In this perspective, Mangunwijaya has the same argument about children's intelligent development. He

describes the process to acquire the knowledge in narrative way. His description is as follows:

1. The steady state is called equilibrium. Kids have knowledge that come from their experience by process of internalization.
2. When kids find different information, there is an instability in children mind called disequilibrium.
3. Children mind will reinterpret the concept of knowledge before. It is called accommodation.
4. This process is cycling process [4].

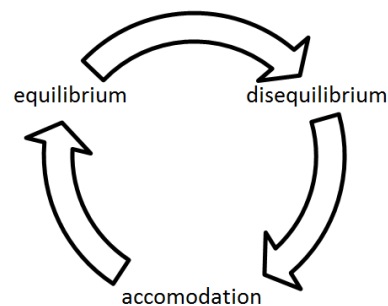


Figure 1. intelligent development

How narrative thinking could form characters? Narrative thinking emphasizes the function of narrative in our life. Barcena and Melich point out that there is possibility to apply literacy in real life through identification with the character such as heroes. The character is important in the process of construction of personal identity because the character of heroes represent the values, norm ideals, and even models [5].

In *Pendidikan*, Ki Hajar Dewantara explains the aims of education [6]. In his perspective, education should help student



capabilities and distributed structures and functions through which personal influence exercised [1]. So, in this way, our students immerse themselves into the process of character's identification and constructing the Self into productivity of learning and writing the stories of their life.

### Research Method

The method of the research is reviewing Bruner thought about *narrative* as a mode of thinking, YB Mangunwijaya's thought about identity, self-oriented, and Albert Bandura's *constructivism* theory. We interviewed teachers and students about the practice of Reading Good Books and Silent Reading.

### Discussion

Reading Good Book is held once a week. In one year of research, the chosen book is not just any book, even though it is interesting. The books we had chosen consisted of five characteristics. First of all, the book they read will expand children's horizon. Secondly, it encourages them to explore their imagination and physically environment. Thirdly, it contains a rich sense to search into many alternative ways. The fourth characteristic is that it encourages them to be wise. Last but not least, it leads the children to be confident to deal with every trial in his or her life. In such way, children are introduced into larger world than their local ordinary daily life and to really expand the horizon of their heart and mind.

Before reading the book in front of the class, teachers must read it. Before the story began, the students sat around the teacher in a friendly environment. In such situation, they could listen easily. Then teacher told the children many interesting things from the book such as the name of the character, social and society situation, the period of the time so that the students developed their imagination.

The teacher read the lines carefully. The lines were pronounced lively and full of interesting variation and intonation, with gesture and mimic, so that the students were invited to become part of the story. The teacher sometimes stops and explains the difficult words or repeated good line that had good wisdom, and then continued the story. By the end of the reading session, there was a dialogue about moral of the story, so the students really got in touch with their mind and heart.

During this one year research, the teachers choose the book based on the focused value which are patriotism and nationalism to reach five goal above. The books are *Romo Mangun Sahabat Kaum Duafa*, *Mohammad Hatta*, *Ki Hajar Dewantoro*, *Laksamana Maida*, *Wr. Supratman*, *Jenderal Sudirman*, *Sultan Ageng Tirtayasa*, *Pangeran Diponegoro*, *Louis Pasteur*, *Sakichi Toyoda*, *Soekarno*, *Steven Hawkin*, *Marie Curie*, *B. J. Habibie* and *Vasco De Gama*.

To welcome the upcoming school event about *Sumpah Pemuda*, the students were asked to write what they thought about it. In grade 3, the class made "*Papan Pemuda*" (a kind of wall magazine) that consisted of paper works of

their thought. They focused on how the story of *Sumpah Pemuda* and the values that they could learn.

In grade 1 until grade 6, there are enthusiast children collect their works about Indonesia. The works consist of many forms such as drawing, poem, narrative text and many more. By the end of the event, the works are collected into a book entitled *Sumpah Pemuda*.

In silent reading, students read fiction books from the library that *had* been selected by the librarian to deliver the value of friendship such as *Seri Lima Sekawan*, *Totto-Chan: Gadis Cilik di Jendela*, *Balas Budi Burung Bangau*. Some students also brought books in fiction genre from home. In 15 minutes teacher and student read in silence.

Data from the library shows that many children also borrow the books about friendship such as *Kumpulan Kisah Sahabat Kecil Yang Menakjubkan*, *Seri Kecil-Kecil Punya Karya*, and many others. By the end of the year, all the works are collected in one book called *Persahabatan di Sekolah*". Until this day the students are still collecting their works and submit it into the librarian.

Based on the interview with the writers of *Persahabatan di Sekolah* they said that the inspiration came from teacher who provide books about inspiring people. These people have many acknowledged works such as book and make contribution to Indonesia. Then the writers start to read many kind of fiction stories about friendship and experiencing their daily activity life in school that fill their mind with many ideas. So they write down their

idea into a story. And also it helps them to overcome the trouble or trial in their daily life by modelling the character in the stories that has great effort to solve the problem.

In the process mentioned above, we can say that there are narrative thinking process inside the writers' mind. I would like to describe it through Mangunwijaya's perspective. The samples are grade 2 and 3 (Reading Good Books) that represent lower grade and grade 5 and 6 (Silent Reading) that represent higher grade.

Before the teacher in grade 2 read *Romo Mangun Sahabat Kaum Duafa* who dedicated his life in education, the students were in equilibrium's stage. After the teacher read the book, she focuses on nationalism of Mangunwijaya who want to return the favor to the commoner people. The story tells that when he was into the army, the commoner were willing to starve in order to supply food to the soldiers. Based on that experience, Father Mangunwijaya dedicated his life to the common people.

The teacher leads students into discussion and focus on nationalism of Mangunwijaya. The teacher also makes a point on what inspires the students. And in the children mind, Mangunwijaya is character model who cares for the commoner people: an expression of nationalism. In stage Acomodation, the children try to draw to express their nationalism for Indonesia.

In grade 3, the teacher read *WR Supratman*, who is the song writer of

Indonesian national anthem “Indonesia Raya”. In the stage disequilibrium, The teacher focusses on the effort of WR Supratman. The children get to know that to achieve something, must be through great effort. After that the class create “ *Papan Pemuda*”, that consist of children works such as drawing, poem, short story. WR Supratman represent the model of effort.

In Silent Reading children grade 5 read books about friendship. The data from library shows that the most of 5<sup>th</sup> graders borrow fiction book about friendship. The 6<sup>th</sup> graders read books about Indonesian culture and discusses about culture and the latest national issue in Indonesia with the teacher. The result of discussion inspires the children to write *Persahabatan di Sekolah* in grade 5 and *Sumpah Pemuda* in grade 6.

### Closing Remarks

Based on the research above, we can say that *using the models represented in the books* gives the children new information that *in turn*, will construct their *perspective* of value and *will help them* to find the Self through character identification. The children as active agent have capability to develop their endowments, belief system, *self*regulatory capabilities. Self regulatory capabilities makethe children to explore their imagination. This explorationmakes the children encourage themselfsto increase their productivity by writing their own stories.

In this research, it seems that the language (literacy) is not only information but can also be a kind of formation. This

information and formation helpschildren to construct their identity and orientation. Obviously, what we share here is only one of many ways. And ourperspective may lead us into further discussion. Hence, this is not aconclusion but an invitation to another research to develop our mind in the way we educate the children.

Great acknowledgement is dedicated to Father BernadusSinggihGuritno, Pr. for the kindness and generosity to accompanythe writers and give lots new perspective and knowledge in making this paper.

Great thanks to Father CB Mulyatno, Pr. and Father BasiliusEdyWiyanto, Pr for the supportiveenvironment. Also many thanks to all friends in DinamikaEdukasiDasar and Mangunan Elementary School.

### References

- [1] Albert Bandura. “*Social Cognitive Theory: An agentic perspective*”. Stanford University, USA, 1997. pp. 2-33.
- [2] Rutten, K.and Soetaer, R. “*The Role of Details and Images*”. 2013. pp.43.
- [3] Bruner. J.S. “*Jerome Bruner: Language, Culture*”.Self. London: Sage Publications. 2001. pp. 30.
- [4] YB. Mangunwijaya. “*PendidikanPemerdekaan: Catatanseparuhperjalanan SDK EksperimentalMangunan*”.DinamikaEd

ukasiDasar. Yogyakarta. 2004. pp. 52-105.

- [5] Barcena, F. – Melich, J.C. a cura di Desboudt, C.G. – Zdzieborki J. “*L’educazione Come Evento Etico: Natalità, Narrazione, e Ospitalità*”. Roma.LAS.2009. pp. 52.
- [6] Ki Hajar Dewantara “*Pendidikan*”. Majelis Luhur Persatuan Taman Siswa. Yogyakarta. 2004. pp. 3-7.
- [7] Jerome Bruner “*The Culture Of Education*”. Harvard University Press. London, England. 1996. pp. 15
- [8] Amsterdam, A. G. - Bruner, J.S. “*Minding the Law*”. Cambridge: Harvard University Press. 2000.
- [9] Hunter McEwan – Kieran Egan. “*Narrative In Teaching Learning, and Research*”. Teachers College Columbia University. New York. 1995. pp 40-41.

## STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH

Ewieth Citra Amalia Djamil, Magvirah El Walidayni Kau, Helena Badu  
*Universitas Negeri Gorontalo*  
[ewiethdjamil29@gmail.com](mailto:ewiethdjamil29@gmail.com), [viraekau82@gmail.com](mailto:viraekau82@gmail.com), [helenabadu27@gmail.com](mailto:helenabadu27@gmail.com)

### Abstract

Having a positive attitude towards learning English does not always appear in students' behavior. Kara (2009) states that attitudes towards learning influence students' behaviors and consequently on their performance. In investigating the students' attitude, this study applies questionnaire which is grounded in the theory of attitude's component and attitude in learning. The result shows that there are positive and negative attitudes among the students of English Department, specifically in term of affective, behavioral and cognitive components. The positive attitude is signed by the students' enthusiasm and ambition in the learning process whereas the negatives are indicated by the lack of those two aspects. The result of this research can help teachers to recognize the students' attitudes. Hence the teachers can maximize their teaching performance and develop new techniques of teaching English to make the students interested in English learning process

**Keywords:** student's attitude, learning english

### INTRODUCTION

Language is well-known as the crucial aspect of the existence of human being. Without language, we cannot communicate with each other. Even the deaf people can communicate with their own language. There are so many languages around the world. However, nowadays, English language becomes a universal language. Everywhere we go we always found something that related to the English language; for example, in a restaurant, market, book store, etc. not only becomes an important subject in school, but the English language also becomes a job's requirement. For instance, when we apply for a job in an office, they will ask for your ability in English or even your TOEFL score as the requirements. So we can say that English is essential for daily life.

Moreover, As Crystal (1997) says that attitudes are the feelings that people have about their own language or the language of other. Attitude as personal character contained in two parts which are positive and negative. Usually, the person with a positive attitude always thinks that "I can," while the person with negative attitude always thinks "I can't." For instance, when having a problem with doing homework, a student with a positive attitude will focus on finding the solution, while the student with a negative attitude is protracted with the problem. Montano and Kasprzyk (2008) on the theory of planned behavior also claim that "attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes



will result from performing the behavior will have a positive attitude toward the behavior. Conversely, an individual who holds strong beliefs that negatively valued outcomes will arise from the behavior will have a negative attitude”.

So, based on the real condition of English Department especially about the students' attitude towards learning English and also based on the researcher's experience as a student in English Department itself, this research was conducted in order that the student will know about their attitudes towards learning English and to give a contribution concerning the information about the students' attitudes towards learning English. This study would investigate whether there is a positive and negative attitude among the students of English Department towards learning English.

## LITERATURE REVIEW

Attitude is a way of behaving and a point of view about an object, a situation even an idea of a person. Attitude as a personal character, it contained in two parts which are the positive and negative attitude. As Crystal (1997) states that attitudes are the feelings that people have about their language or the language of other. While Keller (2001) states that attitude is divided in positive and negative. The person with the negative attitude thinks “I can't”, but the person with the positive attitude thinks “I can”; The person with the negative attitude dwells on problems, while the person with the positive attitude concentrates on solutions; The person with the negative attitude finds fault with others, but the person with the positive attitude looks for the good in others; The person with the negative attitude focuses on what's missing, but the person with the positive

attitude counts his or her blessings; The person with the negative attitude sees limitations while the person with the positive attitude sees possibilities.

In addition, based on the theory of planned behavior, Montano and Kasprzyk (2008) states that “the individual's beliefs determine attitude about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will arise from the behavior will have a negative attitude”.

Therefore, it can be said that positive attitude is the major effect of individual toward their good achievement in some object because a person who has positive attitude will be enthusiastic in language learning, and it will make a good achievement for them.

Wenden (1991. Cited in Abidin, Pour-Mohammadi, Alzwari, 2012) presents a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components that are cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or view points about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether she/he likes or dislikes. The behavioral component involves the tendency to adopt particular learning behavior. The other expert, Azwar (2009, p. 24) also believes that social psychologists examine attitudes into three components, there are cognitive, affective

and behavioral. The first element is cognitive. Cognitive deals with human's belief. The second component is affective, this component concern with feelings and evaluations, also as regard emotional of a certain person, and the last component is behavioral; it is a tendency of well behaved. Here is the example for each element:

1. Cognitive component. It can be said as a mental component, consists of beliefs and perception.  
Example: "I think learning English is important."
2. Affective component. This is the emotional component.  
Example: "I feel better to study English every day than once a week."
3. Behavioral component. This is the action component, specifically, it consists of the predisposition an object to act.  
Example: "I try to study hard in order to get a better score in English language learning."

In addition, Cherry (2012) from a psychological point of view says that there are three components that construct individual's attitudes. This model is known as the ABC model of attitudes that are Affective, Behavioral, and Cognitive components.

So then, after all, the expert's theories, it can be concluded that the attitude is consist of the three components which are affective component that deals with human's feeling, behavioral components deal with human's behave and the last components are cognitive that deals with human's belief in something.

According to Spolsky (2000. Cited in Darabad, 2013), "the attitude towards the language may have a positive or negative impact on the learners' fears, feelings, or prejudice for learning English as a second language. In other words, it is the learners' attitudes, skills, and strategies that determine if the learners may be able to grasp the details of language". The other expert, Karahan (2007, p.84) states "positive language attitudes let learner have a positive orientation towards learning language."

Furthermore, Ellis (1994. Cited in Lennartsson, 2008) claims that students' attitudes have been identified as one set of variables of great significance. The attitudes are shaped by the social factors mentioned, which in turn influence learner outcome. There are both negative and positive attitudes towards second language being learnt.

Also, Karra (2009) states that attitudes towards learning besides opinions and beliefs have aclear influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning tend to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes.

Kara (2009) also claims that positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.

Based on the theory of the experts, it can be concluded that attitude plays a crucial role in language learning because they can influence student's success and failure and also their achievement towards learning.

## DISCUSSION

Based on the instrument, this study presented the result of the research that has been conducted at English Department, Letters and Culture Faculty of Universitas Negeri Gorontalo. The data findings are gained by using questionnaire from 82 participants of English Department Student in the fifth semester. The questionnaire is provided fifteen questions that has been fulfilled by the participants. All questions in the questionnaire list are served to respond the research question in this study.

Questions from one to five deal with human's feeling. It is related to the first component of attitude, which is affective. Furthermore, the question number 6 to 10 is the question that deals with the humans behave. It is related to the second component of attitude, which is behavioral. Then, the question number 11 to 15 is the question that deals with the human's belief. It is related to the last component of attitude, which is cognitive.

The result of the questionnaire in findings showed that there is positive and negative attitude among the students of English Department towards learning English. It is believed that positive attitude is signed by the enthusiasm of the student in the learning process and the negative attitude is the opposite. A student with the positive attitude believes in their ability. They are also confident, have a positive mind and have an ambition in learning. Meanwhile, the student with the negative attitude is not believed in their ability.

They are lack of confidence, always say "no" or "I can't" and not ambitious in learning. This condition is supported by Montana and Kasprzyk (2008) who states that attitudes are determined by the individual's belief about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who holds strong beliefs that negative valued outcomes will result from the behavior will have a negative attitude.

Meanwhile, there are three components that construct individual's attitudes itself; those are affective, behavioral and cognitive. As Wenden (1991. Cited in Abidin, Pour-Mohammadi, Alzwari, 2012) describes that the term "attitude" is classified into three interrelated components that are cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or view points about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether she / he likes or dislikes. The behavioral component involves the tendency to adopt particular learning behavior.

Furthermore, based on the data in findings, it is found that the students of English Department as the participant had a positive attitude and negative attitude. Thus, the researcher classified the data based on the three component of attitude; those are affective, behavioral and cognitive.

Firstly, the researcher gave five questions that related with the feelings

(affective component) to the participant. As a result, the participant showed positive and negative attitude towards learning English. The participant categorized into positive attitude said that they feel proud of learning English. They are also so excited when they communicate in English, and they enjoy the learning process. They also believe that learning English makes them more confident and they wish they could speak English fluently. While the participant who were categorized into negative attitude said that they are not excited to communicate in English because they cannot speak English fluently and are not enjoying the learning English process because they feel that it is difficult to learn. Another thing that makes them not enjoying the learning English is because of the lecturer. They also said that learning English is does not makes themselves more confident. This situation is accordance with a statement as Keller (2001) declares that the attitude is divided in positive and negative. The person with the negative attitude thinks “I can’t”, but the person with the positive attitude thinks “I can”; the person with the negative attitude dwells on problem, while the person with the positive attitude concentrates on solutions; the person with the negative attitude finds fault with others, but the person with the positive attitude looks for the good in others; the person with the negative attitude focuses on what’s missing, but the person with the positive attitude counts his / her blessings; the person with the negative attitude sees limitations while the person with the positive attitude sees possibilities.

Secondly, the researcher gave the participant five questions related with the human’s behavior (behavioral component). The result shows that there are a positive attitude and negative attitude among the student of English Department in the term

of behavior. The students with the positive attitude often give their opinion or participate in the learning process and excited to learn English every day. They even join the English club or English courses to make them better in English and get much more knowledge. They have great motivation to learn English with friends who have been proficient in English. They are also serious about the learning English. It proved when they miss a class; they do not hesitate to ask their friends or the lecturers if there is any task and what has been taught. As Kara (2009) claims that positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally. On the other hand, the student with the negative attitude is not often giving their opinion or participates in the learning process because of the fear that if the opinion is wrong. They are not excited to learn English every day because it is boring. They also had no desire to get more knowledge about the English language and have low motivation to learn English. Even they seem like do not really care about the learning. For instance, if they miss a class they tend not to seek the information about the task or what has been taught in the day that he/she missed.

The last part the researcher gave five questions that related with the beliefs (cognitive component) to the participant. The result also showed that there are a positive attitude and negative attitude among the student of English Department in the term of belief. The student with the positive attitude believed that learning English is important and mastering the

English language can make them easily get more knowledge, information and even get a job. They also said that they could apply the knowledge or the information that they get from learning English into their daily life. Although sometimes learning English is difficult, but they said that learning English is quite interesting to be learned. In addition, mastering the English language is an important goal in their life because they believed if they are mastering the English language they can make a brighter future. While the student with the negative attitude said that learning English is not important and they believed that mastering the English language cannot make their life easier. They stated that they could not apply the knowledge that they get from learning English because their daily environment does not use English. They even said that learning English is difficult because they are not proficient in English. They also said that mastering the English language is not their life's goal because they learn English instead of their own volition, but their parents.

Therefore, based on the data that have been described previously, it is believed that it accordance with the theories from the experts. There are a positive attitude and negative attitude among the student of English Department itself. It can be concluded that the student who has positive attitude is more confident than the student who has negative attitude. The student who has positive attitude has greater opportunities in terms of achievement because they have positive thinking about the learning English than the student who has negative attitude. As Karra (2009) states that attitudes towards learning besides opinions and beliefs have a clear influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning

tend to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes.

Furthermore, there are several questions that the results showed that the participants are more likely to choose the "no" or "not really" option than the "yes" option which mean that the participants tend to have a negative attitude. This case is mostly found in the term of the affective and behavioral component. Thus, based on the data findings, the researcher concluded that the reason why most of the participants in some questions answered "no" or "not really" which means that they have a negative attitude is because the students (the participants) do not believe in their ability in English and it finally makes them lazy to learn English. The other reason is that they are learning English instead of their own volition, but their parents or because it just goes along with their friends and even because of they have no other choice. They simply pass the university test and accepted in the English Department.

## CONCLUSION

Based on the description of findings and discussion about the students' attitude towards learning English, it can be concluded that there are a positive attitude and negative attitude among the students of English Department. Specifically, in term of affective component, the students who were categorized into positive attitude are the students who are enthusiastic and excited to learn English. They are also more confident and believe in their ability in English. While the students who were categorized into negative attitude is signed by low of self-confidence that make them

not enthusiastic to learn English and do not believe in their ability.

Furthermore, in term of the behavioral component, the students who were categorized into the positive attitude are the active students in the teaching and learning process. They also have a desire and great motivation to learning English more and more to get much more knowledge. The opposite is the students who were categorized into the negative attitude are the students who tend to be less actively involved in the teaching and learning process and has less desire to study more about English.

Meanwhile, in term of a cognitive component, the students who were categorized into the positive attitude are the students who believe in their ability in English. They can apply the knowledge or the information that they get from learning English into their daily life. They also have positive minds that with English, they can make a brighter future for them. Besides, the students who were categorized into the negative attitude are the students who do not believe in their ability. They always say “I can’t”, they are more dwelling with the problem and sees limitations.

## REFERENCES

- [1] Abidin, M. J. Z; Pour-Mohammad, M & Alzwari, H. (2012). *EFL students' attitudes towards learning English language: the case of Libyan secondary school students*. Canadian Center of Science and Education.
- [2] Azwar, Saifuddin, MA. (2009). *Sikap manusia dan pengukurannya*. Jogjakarta: Pustaka Pelajar 55167
- [3] Cherry, K. (2012). “*What is motivation?*”. ThAbout.com “psychology. Retrieved April 8, 2016. From <http://psychology.about.com/od/min dex/g/motivation-definition.htm>
- [4] Creswell, J. W. (2003). *Research design: quantitative, qualitative and mixed method approaches*. SAGE.USA: Thousand Oaks.
- [5] Creswell, J. W. (2009). *Research design: quantitative, qualitative and mixed method approaches*. USA: Congress cataloging in-Publication Data.
- [6] Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University.
- [7] Darabad, A. M. (2013). *Attitudes towards foreign language, corrective feedback, and oral accuracy*. International Journal of Linguistics. Macrothink Institute Inc.
- [8] Akay, E. (2015). *Student's Attitudes towards learning English grammar: A study of scale development*. Journal of language and linguistic studies, 11(2), 67-82.
- [9] Kara, A. (2009). *The effect of a 'learning theories' unit on students' attitudes towards learning*. Australian Journal of Teacher Education, 34(3), 100-113
- [10] Karahan, F. (2007). *Language attitudes of Turkish students towards the English language and its use in Turkish context*. Journal of Arts and Sciences, 7, 73-87.
- [11] Keller, Jeff. (2001). *Attitude is everything*. USA: St. Augustine, FL.
- [12] Lennartsson, F. (2008). *Student motivation and attitudes towards learning a second language*. School of Humanities.
- [13] Malhotra, N. K. (2004). *Questionnaire design and scale*

- development*. Georgia Institute of Technologies.
- [14] Marhama, N. (2013). *A Survey on Students' Motivation in Reading English Text*. Universitas Negeri Gorontalo. Gorontalo
- [15] Montana, D. E. & Kasprzyk, D. (2008). *Theory of reasoned action, theory of planned behavior, and the integrated behavioral model*. In k. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice*. San Francisco, CA: Jossey-Bass, 67-96.
- [16] Mustafa, H; Rashid, M. A; Atmowardoyo, H. (2015). *Students' attitudinal factors in learning English as a foreign language*. *Journal of language teaching and research*, pp. 1187-1194
- [17] Shank, G. (2002). *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.
- [18] Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R&D)*. Alfabeta, Bandung. 979-8433-71-8

**NUSANTARA YANG LITERAT**

Maman Suryaman  
*maman\_surya@yahoo.com*

**Abstract**

Makalah ini berisi gambaran kemampuan membaca siswa SD di Nusantara menurut *benchmark* internasional PIRLS 2011. Capaian rata-rata kemampuan membaca siswa Indonesia secara umum berada pada level rendah di bawah median internasional. Berdasarkan analisis kemampuan membaca siswa di nusantara dalam standar internasional (PIRLS), kecenderungan yang dilakukan, perbandingannya dengan butir soal yang biasa diujikan dalam ujian nasional, serta pembelajaran membaca di sekolah ditemukan bahwa kemampuan mengulang informasi yang dinyatakan secara tersurat; membuat inferensi; menafsirkan dan memadukan gagasan dan informasi; serta memeriksa dan menilai isi, bahasa, dan unsur-unsur yang terdapat di dalam teks bacaan masih berada di bawah rata-rata internasional.



**ERRORS AND CORRECTIVE FEEDBACK IN WRITING IMPLICATIONS TO OUR  
CLASSROOM PRACTICES**

Maria Corazon Saturniana Aspeli

Error correction is one of the most contentious and misunderstood issues in both foreign and second language teaching. Despite varying positions on the effectiveness of error correction or the lack of it, corrective feedback remains an institution in the writing classes. Given this context, this action research endeavors to survey prevalent attitudes of teachers and students toward corrective feedback and examine their implications to classroom practices. This paper poses the major problem: How do teachers' perspectives on corrective feedback match the students' views and expectations about error treatment in their writing? Professors of the University of the Philippines who teach composition classes and over a hundred students enrolled in their classes are surveyed. Results show that there are differing perceptions of teachers and students regarding corrective feedback. These oppositions must be addressed as they have implications to current pedagogical practices which include constructing and establishing appropriate lesson goals, using alternative corrective strategies, teaching grammar points in class even in the tertiary level, and further understanding the learning process.

**Keywords:** *writing, errors, corrective feedback, classroom practices, teaching strategies*

**EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON  
ELEVENTH GRADERS' LISTENING COMPREHENSION**

Maria Octa Elsavana<sup>1</sup>, Soni Mirizon<sup>2</sup>, Ismail Petrus<sup>3</sup>  
*Sriwijaya University, Palembang, Indonesia*

[mariaelsavana@yahoo.com](mailto:mariaelsavana@yahoo.com), [ismailpetrus@yahoo.com](mailto:ismailpetrus@yahoo.com), [smirizon@yahoo.com](mailto:smirizon@yahoo.com)

**Abstract**

The objectives of the present study were to find out whether or not (1) there was any significant interaction effect of metacognitive strategies and listening anxiety on listening comprehension achievement and (2) there were any significant differences in listening comprehension achievement between students who had high, moderate, and low levels of anxiety. It employed factorial design which involved experimental and control groups. Sixty students were chosen as the sample of the study and divided equally into experimental and control groups. The improvement in listening achievement was showed by the experimental group that received the treatment by using metacognitive strategies. There was a significant interaction effect of the strategy used and listening anxiety on listening comprehension achievement. Metacognitive strategies dealt with goal setting, planning and monitoring of learning which somehow lessen the anxiety, thus, it made them more confident and the achievement improved. Also, there were significant differences among students in high – low levels and moderate – low levels of listening anxiety in the experimental group particularly in main ideas, details and inferences aspects.

**Key words:** *Metacognitive strategies, listening comprehension, listening anxiety.*

**INTRODUCTION**

Listening contributes primarily to acquire or learn a language. Through listening, learners are going to learn how the sounds, rhythm, intonation and stress of each word pronounce before it is spoken. Listening becomes more crucial in communicative purposes since it enables learners to acquire language aspects; vocabulary, word-stress, syntax and others which are only possible when they listen.

Teaching listening comprehension is somewhat being neglected in language classroom especially in Indonesia whereas listening is one of skills of foreign language proficiency. This proficiency need is assumed as “the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or listen to understand language” (Alderson, 2005, p. 292).

Students are frustrated when they are exposed to listening exercises. It is

sometimes mistakenly regarded as a skill that would be acquired automatically once the learners learn the target language. They probably cannot control the speed of speech or tend to find it difficult to decode sounds that don't exist in their mother tongue. Learners might have interpretation problems while listening to the spoken information in the target language.

Teachers as a tutor and prompter are demanded to facilitate learners with various ways to trigger the interaction in the classroom and assist them to achieve the learning objectives. For students, to improve their listening skill, they need to be exposed to as much English as possible, familiarize themselves with English vocabulary and importantly the preference strategies when listening to English. Teachers should provide them with a lot of opportunities to do listening practice as well as teach them effectively by using appropriate listening strategies.

Metacognitive strategies improve students' confidence and reduce the anxiety in the listening process. O'Malley and Chamot (1990) propose three phases in metacognitive strategies; planning/predicting, monitoring and evaluating, then Vandergrift (1997), Vandergrift and Tafaghodtari (2010) develop the cycles into four; planning/predicting, monitoring, problem identification and evaluation. For planning/predicting, it draws attention to listening activities that help students make predictions about what to listen for and focus attention on meaning while listening. For monitoring, students listen again to the spoken text to correct and note additional information as required. For problem-solving, it is used to guess what learners do

not understand in the listening process and to monitor the inferences. For evaluating, students evaluate the results of decisions made by involving in class discussion.

## LITERATURE REVIEW

### *1. Concept of Listening*

Listening obviously plays an important role as the one of five sensory modalities (the aural) in acquiring a new language. To listen well, the listeners must have the ability to decode the message, to apply a variety of strategies and interactive process to make meaning, and to respond what is said (Gilakjani & Ahmadi, 2011, p. 978). Listening involves prediction (Green, 2004). This kind of activity occurs when an interlocutor utters the sentences yet certain pauses occasionally interfere the conversation then the listeners might predict what sentences are going to be expressed next. Though sometimes it needs certain analysis to correlate the sentences before and after pause. However, it hardly occurs if the topic is new or the language used is formal to the listener.

Next, it involves prior knowledge where the listeners will automatically correct the errors if the utterances or ideas are against the factual information. Then, memory is also crucial in listening. Short-term memory and long-term memory are substantial components in terms of memory. Short-term memory or also known a working memory is a brief or limited information that can be stored in mind before either dismissing it or transferring it to long-term memory. If the information is constantly used, it will be shifted to the long-term memory. In long-term memory, the information will be stored which each item can be "cross-

referenced” that explains why one memory can trigger another (Green, 2004, p. 64).

There are two fundamental modes of information processing in listening. Listeners prefer bottom-up processes when they construct meaning by accretion, gradually combining larger units of meaning from phoneme to discourse-level features (Vandergrift, 2007, p. 193). Hulstijn (2003) divides the six-steps bottom-up processes for students to use: (1) listen to the recording, (2) ask themselves whether they have understood the information, (3) replay the recording as often as necessary, (4) consult the information to read what they have heard, (5) recognize the information they should know, and (6) replay the recording as often as necessary without written support to make sure they understand the overall information.

In short, listening is an activity that requires a listener to convert the sound to the words, sentences and form it as a meaningful information.

## 2. *Listening Anxiety*

Anxiety is known as a negative feeling that can affect one’s self-confidence in learning. This term leads to the perspective theory of The Affective Filter offered by Krashen. The theory states how affective factors such as anxiety, motivation and self-confidence greatly contribute to the successful of second language acquisition (Krashen, 1981). Elkhafai (2005) mentions that anxiety arises from self-doubt, frustration, and perceived (or fear of) failure (p. 207). Xu (2011) in her study classifies two kinds of anxiety that are:

1. *Harmful anxiety*, a sort of negative relationship between anxiety and

performance that points to the poor performance indirectly emerged through worry and self-doubt. It is also related to the plummeting motivation, negative attitudes and beliefs, and language performance difficulties.

2. *Helpful anxiety* refers to the anxiety which sometimes facilitating learners to be more aware in such way.

In listening comprehension, learners need to understand the information for a successful communication. Nonetheless, anxiety is usually provoking the learners to the failure.

Listening anxiety occurs when learners perceive the task is too complicated or unfamiliar to them. Some researchers believe that insufficient focus in listening, poor teaching methodologies, unsuitable and less-effective listening strategies may result in students’ poor performance (Movahed, 2014, p.90).

## 3. *Metacognitive Strategies*

Metacognitive strategies is defined as the cognitive process which can assist the learners to understand their learning style and control the learning process through planning, monitoring and evaluating.

O’Malley and Chamot (1990), Vandergrift (1997), Vandergrift and Tafaghodtari (2010) classify the metacognitive strategies into four stages: (1) planning/predicting: Students know the topic and text type, encourage them to predict types of information and possible words they may hear; (2) monitoring: Students listen to verify initial hypotheses, correct as required and note additional information; (3) problem identification: Students and teacher identify the aspect of the task that distracts completion of the listening task; (4) evaluating: Students are

asked to write goals for the next listening activity to compensate for what they have not made sense in the last activity.

Metacognitive enable learners to uncover the processes and create scaffolded learning experiences where novices obtain guidance and support from experts (Goh, 2009, p. 200). Li (2013) states that learners can become more active in the learning process. learning effects and self-regulated learning ability also can be improved (p. 505). The pedagogical cycles such as predicting, monitoring, problem identification, and evaluation) provide learners with guides and support towards improving their listening ability.

Wenden (1998) explains some benefits of using metacognitive strategies which make students become more strategic and confident in their abilities to learn, and they can think clearly about the inaccuracies when failure occurs during an activity. It may help students to minimize the anxiety while in the learning process. Goh (2008) says that metacognitive strategies decreases learners' anxiety while listening and increases students' self-confidence. Then, Sioson (2011) also defines that metacognitive strategies has a significant, positive, direct effect on cognitive strategy use, providing clear evidence that its use has an executive function in task completion, and it might have increased students' self-confidence and lowering anxiety.

## RESEARCH METHOD

A factorial design was employed in this study. It is a modification of the posttest-only control group or pretest-posttest control group design which permit the investigations of additional variable called moderator variables (Fraenkel,

Wallen & Hyun, 2012, p. 277). The design involved experimental and control groups.

### 1. *Population and Sample*

The population of the study was the eleventh graders of SMA Negeri 4 Palembang. The students were selected as the sample based on the three levels of listening anxiety (high, moderate, and low). There were four classes which were distributed the Foreign Language Listening Anxiety Scale questionnaire to find out whether the students were in high, moderate or low levels of listening anxiety. The writer took 20 students for each level of listening anxiety. And then, they were splitted into two groups (experimental and control group). Thus, there were 30 students in the experimental group and 30 students were in the control group.

### 2. *Data Collection and Analysis*

#### 2.1. *Questionnaire*

The Foreign Language Listening Anxiety Scale questionnaire was distributed to the students in order to obtain the information of their level of listening anxiety before and after the treatment. The ready-made questionnaire was adopted from Kim (2000). The statements consisted of 33 items with 4-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, and 4 = *strongly agree*). Low level of anxiety was ranged from 33-65, moderate 66-98 and high level was 99-132.

#### 2.2. *Listening Comprehension Test*

Both experimental and control groups were assigned the listening comprehension test twice (pre- and post-test). The test was adopted from the National Examination of 2010 to 2015 in

the form of multiple choices. The content-validity was used to determine the validity of the test. Based on the try-out results showed that there were only 30 items out of 40 which higher than the  $r_{table}$  0.338. The test was considered reliable since the value of Cronbach Alpha was 0.887.

To analyze the data, the writer used two-ways ANOVA and paired sample t-test.

**RESULTS**

**1. Results of Listening Comprehension Test**

Pre-test and post-test were given to the experimental and control groups. The results showed that there were any significant differences between two groups.

**Table 1. The Score Distribution of Listening Comprehension Achievement**

Raw Score Range	Category	Control Group						Experimental Group							
		Pre-test			Post-test			Pre-test			Post-test				
		f	%	Mean Score	f	%	Mean Score	f	%	Mean Score	f	%	Mean Score		
25-30	Very Good	-	-	-	-	-	-	-	-	1	3.3	-	-	-	-
19-24	Good	-	-	2	6.7	-	-	-	-	12	40	-	-	-	-
13-18	Average	6	20	10.53	21	70	14.63	13	43.3	12.03	15	50	17.90	-	-
7-12	Poor	23	76.7	-	7	23.3	-	17	56.7	-	2	6.7	-	-	
1-6	Very Poor	1	3.3	-	-	-	-	-	-	-	-	-	-	-	

**2. Results of Foreign Language Listening Anxiety Scale (FLLAS) Questionnaire**

To find out the students' listening anxiety level, the writer gave the Foreign Language Listening Anxiety Scale (FLLAS) questionnaire to the students and classified the scores based on the score intervals and the level categories (low, moderate and high). The result showed that the mean score of all students was 85.84 and the standard deviation was 17.34. From 129 students, there were 26 students (20.2%) in low level of listening anxiety, 55 students (42.6%) were in moderate level

and 48 students (37.2%) were in high level of listening anxiety.

**3. Statistical Analyses**

**3.1. Paired Sample t-test and Independent t-test**

The mean scores of listening comprehension given before and after the intervention were analyzed by using paired sample t-test, in order to compare the results of post-test in the control and experimental groups, independent sample t-test was used. The summary of the comparison between both groups was presented in Table 2 below.

**Table 2. Summary of Paired and Independent Sample t-Tests in the Control and Experimental Group**

Listening Comprehension Aspects	Mean of Control Group		Mean of Experimental Group		Mean Difference within Groups			Mean difference post-test between groups	t-value and sig. post-test between groups	
	Pre-	Post-	Pre-	Post-	Control Group	t-value and sig. between pre- and post-control group	Experimental Group			
										t-value and sig. between pre and post experimental group
Total	10.53	14.63	12.03	17.90	4.1	13.99 .000	5.87	14.25 .000	3.27	4.16 .000
Main Idea	2.40	2.33	2.23	3.03	0.07	0.19 .847	0.8	2.80 .009	0.7	1.99 .051
Details	3.87	5.40	5.40	6.47	1.53	4.62 .000	2.37	8.17 .000	1.07	3.38 .001
Inferences	3.60	5.90	5.90	7.07	2.3	5.98 .000	2.4	6.96 .000	1.17	2.04 .045
Understanding Message	0.63	1.03	1.03	1.37	0.4	2.11 .043	0.34	1.77 .000	0.34	1.68 .097

From the paired samples statistical table of the experimental group in the pre-test and post-test, it was indicated that the t-value was 14.25 and the significance value was 0.00. Besides, all aspects also showed the significance which means that the students in the experimental group had a significant improvement in listening comprehension achievement. In addition, based on the results of independent sample t-test, the value of t-obtained in the post-test between both the experimental and

control groups was 4.16 with the significance level .000 (<0.05), thus it can be concluded that there was a significant difference in listening comprehension achievement between the student who were taught by using metacognitive strategies and those who are not.

**3.2. Interaction Effect of Metacognitive Strategies and Listening Anxiety**

Two-ways ANOVA were used to find out the interaction effect of the strategy and students’ listening anxiety on their listening comprehension achievement.

**Table 3. Summary Results of Two-Ways ANOVA**

Listening Aspects	Source	Type III Sum of Squares	df	Mean Square	f	Sig.
Total	LA*MC	4.90	2	2.45	1.40	.045
Main Idea	LA*MC	6.53	2	3.26	2.30	.109
Details	LA*MC	35.23	2	17.61	4.26	.019
Inferences	LA*MC	1.03	2	.571	.851	.433
Understanding Message	LA*MC	76.63	2	38.31	5.60	.006

Based on Table 3, the results of test between-subjects effect indicated that the significance value of listening anxiety and metacognitive strategies was .045. It can be stated that there was a significant interaction effect of metacognitive strategies and listening anxiety on students’ listening comprehension achievement since the significance value was higher than 0.05.

To find out whether or not there were significant differences in listening comprehension achievement among the students with high, moderate and low levels of anxiety, the post-test scores in each group based on the level of listening anxiety were analyzed by using independent sample t-test (see Table 4).

**Table 4. Summary of Listening Comprehension Achievement in Terms of Levels of Listening Anxiety**

Aspects of Listening Comprehension	High - Low		High - Moderate		Low - Moderate	
	t	Sig. (2-tailed)	t	Sig. (2-tailed)	t	Sig. (2-tailed)
Listening Total Control Group	.175	.863	.068	.947	.255	.801
Main Idea	1.00	.331	.712	.486	.297	.770
Details	.187	.854	.631	.536	.936	.362
Inferences	.118	.907	.682	.504	.635	.533
Understanding Message	.606	.552	.000	1.00	.606	.552
Listening Total Experimental Group	5.69	.000	2.09	.051	3.11	.006
Main Idea	1.71	.104	1.10	.284	2.52	.021
Details	2.72	.014	.759	.458	1.92	.070
Inferences	4.13	.001	3.51	.002	1.04	.310
Understanding Message	.805	.431	.305	.764	1.20	.246

From the result in the control group, the *t-value* for high – low levels of listening anxiety was .175 with the significance value .863. For high – moderate levels of listening anxiety, the *t-value* was .068 with the significance value .947, and for the low – moderate levels of listening anxiety, the *t-value* was .255 with the significance value .801, which indicated there were no significant differences in listening comprehension achievement among the students in high – low, high – moderate and low – moderate levels of listening anxiety.

While in the experimental group, for the high – low levels of listening anxiety, the *t-value* was 5.69 and significance value was .000 which means there was a significant difference in listening comprehension achievement. For high-moderate levels of listening anxiety, the *t-value* was 2.09 and the significance value was .051 which showed there was no significant difference in listening comprehension. However, in high – moderate levels of listening anxiety there was a significant difference in inferences aspect (.002). Meanwhile, in low – moderate levels of listening anxiety, the *t-*

*value* was 3.11 and the significance value was .006, showed that there was a significant difference in listening comprehension achievement.

### DISCUSSIONS

To find out whether or not there was any significant interaction effect of metacognitive strategies and listening anxiety on listening comprehension achievement, a statistical analysis of two-way anova was conducted. From the result of two-ways ANOVA analysis, there was a significant interaction effect between metacognitive strategies and listening anxiety on listening comprehension achievement. It could be seen from its significance value which was lower than 0.05 (*see Table 3*). It means that metacognitive strategies influenced positively to reduce the anxiety and assisted the students to enhance their achievement in listening. Metacognitive strategies do not only assist students in learning but also have a lot to offer listening skill specifically. Goh (2008) stated that metacognitive strategies decreases learners' anxiety while listening and increases students' self-confidence. Sioson (2011) also stated that when students use more metacognitive strategies, they have less feelings of communication apprehension, fear, and general feelings of anxiety. It might be because metacognitive strategies deal with goal setting, planning and monitoring of learning which somehow lessen anxiety, thus possibly making them more confident and the achievement became better.

In order to find out whether or not there were any significant difference in listening comprehension achievement among students who have high, moderate,

and low levels of anxiety, an independent sample t-test was used. The result showed that there were no significant differences among the level of students' listening anxiety while in the experimental group indicated the significant differences only for high – low levels and moderate – low levels of listening anxiety (*see Table 4*), it means that the alternative hypothesis ( $H_{a2}$ ) was accepted. It can be assumed that students who did not receive the treatment could not get better achievement as students who received the treatment. Because the strategies helped students to raise the confidence and maintain the learning process. From the results also indicated that the achievement of low level of listening anxiety was significantly higher than high level of listening anxiety. This finding confirmed that in high-low levels of listening anxiety had significant differences in details and inferences aspects while in low-moderate levels of listening anxiety had significant differences in main idea aspects. According to Ratebi and Amirian (2013) all EFL learners use some strategies to help them understand an oral English text. However, proficient EFL listeners are more aware of the strategies that they use and employ these strategies more effectively than less proficient EFL listeners. Students with effective metacognitive skills can “accurately estimate their knowledge in a variety of domains, monitor their on-going learning, update their knowledge, and develop effective plans for new learning” (Everson & Tabias, 1998, p.12). It might be because the high anxious students were easily distracted from listening. They tended to think more about the potential failure and



negative evaluation from others. While low anxious students gave more work in the task itself and their concentration was not divided. Metacognitive strategies also had positive effect in reducing the listening anxiety, because the consecutive process of metacognitive strategies helped students to be more aware and focus on the strategies they used. There was only one students who was at high level of listening anxiety. The number of moderate and low anxious students increased significantly.

### CONCLUSIONS

The results of the study indicate that metacognitive strategies could help the students to cope with the excessive worry and improve the achievement. Students with less anxious were outperformed than high anxious students in using metacognitive strategies. Less anxious students used more metacognitive strategies effectively than high or moderate anxious students. They can minimize the anxiety and manage their learning more thoroughly. Metacognitive strategies not only increase students' comprehension but also motivate them as well. For it can make them become more strategic and confident in their abilities to learn.

To future works, it is possible to explore more the effectiveness of metacognitive strategies with higher number of participants and allocate longer period of time to optimize the findings in the future. And it is suggested to use more authentic listening materials which is closer to students' current listening level. And further, it is suggested to do more research exploring the effect of metacognitive strategies in different language skills such as reading or writing.

### REFERENCES

- Alderson, J., C. (2005). *Diagnosing foreign language proficiency: The interface between learning and assessment*. New York, NY: Continuum.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206-22-. Ddoi:10.1111/j.1540-4781.2005.00275.x
- Everson, H., T., & Tobias, S. (1998). The ability to estimate knowledge and performance in college: A metacognitive analysis. *Instructional Science*, 26(1-2), 65-79. doi:10.1023/A:1003040130125
- Fraenkel, J., R., Wallen, N., E., & Hyun, H., H. (2012). *How to design and evaluate research in education* (8<sup>th</sup> ed.). New York, NY: McGraw-Hill Education.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.
- Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC Journal*, 39(2), 188-213.

- Green, G. (2004). "Listening makes my brain hurt": Issues of listening for students who are speakers of languages other than English. *Journal of Educational Studies*, 26(2), 57-71.
- Hulstijn, J., H. (2003). Connectionist models of language processing and the training of listening skills with the aid of multimedia software. *Computer Assisted Language Learning*, 16, 413-425.
- Kim, J. (2000). *Foreign language listening anxiety: A study of Korean students learning English* (Doctoral dissertation, The University of Texas). Retrieved from [https://www.researchgate.net/publication/35732188\\_Foreign\\_language\\_listening\\_anxiety\\_a\\_study\\_of\\_Korean\\_students\\_learning\\_English](https://www.researchgate.net/publication/35732188_Foreign_language_listening_anxiety_a_study_of_Korean_students_learning_English)
- Krashen, S. (1981). *Second language acquisition and second language learning*. New York, NY: Pergamon Press.
- Li, W. (2013). A study of metacognitive awareness of non-English majors in L2 listening. *Journal of Language Teaching and Research*, 4(3), 504-510. doi:10.4304/jltr.4.3.504-510
- Movahed, R. (2014). The effect of metacognitive strategy instruction on Listening performance, metacognitive awareness and listening anxiety of beginner Iranian EFL students. *International Journal of English Linguistics*, 4(2), 88-99.
- O'Malley, J., M., & Chamot, A., U. (1990). *Learning strategies in second language acquisition*. Cambridge, England: Cambridge University Press.
- Ratebi, Z., & Amirian, Z. (2013). Use of metacognitive strategies in listening comprehension by Iranian university students majoring in English: A comparison between high and low proficient listeners. *Journal of Studies and Education*, 3(1), 140-154.
- Vandergrift, L. (1997). The strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30(3), 387-409. doi:10.1111/j.1944-9720.1997.tb02362.x
- Vandergrift, L. (2007). Recent development in second and foreign language listening comprehension research. *Language Teaching*, 40, 191-210. doi:10.1017/s0261444807004338
- Vandergrift, L., & Tafaghodtari, M., H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*.
- Wenden, A., L. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515-537.

Xu, F. (2011). Anxiety in EFL listening comprehension. *Theory and Practice in Language Studies*, 1(12), 1709-1717. doi:10.4304/tpls.1.12.1709-1717

AN EVALUATION OF SPEAKING TASKS IN STUDENTS' BOOK FOR SENIOR  
HIGH SCHOOL GRADE X SEMESTER 1

Melati

**Abstract**

This research aims to describe speaking tasks in students' book in part of task selection and organization especially for two indicators: task input and instruction in English students' book for grade X semester 1. The source of data in this research was checklist evaluation from four assessors: English teachers who use the book. Based on the data analysis, there were two findings. First, speaking task in seven chapters do not have adequate and suitable input of tasks. Second, almost all chapters in the book have salience, succinct, sufficient, sequence and can clearly identify what the target of the tasks are.

**Keywords:** *evaluation, speaking, tasks, student, book*

ENGLISH TEACHERS' PERCEPTIONS AND IMPLEMENTATIONS OF  
PORTFOLIO ASSESSMENT IN JUNIOR HIGH SCHOOL

Mohammad Muis

Abstract

This study investigated teachers' perceptions and implementations of portfolio assessment in junior high school in Bangkalan regency. The following three questions guided the study: 1) How are the teachers' perceptions of portfolio assessment in Junior High School? 2) How do the teachers apply portfolio assessment in the classroom activities? 3) How do the teachers' perceptions influence on the teachers' implementation? In order to achieve the objectives of the study, the first, a survey was done. Then, to obtain more in-depth information about the teachers' perceptions and implementations of portfolio assessment, a case study research was conducted. In this case, classroom observation and interview were conducted. Then, the data were analyzed through reading or memoing, describing, and classifying. The data revealed that the teachers have positive perceptions towards portfolio assessment as they agreed that the assessment approach is beneficial to assess students' progress and achievement. However, the teachers perceived taking a lot of time for preparing it into the classroom, big numbers of students in the class as the main problems in implementing portfolio assessment. There was a little difference among the teachers on the way they implanted portfolio assessment. The two teachers used collection portfolio and the other one used showcase portfolio while assessment portfolio did not find in this research.

**Keywords:** *authentic assessment, portfolio assessment, teachers' perceptions*

THE EFFECTIVENESS OF COOPERATIVE LEARNING IN  
MALAY LANGUAGE TEACHING AND LEARNING 21<sup>st</sup>  
CENTURY

Mohd Rashid Md Idris (Assoc. Prof. Dr.)<sup>1</sup>, Nurul Syahida Abdul  
Ghani<sup>2</sup>, Abdullah Yusof (M.A)<sup>3</sup>

<sup>1</sup>Associate Professor, <sup>2</sup>Teacher, <sup>3</sup>Senior Lecturer

<sup>1</sup>rashid@fbk.upsi.edu.my

**Abstract**

This research is constructed to find out the effectiveness of cooperative learning in teaching and learning of Malay language in 21<sup>st</sup> Century. The study aims to identify the achievement of the students in pre and post-test. There are three main objectives in this study which identify the level of achievement among students in pre-test, identify the level of achievement among students in post-test, and analysed the effectiveness of cooperative learning to improve the student achievement. A total of 24 from two schools were chosen from SMK Trolak, Felda Trolak Selatan, Sungkai, Perak as the subject of the research. The finding showed that cooperative learning helps students to improve their learning of Malay language in 21<sup>st</sup> century. This study is important to create awareness among educators, especially teachers to diversify their methods and help students to improve their achievement. The study also implicates that the implementation of cooperative learning in teaching Malay language in 21<sup>st</sup> century not only improves students' achievement in Malay language learning but also enhance teaching quality among teachers in teaching Malay language in 21<sup>st</sup> century.

**Keywords:** Cooperative Learning, Teaching and Learning, Malay Language in 21<sup>st</sup> Century

**INTRODUCTION**

Ministry of Malaysian Education (MOE) had made several revamps on National Education System in curriculum, pedagogy, evaluation and management particularly to front globalization challenge, technology application and community lives communication. In Malay language teaching and learning context, an educator is encouraged to

apply diverse of teaching methods and approach. Nonetheless, according to Juriah Long (2010:11) strategy of Malay language teaching and learning should be student centered. The shift of teacher centered traditional method to current method of student centered is a change recommended by MOE. Thus, cooperative learning approaches in Malay language teaching and learning is well corresponds

to MOE desire to make a student centered in classroom teaching.

According to Kamarudin Hj. Husin et.al (2014:315) cooperative learning is a type of particular collaborative learning. Through cooperative learning, student will study together in small groups based on planned activity or neatly structured by teacher. This correspond MOE desire to enhance students' incidence, teaching and learning approach shall correspondingly alter with advanced technology and internet access development. In education context, especially Malay language which dynamic and creative with appropriate content according to current development is necessary. Hence, cooperative learning and activity federation or 21<sup>st</sup> century recommendation of education which has been implemented by MOE in 2015 can be said as a learning alternative that can be applied in Malay language teaching and learning.

The transformation of education has been conducted by Ministry of Malaysian Education (MOE) through Malaysian Education Blueprint (MEB) which plans several of initiatives to strengthen the education field. There are several shifts will be made via MEB 2013-2025. According to Zamri Mahamood in the Second Regional Postgraduate Seminar of Malay Language Education & Malay Literature (2013), the plan was designed in standard of international education and government aspiration in enhancement context to prepare the Malaysian students facing the

21<sup>st</sup> century of education challenge. This well corresponds to the current education objective which demands knowledgeable community, creative and innovative to compete at global rank and ready to survive in this 21<sup>st</sup> century.

Thus, this research is implemented to study the effectiveness of cooperative learning in Malay Language teaching and learning in 21<sup>st</sup> century. This 21<sup>st</sup> century of learning language needs to be elaborately planned in order to attract student interest in teaching and learning. Teacher's lesson should be well appropriated and innovative by applying cooperative learning as well as practicing 21<sup>st</sup> century of learning into Malay language subject. This purpose is to improve the student achievement in Malay Language as well as practicing today's way of learning.

## OBJECTIVE

This study intended to achieve these following objectives:

- (i) Identify the student achievement in pre-test of Malay Language before following cooperative learning method in 21<sup>st</sup> century of Malay Language learning.
- (ii) Identify the student achievement in post-test of Malay Language after following cooperative learning method in 21<sup>st</sup> century of Malay Language learning.
- (iii) Analyses the contribution of cooperative learning approach effectiveness on the improvement of student academic achievement in 21<sup>st</sup> century of Malay Language.

## LITERATURE REVIEW

Siti Rohana Ismat (2010), has conducts a study of *Keberkesanan Penggunaan Model Koperatif STAD dalam Pengajaran dan Pembelajaran Karangan Bahasa Melayu Tingkatan 2 di Sekolah Menengah Kebangsaan Slim River*. This conducted study is for the purpose of pursuing a bachelor's degree in education at University of Sultan Idris Education. The purpose of this research is to study the use of cooperative model STAD effectiveness in Malay Language teaching and learning and to identify the difference of student achievement and interest in essay writing based on the cooperative learning STAD by following the method of traditional learning. The result of Siti Rohana Ismat shows that teaching and learning activity in group can improve student understanding and interest in Malay Language learning.

Abdul Rasid Jamian dan Hasmah Ismail (2013), has conducts a study of *Pelaksanaan Pembelajaran Menyeronokkan dalam Pengajaran dan Pembelajaran Bahasa Melayu*. This study conducted at University of Putra Malaysia. This study purpose is to identify the readiness of Malay Language teacher in practicing fun learning. Furthermore, teacher's perception towards usability and suitability implementation of fun learning in improving Malay Language teaching and learning. The result shows the teachers are positive and high confidence in usability and suitability of fun learning in Malay Language teaching and learning. They acknowledge the use of multimedia

can develop a fun learning. However, Malay Language teachers have yet use teaching aids which are less. This is because they are still prone to use gifted talents by teacher or student teaching technique of fundamental rather than printed material, hearing aids, and multimedia software to create a fun learning atmosphere.

Nurul Nasrah Salehudin, Noor Hasimah Hassan dan Nur Aida Abd Hamid (2015), has conducts a study of *Matematik dan Kemahiran Abad Ke-21: Perspektif Pelajar*. This is conducted under the Faculty of Education at University of Kebangsaan Malaysia. This study purpose is to survey the extent of 21<sup>st</sup> century of skill mastery among form 4 students during the teaching and learning of Mathematics is in process. The outcome of this study shows a significant of positive correlation call between student's perceptions in Mathematic subject against the 21<sup>st</sup> century of skill. The result indicates how important the teaching and learning strategy or approach used by teacher to attract student's interest as well as changing their perception toward Mathematic subject.

In conclusion, the study of cooperative learning, Malay Language teaching and learning as well as 21<sup>st</sup> century of learning has been widely studied. The implication is not only involves in classroom learning, yet towards student's perceptions in today's learning. In an effort to identify either nowadays learning which is cooperatively in teaching and learning can attract



student's interests towards teacher, the desired study wants to be carried out by the researcher is to see the extent of cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning can improve the student's achievement in that particular subject

## METHODOLOGY

This study uses two sets of questions which are mid-year examination and end-year examination. The pre-test involves mid-year examination for the sample of study while post-test involves end-year examination for the same sample of study, it is used to measure the student's ability in Malay Language learning. The test question in the exam is prepared by a teacher which teaches Malay Language in the school. The pre-test purpose is to evaluate student's ability before practicing cooperatively learning approach. While post-test conduction is to see the difference in student's achievement after practicing cooperative way of learning.

Generally, this study is carried out in three levels of steps. Firstly, the researcher will look at the student's marks of pre-test. The researcher then explains about cooperative learning. This discussion aims to give an idea about cooperative way of learning by applying the 21<sup>st</sup> century of learning to the students. Second level is a treatment session. The type of given treatments are writing comment and essay in a group through 21<sup>st</sup> century of cooperative

learning activity. In Malay Language teaching and learning, the students are trained to cooperate to give comment, discuss and work together in a group in study purpose. In addition, students are trained to compare their own work with classmate. Lastly, the third level of this experiment is students will be evaluated through post-test right after they finished undergo cooperative learning. The collected data in pre-test will be compared with collected data in post-test to see the effectiveness of cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning.

The researcher uses a method of quantitative data analysis. The quantitative method involves numbering in the data analysis. The collected data will be analyses based on pre-test marks and the collected post sample. The researcher will look at the pre-test and post sample.

1. The researcher will analyses the pre-test and post data by looking at the student's achievement level of frequency based on the rubric. These are steps of student's achievement level of frequency use by researcher:

**Frequency = Number of Score Student Based on Achievement Rubric**

**Example:**

1. Frequency = 3 students  
score between 80-100 (Excellent)
2. Frequency = 6 students  
score between 50-59 (Good)

2. The researcher then will analyze the student's achievement whether there are any differences on pre-test and post-test. The researcher will see the difference based on the changes of student's score percentage in post-test. Here is how the difference of student's achievement analysis in pre and post-test was made:

**1. Percentage of Score = Score of Test / 100 x 100**

**2. Percentage Difference (Increase or Decrease) = Percentage**

**Post Test Score – Pre Test Score of Percentage**

3. Based on the analysis, the researcher will summarize in data description.

**FINDINGS**

The discussion is sorted out by objective which is student's achievement level in Malay Language pre-test before practicing the 21<sup>st</sup> century of Malay Language of cooperative learning method. The student's achievement level in Malay Language post-test after practicing the 21<sup>st</sup> century of Malay Language and the contribution of effectiveness of cooperative learning method in academic achievement improvement in 21<sup>st</sup> century of Malay Language subject.

The findings show more than 70% of respondents are female students and the rest of 30% are male students. Besides, it the result shows 91.67% of respondents

which equivalent to 22 students are consist of Malay and the rest of 2 students are Indian which results 8.33% in percentage. It shows the average of difference in female gender are more

Score	Level	Number of student	Percentage %
80-100	Excellent	3	12.5
60-79	Credit	5	20.83
50-59	Good	13	54.16
40-49	Satisfies	3	12.5
<b>Total</b>		24	100

compared to male while in term of races, Malay races shows a majority compared to Indian.

**i. The Pre Test Analysis of Student's Achievement Level**

This part of finding will answer the first objective which is to see the sample of score's achievement level before the researcher apply the cooperative learning method in 21<sup>st</sup> century of teaching and learning. The researcher will analyze the overall of frequency of pre-test student's achievement level.

Table 1. The level of Student Achievement in Pre Test

Table 1 shows the frequency of student in pre-test achievement. There are

3 of the students show 12.5% of percentage which excellent, furthermore, the table shows a total of 5 students show

Score	Level	Number of student	Percentage %
80-100	Excellent	7	29.16
60-79	Credit	15	62.5
50-59	Good	2	8.3
40-49	Satisfies	0	0
20-39	Reach Minimum Level	0	0
0-19	Have Not Reach Minimum Level	0	0
<b>Total</b>		24	100

20.83% of percentage achieve a credit in pre-test. While 13 of students show 54.16% of percentage is good in pre-test and the rest of 3 students are at the level of satisfies in pre-test which show 12.50% of percentage.

In overall, the student's achievement in pre-test are seen at average level because more than 60.0% of students are seen at the level of good and satisfies achievement in Malay Language

subject. This is because the researcher can identify the teacher in school are emphasizing the teacher centered which is exam oriented. The student's way of learning are limited and they could not generate more ideas to help their learning process or work together in a group. To increase the student's level of achievement, the researcher introduces more way of cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning besides increasing student's motivation and interest in learning Malay Language as well as nurtures the cooperation value of students.

**ii. The Post Test Analysis of Student's Achievement Level**

This subtopic is to achieve the second objective, which is to identify the student's achievement level in post-test. The findings of student's achievement in post-test of 21<sup>st</sup> century of Malay Language are as follow which after the cooperative learning method is used.

Table 2. The Level of Student's Achievement in Post Test

Table 2 shows the frequency of student's achievement level in post-test. There are 7 students shows 29.16% of percentage are excellent, besides, 15 students show 62.50% which achieve credit level on post-test. While the rest 2 students show the percentage of 8.3% are at the level of good in post-test. Hence, the student's achievement in post-test can be concluded as there has an improvement in 21<sup>st</sup> century of Malay Language learning. The researcher use the method of

cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning to see the differences of level earned by students.

In overall, the level of student’s achievement in post-test is better compared to student’s achievement in pre-test. More than 80.0% average of student’s percentage achieve excellent and credit level in 21<sup>st</sup> century of Malay Language subject. Based on the student’s post test result, cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning can be seen to help student’s improvement in achievement. This is proven when the researcher sees the student’s achievement in every part of Malay Language learning which starts from grammar, literature, summary and essay. The researcher has applied the cooperative learning way at the each of sub learning to see the difference of student’s achievement level in the pre and post-test.

**iii. The Difference of Student’s Achievement Level in Pre Test and Post Test**

This part of finding will answer the third objective of this study, which, is there any differences of student’s achievement level in pre-test before practicing cooperative learning method and the post-test after the teacher use the cooperative method in 21<sup>st</sup> century of Malay Language teaching and learning. Here is the difference in student’s achievement level before and after the teacher applied cooperative

learning in 21<sup>st</sup> century of Malay Language teaching and learning.

Table 3. The Percentage Difference in Pre

Score	Level	Pre Test %	Post Test %
80-100	Excellent	12.5	29.16
60-79	Credit	20.83	62.5
50-59	Good	54.16	8.3
40-49	Satisfies	12.5	0
20-39	Reach Minimum Level	0	0
0-19	Have Not Reach Minimum Level	0	0
<b>Total</b>		100	

and Post Test

Table 3 shows the difference of student’s achievement level from pre-test and post-test. According to the table, 16.66% of percentage is excellent which 12.50% from pre-test to 29.16% at the post test, besides, there is surge percentage of 41.67% at the level of good which 20.83% from pre-test to 62.50% at the post test. At the level of good, students decrease the percentage level which from good to credit. There is percentage declined at the good level of achievement

45.46% which from 54.16% at the pre-test to 3.30% at the post test. The rest show percentage decrease from post-test which 12.50% at the pre-test becomes 0.00% at the post test.

In overall, the third objective findings can be clearly seen an improvement of student's achievement level from pre-test to post test, after the cooperative learning method was practiced. The student's improvement of achievement at the post test is nearly 80.0% which the student's achievement is at the level of average at the beginning, however, after the 21<sup>st</sup> century of Malay Language teaching and learning was practiced by students, their achievement increase from credit level to the excellent. This is proven that the way of learning which followed by students that were taught with cooperative learning was able to help the student to generate more ideas after group work besides gather experience from the various conducted activity in training process.

In conclusion, the cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning is actually significant to the Ministry of Education of desires, which learning nowadays is more to student centered and the applied thinking skill in the school curriculum desperately ask the student to adapt the lifetime learning. Thus, based on the needs, it shows the importance of need of teacher's specific exposure such as cooperative learning course and the 21<sup>st</sup> century of learning activities. Hopefully, with the exposure and the practices will

provide teachers with opportunity to diverse the 21<sup>st</sup> century of Malay Language teaching and learning to be more interesting and effective. Nonetheless, everything seem to rely on teacher's commitment because teacher's creativity in diversify the teaching method will form a new dimension in world of teaching which is more effective and fun.

### **RESEACRH IMPORTANCE**

A study of the cooperative learning effectiveness in 21<sup>st</sup> century of Malay Language teaching and learning seem to have their own significance which can be contributed to some of the representatives which are student, teacher, institution which is school in particular.

The importance of this study can be seen towards student due to group work of learning style can attract the student's interest besides 21<sup>st</sup> century of activities implementation which can never be boring. It then purposely improves the student's performance in the exam. Next, the importance of this study to student is through cooperative learning or in a group which can create teamwork, form a critical thinking and creative as well as develop social interaction indirectly besides developing student's skill to speak in correct language.

Hopefully the teacher can acquired some information from the study's outcome regarding cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning. In addition, these

outcomes are expected to awaken the language teacher regarding of various way of appropriate teaching in PAK-21 to attract student's interest into Malay language subject.

This study is hoping to help the school institution to make an evaluation towards the use of importance of cooperative learning method in the available curriculum enforce beside the suitable PAK-21 implementation. This aims to improves the student's effort towards MEB desire 2013-2025 which to produce quality student and able to stand up against global rank.

## CONCLUSION

In a nutshell, a cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning is a pedagogy approach or method which helps the teacher to improve student's achievement in the examination besides enhancing teacher's ability in diversify the teaching methods according to the today's Ministry's desire. The strategy of an interesting cooperative learning is not only increases the student understands in teaching and learning process but it actively involves the student in the process indirectly.

The cooperative learning in 21<sup>st</sup> century of Malay Language teaching and learning which is introduced to the schools is an effort to inculcate the thinking skill, interaction skill as well as other skills which fit into today's teaching and learning. The findings was clearly

seen about the cooperative learning is able to improve student's understands as well as enhances their achievement in Malay Language subject.

## BIBLIOGRAPHY

- [1] Abdul Rasid Jamian dan Hasmah Ismail (2013). Pelaksanaan pembelajaran menyeronokkan dalam pengajaran dan pembelajaran bahasa Melayu. *Jurnal Pendidikan Bahasa Melayu*, 3 (2), 149-63.
- [2] Juriah Long (2010). *Kaedah pengajaran dan pembelajaran bahasa Melayu*. Bangi: Universiti Kebangsaan Malaysia.
- [3] Kamarudin Hj. Husin, Abdullah Yusof, Abdul Kadir Ariffin & Mohd Rashid Md Idris (2014). *Pedagogi asas pendidikan (Edisi baharu)*. Tanjong Malim: Emeritus Publications.
- [4] Kementerian Pendidikan Malaysia. (2014). *Kurikulum abad ke-21: bahagian pembangunan kurikulum*. Retrieved from April 4, 2017 [jpn.perak.moe.gov.my/ppdlms/index.php/informasion/warta-pendidikan/pppm-2013-2025/67\\_pembelajaran-abad-ke-21-amalan-dan-pelaksanaan-di-sekolah](http://jpn.perak.moe.gov.my/ppdlms/index.php/informasion/warta-pendidikan/pppm-2013-2025/67_pembelajaran-abad-ke-21-amalan-dan-pelaksanaan-di-sekolah).
- [5] Masyuniza Yunos dan Zamri Mahmood (2013). *Penyepaduan kemahiran abad ke-21 dalam pengajaran dan pembelajaran*

- bahasa Melayu*. Seminar Pascasiswazah Pendidikan Bahasa Melayu & Kesusasteraan Melayu Kali Pertama 2013. Bangi: Universiti Kebangsaan Malaysia.
- [6] Nurul Nasrah Salehudin, Noor Hasimah Hassan dan Nur Aida Abd Hamid (2015). Matematik dan kemahiran abad ke-21: Perspektif pelajar. *Jurnal Pendidikan Matematik*, 2, 24-26.
- [7] Pelan Pembangunan Pendidikan Malaysia 2013-2025 (PPPM). (2013). Retrieved from April 4, 2017 [www.moe.gov/index.php/my/dasar/pelan\\_pembangunan- pendidikan-malaysia-2013-2025](http://www.moe.gov/index.php/my/dasar/pelan_pembangunan- pendidikan-malaysia-2013-2025).
- [8] Siti Rohana Ismat (2010). *Keberkesanan penggunaan model koperatif STAD dalam pengajaran dan pembelajaran karangan bahasa Melayu tingkatan 2 di Sekolah Menengah Kebangsaan Slim River*. Sarjana Muda Pendidikan (Bahasa Melayu). Universiti Pendidikan Sultan Idris.

**DO VOCABULARY LEARNING STRATEGIES CORRESPOND TO READING  
COMPREHENSION?**

Muhaimin, Suharsono, Ahmad Munir  
*Pascasarjana Universitas Negeri Surabaya (UNESA)*  
muhaimin\_abdul75@yahoo.com

**Abstract**

In addition to grammar and pronunciation, vocabulary is one of language elements considered necessary for language master. Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Therefore, language learners should be equipped by several strategies to acquire meanings when they encounter some unknown words. This paper focuses on exploring what strategies employed by the students in reading comprehension and correlation between vocabulary learning strategies (VLSs) and reading comprehension. The study is quantitative approach and employed thirty students of senior high school as the participants. The data were collected through questionnaire and statistically analyzed using SPSS. The result of the research showed the students employed five strategy categories in which cognitive strategies as the most used strategies and had strong positive correlation with reading comprehension while four other strategy categories; metacognitive, determination, memory, and social were moderate correlation. The present research recommends that English teachers should give appropriate strategies to the students in order to have skills to acquire the words' meaning when they encounter reading texts.

**Keywords:** *vocabulary learning strategies (VLSs), strategy, reading*



**REPRESENTATION OF MULTICULTURALISM IN FRENCH LANGUAGE  
METHODE “ECHO”**

Norberta Nastiti Utami  
*Prancis, FBS, UNY*  
norberta\_nu@uny.ac.id

**Abstract**

French is a country of immigration since many years. The idea of multiculturalism is internalize in the life of citizen. French Language Methode “Echo” is a manual to study French language which represent the situation of multiculturalism in the social life of French community. The aim of this article is to describe the practice of multiculturalism through “Echo” as the manual of French language method.

**Keywords:** *multiculturalism, manual of french language methode*

**PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDREN EXPERIENCE**

Normawati Mohd Shariff, Prof, Dr. Assoc  
*Universiti Teknologi Malaysia, Kuala Lumpur, 54100, Malaysia*

**Abstract**

Self-determined children tend to thrive in the school environment. They are more likely to perform well academically, have better attendance record and display fewer behaviour problems in school. More importantly, they are likely to transit successfully into adulthood and assume the role of responsible adults in society upon leaving school. Given the importance of self-determination, this paper focuses on a language program which is a part of an ongoing community project aimed at addressing the problems of street children in Kuala Lumpur, Malaysia. It is organized in two parts: first, it explores the concept of self-determination and the importance self-determination especially among children with disabilities or from marginalized communities. Next, it includes a description of how a language lesson could incorporate the acquisition or development of skills that lead to positive self-determination. The classroom lesson is designed with hands-on activities that are aimed at fostering students' ability to communicate preference, make decisions, set goals, solve problems, and experience outcomes based on the choices they made.

**Keywords:** *self-determination, language teaching, marginalized children*

**VISUAL LITERACY IN FRENCH LANGUAGE TEACHING FOR HIGH SCHOOL  
STUDENTS: TEXTBOOK AND ITS IMPLICATION IN LANGUAGE CLASSROOM  
AS MULTIMODAL**

Nuning Catur Sri Wilujeng  
Yogyakarta State University  
nuning@uny.ac.id

**Abstract**

Term of literacy evolves from time to time. Nowadays, it is increasingly common for language teachers, that when assessing the pedagogical worth of some material, we need to evaluate not only the presentation of grammar and vocabulary and or the type of skills work, but also the visual aspect as well. Presently, the usage of smart phones devices and all the apps almost replaced the presentation of printed word and images on the pages of textbooks. The digital era has brought us such instant messaging service (e.g. LINE, WeChat, WahtsApps), Skype, social media (Facebook, Pinterest), video-platform sharing (Youtube, Vimeo), all of which also contribute to the rise of visual communication. Consequently, we as the language teacher need to be more tolerant to accommodate those apps into our language activities, for example in media or in language assessment. Students may create digital storytelling, prezi presentation, inline comics, sketches, mind-maps, word clouds and also their own vlog.

**Keywords:** *visual literacy, language teaching, digital equipment*

THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF  
YSU/UNY STUDENTS

By Nurhadi BW

*Lecturer at Department of Indonesian Language and Literature Education  
Faculty of Languages and Arts, Yogyakarta State University*

E-mail: [nurhadi2@yahoo.co.id](mailto:nurhadi2@yahoo.co.id)

**Abstract**

In the book of *Infographic Guide to Literature*, Eliot displays a comparison of average time usage per day for reading and for computing from various countries, including one of Indonesia. According to Eliot, Indonesians in one day spent 6.0 hours reading and 7.7 hours for computing (including for work). The number is slightly lower than the world average of 6.5 hours for reading and 8.9 hours for computing. Meanwhile, in a survey of three classes as a sample of students of Yogyakarta State University (YSU/UNY) in February—March 2017, obtained some data as follows. The average of UNY students in one day uses their time to surf internet for 7.97 hours; for reading 2.50 hours; and to watch TV for 1.23 hours. In one month, UNY students go to the library as much as 2.17 times and go to the mall/supermarket as much as 2.83 times. In the last three months, they have been reading literature on average as many as 3.27 books. They read literary books are more via the internet rather than via the library.

**Keywords:** utilization of time, reading, internet surfing, literary works, students

**INTRODUCTION**

**A. Background**

In a book entitled *Infographic Guide to Literature*, Eliot (2014: 132-133) presented a comparison of the average usage time per day for reading and for computing from various countries, including one of them is Indonesia. According to Eliot, Indonesians in one day spent 6 hours to read and 7.7 hours to using computer (including for work). The figure is slightly lower than the world average of 6.5 hours for reading and 8.9 hours for computing.

This finding certainly needs to be reconfirmed, given that Japan only achieved an average of 4 hours to read and 6.9 for computing; South Korea averages 3 hours to read and 9.6 hours to compute. Compare also with the average English 5.3 hours and 8.8 hours, the United States averaged 5.7 hours and 8.8 hours, while Thailand reached 9.4 hours and 11.7 hours for reading and computing in one day. This figure is just a

crude count. It is also possible that the samples examined do not represent the total population of these countries. However, that is the data contained in a book was published first time in 2014 in English.

It could be, in this digital era, when humans can't escape from smart-phone, there is a changing phenomenon. Asian people like Indonesia and Thailand may be higher read and computer averages than English or Americans. Almost all countries show that their reading level is lower than the level of computer using. Perhaps the reading level shown in these figures is not the result of reading printed materials, but from reading through smart-phones. This means the use of computers plus smart-phone digital generation is very high. Through this kind of smart-phone generation is now doing communications ranging from chatting, up-dates status, commenting in groups, reading news, send e-mail, enjoy songs or movies, upload

various works, and so forth. All their daily activities seem to connect to their gadgets.

Of the many smart-phone users, in addition to the young executives, the many who accessed it are the university students (also students) who represent the intellectual middle class. The Indonesian students are also not left behind in that regard. In the map of Indonesia, the using or access to computers, internet, and smart-phone, Yogyakarta occupies the most important position, as said by Marsyaf (2016) in Koran Sindo.

In the Marsyaf report (2016), the highest internet access in Indonesia is student in Yogyakarta Province (DIY). DIY occupies the first position with a percentage of 57.74%, then followed by DKI Jakarta in second place with a percentage of 56.21%, then the Riau Islands by 43.25%. This means that there is something different in the life of this digital era in DIY. Yogyakarta State University (UNY) located in DIY must also play a role in determining the high internet access in this special province.

Then how exactly is the phenomenon of UNY students in this digital era, especially on their daily activities in computing, internet surfing, or in accessing their smart-phone. How many hours per day are these students spending their time on the internet? How do their activities in reading, especially in reading literary works. Reading works of literature is one indication of intellectual middle class literacy level that becomes agent of change of a nation. Is the emergence of the digital age now there is a change in the phenomenon of reading literature?

Are students still reading literature now? What is the level of reading of their literary works? How do they read the literature? Do they read literature conventionally by reading a printed book bought from a bookstore or reading it in library? Or do they read the literature

through the internet with various gadgets? These were phenomenon changing that will be explored through this research so it can be known symptoms performed by UNY students in this fast-paced and instant digital era.

## **B. Purposes of Research**

Based on the formulation of these problem, this research aims to: (1) describe the using time of UNY student in internet surfing compared to other activities, (2) to describe the using time of UNY student in library visit compared to other activities, (3) to describe UNY student appreciation of literary works, (4) describe the media used by UNY students in accessing literary works that they read, (5) to describe the literary works appreciated by UNY students.

## **LITERATURE STUDY**

### **A. Internet and the Digital Age**

Through his book *The Third Wave*, Toffler (1992: xviii) describes the major changes in human history he calls the Third Wave. According to Toffler, the change or revolution in human history begins with an agricultural revolution that took place about 10,000 years ago. Then followed by the industrial revolution as the second wave that originated from England in the 1750s. Since the 1950s mankind experienced a third wave of revolutions, an era when the chimney that marked the industrial era began to be surpassed.

Furthermore, in his sequel *Powershift*, Toffler (1992: xviii) describes the post-chimney era known as the industry based on computers, electronics, information, biotechnology, and so on which marks the peaks that dominate the economy. Toffler's prediction has now manifested itself in the term that is now better known as the digital era, the Internet era.

This era, Toffler continued, suggests the emergence of new things such as

flexible manufacturing, niche markets, the spread of part-time jobs, and media demasification. In this era there will be a new mix between producers and consumers who introduced as "prosumer". In this era there will be a shift away from some work going back home and other changes in the political field and nation-state system.

In Part Three of the *Powershift* book, Toffler (1992: 111-194) describes the information warfare that marks a shift in power during the third wave revolution. Information is a very important entity and computers become quite dominant instruments in human life. Now that the 21st century is stepping on the second decade, Toffler's prediction becomes a necessity. The Internet, the entity that is based on computers, has now become the lifestyle of today's society. The Internet and digital systems marked a new era that humanity had not faced 100 years ago.

In the face of this era of the Internet and the digital age, humankind, including youth or students, may be among the most responsive groups in the face of change. In using the internet supported by the use of computers, ranging from laptops to smart-phone, group of students is the main player. The amount of time spent on surfing may be much more than the time for sleep. They can't be separated from gadgets that are connected to the internet even for just a day.

In this era, how they use their time of day. Are they still reading conventionally, reading printed materials? Do they still read newspapers or printed magazines? Or even read it through the on-line version only? Do they read books, including literary works in libraries and bookstores? Or do they read books that have been digitized through e-books?

Eliot (2014: 132-133) in a book entitled *Infographic Guide to Literature*, displays a comparison of average usage per day for reading and for computing from different countries. According to Eliot, the average

number per day people in the world to read is 6.5 hours and the average number for computing is 8.9 hours. Now people are computerized or can be read as the internet is greater than reading. Still according to Eliot, Indonesians in one day spent 6 hours to read and 7.7 hours for computer (including for work). The figure is slightly lower than the world average.

Then how much is their reading level, especially in reading literature? Are their reading levels lower than the TV watching rate? Do people in the digital age still read literary works? How do they read literature, through libraries or via on-line and e-books?

## **B. Reception and Appreciation of Literary**

Etymologically, literary receptions mean a response to literary works. The word reception comes from *recipere* (Latin) and then *reception* (English) which is interpreted as acceptance or welcome of reader (Ratna, 2005: 165). In its broad meaning, literary receptions mean the processing of the text, the means of giving meaning to the literary work so as to respond to it. The response is not only done between the work with a reader, but also the reader as a historical process, the reader in a certain period (Swandayani, 2013: 10).

The aesthetic of reception, according to Segers (2000: 35), can be briefly referred to as a doctrine that investigates literary texts based on the reactions of real and possible readers to literary works. Taking into account the character of a literary text, a work hypothesis is taken on the basis of which reader decides whether a literary text is considered "literary" or not.

In addition to the differences in the expectations horizon, it is undeniable that in the literature there are also open places that require readers to fill it. Iser (Segers, 2000: 39) even says that the more open places or vacant places, the more literary works become more valuable. Nevertheless, the

empty space remains its limit. If a work of literature has too much space, it causes the reader to not fill it.

Michel Foucault is one of the post-structural thinkers who cast important ideas for the development of discourse criticism especially in relation to power. The term "discourse" takes on a new meaning, beyond the understanding that structuralist critics provide. Discourse, not just "sign groups" (meaning elements referring to content or representation), but a way of generating knowledge along with practices that systematically shape the object in question (Foucault, 2002: 9; Swandayani, 2013: 12). Through a new sense of discourse, Foucault attributes the meaning system to two areas that have been considered to have been forgotten by structuralism, the historical and political spheres.

Appreciation of literature is one form or part of the response to the literary work. Appreciation is part of the literary reception. Appreciation is a form of literary response in the form of rewarding the reading of literary works. Appreciation usually means the connotation of positive judgment or appreciation even to the meaning of praise of literary works that have been read. Understanding literary appreciation here is often compared to literary criticism in the form of a negative judgment or a review of the shortcomings contained in the literary work.

## RESEARCH METHOD

The research on the usage of internet time and literature appreciation of UNY student in this digital era is a survey research. This research is a study based on the perception of students who respondents in answering a number of questions. This research is a development or adjustment of research on the scene as described by Arikunto, (2006: 10). This field research was conducted on the attitudes and behavior

of UNY students in a number related to the utilization of internet time and literary appreciation.

In this study conducted a study on a number of phenomena associated with the utilization of internet time and literature appreciation of the UNY student, each of which is broken down into a number of phenomena. It is then compiled into a number of questions in the form of a questionnaire. Questionnaires are then submitted to the subject of research.

The subject of this research is the students of UNY. While the object of this research is the phenomenon of utilization of internet time and the literature appreciation of student in the digital era. As for the purposes of this study, the subject of research is limited by cluster random sampling. With these techniques, there are three samples in this study: (a) Pendidikan Ekonomi (FE or Economy Faculty), (b) Pendidikan Bahasa Prancis (FBS or Language and Arts Faculty), and (c) Pendidikan Luar Sekolah (FIP or Education Faculty) classes. Each class consists of: 26 respondents, 28 respondents, and 35 respondents.

Data collection techniques used in this study is by questionnaire technique. Data collection was conducted in February-March 2017. The collected data then categorized, analyzed, and interpreted. The supporting instrument used to collect data in this research is in statistical program. In addition, Data Card is also used to facilitate the recording of some data and also to facilitate the categorization of data.

Data collected and categorized then analyzed descriptively quantitative and qualitative descriptive. The data that has been categorized in a qualitative manner based on statistical calculations is then described so that a number of questions described in some problem formulation or research objectives can be answered appropriately. In addition, the data that has

been qualitatively categorized and then also described in a number of descriptions so that the findings are easily understood by the reader.

**RESULTS AND DISCUSSION**

**A. Research Results**

Based on the findings of data obtained from the three classes that became the sample of this study can be known the five research questions in a number of findings table as follows.

**Table 1. Level of Usage of UNY Student Time for Internet, Reading, and Watching TV in a Day**

Activity	Sample Groups			Average
	A	B	C	
Using Internet	8.9 hours	6.6 hours	8.4 hours	7.97 hours
Reading	2.1 hours	3.1 hours	2.3 hours	2.50 hours
Watching TV	1.6 hours	1.2 hours	0.9 hours	1.23 hours

**Table 2. Level of Usage of UNY Student Time to Go to Library and Mall in a Month**

Activity	Sample Groups			Average
	A	B	C	
To Library	1.7 times	2.9 times	1.9 times	2.17 times
To Mall	3.2 times	3.0 times	2.3 times	2.83 times

**Table 3. Level of Literature Reading of UNY Student in the Last Two-Three Months**

Activity	Sample Groups			Average
	A	B	C	
Number of Works Read	4,7 books	2,4 books	2,7 books	3,27 books
via Internet	11	8	16	11,7
via Library	5	2	9	5,3
via Their Own	2	11	13	8,7
via Borrowing, etc	2	1	16	6,3

Number of Works Read	4,7 books	2,4 books	2,7 books	3,27 books
via Internet	11	8	16	11,7
via Library	5	2	9	5,3
via Their Own	2	11	13	8,7
via Borrowing, etc	2	1	16	6,3

Note: There are a number of respondents who did not complete the amount or 0 books.

**Table 4. Title of Last Literature Works was Read by UNY Students**

No	Sample Groups		
	A	B	C
1	Agar Bidadari	Cemburu Pd-mu <sup>2*</sup>	Assalamualaikum Beijing
2	5 Cm	Anne of Green Gables <sup>2*</sup>	Balada Orang-Orang Tercinta
3	Cinta Suci Zahrana	Child Hood Memories <sup>2*</sup>	Dalam Dekapan Ukhuwah
4	Hujan di Bulan Juni	Dear Nathan	Dilan 1990 <sup>2*</sup>
5	Introverted Boss	Di Hatiku Terukir Namamu	Edensor <sup>2*</sup>
6	Kapitalisme di Era Baru	Dilan <sup>2*</sup>	Fairish, Me and Mr. Perfect, Love Journey <sup>2*</sup>
7	Kekasih	Fifty Shades of Freed <sup>2*</sup>	Genk Kompor <sup>2*</sup>
8	Lempar Kode Sembunyi Hati	Gerbang Dialog Danur <sup>2*</sup>	Habibie dan Ainun
9	Letter To My	Milea <sup>2*</sup>	Hafalan Surat Delisa



	Daughter			hours 30 minutes).
10	Meet With The Dracula Again	Pada Senja yang Membawamu Pergi <sup>2*</sup>	Hujan <sup>2*</sup>	The highest number was obtained from the FBS student's answer which stated he/she used 8 hours to read. Reading here does not include reading by computer or smart-phone but reading the printed material. The highest answer from FE and FIP are 5 hours, while the lowest one from FE is answer 0 hours (R-15) and from FIP there is an answer ½ hour (R-17).
11	Mereka Yang Mati Muda	Perahu Kertas <sup>2*</sup>	Jalan Tak Ada Ujung	The average used by UNY students to watch TV in a day is only 1.23 hours or about 1 hour 15 minutes. This is a much smaller number compared to internet usage time. Perhaps the students who are mostly boarders do not have TV access so the average number is quite low. The highest use of TV viewing time was answered by FE respondents with 7 hours (R-11 and R-22). While the list that filled 0 hours or didn't watch TV from FE (there were 6 respondents) and from FIP (there were 16 respondents), and not to mention added from FBS.
12	Pacaran Kudus	Rare Beast "Edgar Ellen"	Kisah Cinta Segitiga	
13	Perahu Kertas	Remember When <sup>2*</sup>	Langit, Langit, Langit	
14	Percy Jackson The Last Olympian	Roman Picisan <sup>2*</sup>	Laskar Pelangi	
15	Rindu	Ronggeng Dukuh Paruk <sup>2*</sup>	Like Father Like Son	
16	etc	etc	etc	

**B. Discussion**

UNY students in a day use an average time of 7.97 hours (almost 8 hours) to surfing internet. In additional information, respondents said the using of internet time in this context includes using their smart-phones that are mostly connected to the internet. A respondent from FE (respondent no 2 or R-2) stated the answer using the internet time as much as 18 hours. While the lowest answered by respondents from FIP as much as 2 hours (R-7). From the average number of about 8 hours per day to surfing internet, it's means that there is a time of 1/3 days used for surfing internet. This is a good number of time-consuming (literacy) levels in the internet since they are young as intellectuals who should always keep up to date on developments, even if it's include smart-phones, may be WA, face-book, and others.

Unlike the using of time to surf internet, in a day UNY students only use the time to read only as much as 2.50 hours (2

When asked how many times go to the library and how many times go to the mall or supermarket in a month, obtained an average figure of 2.17 times and 2.83 times. If rounded, UNY students in a month go to the library twice and go to the mall 3 times. This comparison is not so striking, it is still relatively reasonable. That means going to the library to study is still comparable to going to the mall for shopping. Although it should be noted that going to the mall level slightly higher than to the library.

Of all the respondents there was a student from FBS who answered went to the library as much as 12 times a month. And the highest answer to go to the mall also obtained answers as much as 12 times, as stated R-8 from FE. Highest student to the library of FE 11 times (R-1) and from FIP 8 times (R-35). For answers go to the mall, the highest answer from FBS as much as 7.5 times and the highest reply from the FIP as much as 8 times (R-15).

For these two activities, each one answers 0 times or has never gone to the library or gone to the mall. For those who answered never went to the library there were at least 10 respondents. While the answer never go mall at least 9 respondents. This seems like a comparable answer to these two activities. If going to the library as a hallmark of intellectual students and going to the mall as a consumptive lifestyle, it can be assumed that the lowest level (never gone) between non-intellectual students and non-consumptive students has almost the same level. And the average number of UNY students who go to the library with who goes to the mall in a month is 2.17 times compared to 2.83 times. This is also a relatively small number of figures.

More specifically, in relation to the number of literary works read in the last two--three months, the average number of literature books read by UNY students is 3.27 books. From FE obtained an average of 4.7 books. This is the highest number compared to FIP of 2.7 books, especially from FBS which is only 2.4 books. This is an interesting finding because FBS students are students related to literature apparently the average read literature book is not higher with FIP students or FE students. Though FIP and FE students are not directly related to literature. Nevertheless, the average number of their literary books read is higher than that of FBS students.

From table 3 also obtained data about the reading of literary works. The books of literary works are read over the internet on average as much as 11.7. Furthermore, the answers that read the work through private ownership of 8.7; while through borrowing friends etc there are as many as 6.3; and those reading through the library occupy the lowest answer of 5.3. This means that in an average of one sample class there are as many as 8 people read literature through the internet, 9 people through private

ownership, 6 people through loans, and 5 people through the library.

From this data is actually reflected when going to the library and reading literature through this institution is not as big as borrowing friends, private ownership, especially through the internet. The ease of reading through the internet seems to have begun to shift the tradition of reading, in this context of reading literature, through libraries. The picture of the current era or digital era began to appear in the literature reading activity. At least based on the findings of research data of UNY students in 2017.

The titles of literature that they read most recently turned out to be many variants. Based on table 4 in front, it turns out that the last literary variations of literature are read in the form of old (relatively) literary works such as *Jalan Tak Ada Ujung* by Mochtar Lubis, *Balada Orang-orang Tercinta* by WS Rendra, *Midah* by Pramoedya Ananta Toer, *Ronggeng Dukuh Paruk* by Ahmad Tohari; and early 2000s works such as Andrea Hirata's works (*Laskar Pelangi* until *Edensor*); as well as the latest works such as Tere Liye's works (*Hafalan Surat Delisa*, *Hujan*, *Rindu*, *Tentang Kamu*) or other current writers such as Asma Nadia (*Assalamualaikum Beijing* and *Surga yang Tak Dirindukan*), Risa Saraswati (*Gerbang Dialog Danur*) or Pidi Baiq (*Dilan* novel series, *Milea: Suara dari Dilan*), and others.

In addition to the works of Indonesian literature, apparently the last reading of UNY students there are from abroad. A number of foreign literary works were also obtained from the questionnaire they answered, although it must be traced again whether the works of foreign literature are English or have been translated into Indonesian. A number of foreign literary works read by UNY students include *The Spoks Apprentice* by Joseph Dalenay, Robert Galbraith's *The Cuckoo's Calling*

(pseudonym J. K. Rowling), *Storm and Silence* by Robert Their, and others. More data can be read in table 4.

From the findings of this study can be obtained brief overview how students in appreciating the work of literature is quite diverse, ranging from various works of literature (relatively) old works to the latest works. In addition, they also read the works of foreign literature. The reading is mostly done via the internet (or some kind of e-book), then through private ownership, borrow a friend or borrow through the library.

UNY student visits to the library was also not higher than their visit to the mall or supermarket. Their reading activity in their daily lives is much smaller than their internet activity. In a day they read only for 2.30 while in the surfing internet they can reach 8 hours. This is a separate phenomenon because almost 1/3 of their lives are used for surfing.

In the *Infographic Guide to Literature* book, Eliot (2014) shows a comparison of the average time spent per day for reading and for computing from various countries, including one of Indonesia. According to Eliot, Indonesians in one day spent 6.0 hours reading and 7.7 hours for computing (including for work). The figure is slightly lower than the world average of 6.5 hours for reading and 8.9 hours for computing. The findings of this study are not much different from Eliot's in surfing or computing though for reading findings much different from Eliot's findings (6.5 versus 2.5 hours).

## CONCLUSION

Based on the findings of research and discussion above, obtained some of conclusions as follows. First, the average student of UNY in one day using the time to surfing internet are 7.97 hours; for reading 2.50 hours; and for watching TV 1.23 hours.

Time to surfing internet is much more than the time to reading or to watching TV.

Second, in one month UNY students go to the library as much as 2.17 times and go to the mall / supermarket as much as 2.83 times. Although the number of visits to the mall is slightly higher than that of the libraries, the figures actually illustrate the smallness of the two activities. Two activities that may be said to be opposite.

Third, in the last three months, they has reading literary books as much as 3.27 pieces. The highest average number of books read by FE students is 4.7 books, then from FIP students is 2.7 books, and the lowest of FBS is 2,4 books. This is unique findings because of the assumption that FBS students read more books than FE or FIP students.

Fourth, the literary book is more readable over the internet than through the library. In sequence, UNY students read the most literary works over the internet and then through private ownership, borrow friends, and the last through the library.

Fifth, the literary works appreciated (or perception) by UNY students are quite diverse. The literary works they read exist in the form of various old (relatively) literary works up to the latest or latest works. In addition, they also read the works of foreign literature. The level of appreciation or their receptions to the literary works can be said to be good.

There are a number of suggestions that need to be addressed in this research. First, as survey research, the sampling technique in this research has not represented the six faculties in UNY. There are no samples from FMIPA, FT, and FIK. This is a drawback of this research so that in the future, there should be a refinement of each faculty represented by its sample.

In addition, this research is still limited to quantitative questionnaire answers so it needs to be explored with a number of qualitative questions. That way, many

aspects that can be excavated. There are things that can be confirmed further so that the results of his research becomes more complete.

Our thanks go to all the students who have filled in the questionnaire for this research. Particularly to the coordinators who assist in the collection data and research findings. Hopefully these small findings can be an input, especially for policy makers in the UNY management.

#### **BIBLIOGRAPHY**

- Allen, Pamela. *Membaca, dan Membaca Lagi; [Re]interpretasi Fiksi Indonesia 1980-1995*. Magelang: Indonesiatara, 2004.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta, 2006.
- Eliot, Joanna. *Infographic Guide to Literature*. London: Cassell Illustrated, Octopus Publishing Group Ltd, 2014.
- Foucault, Michel. *Power/Knowledge*. Yogyakarta: Bentang, 2002.
- NURLIA IVANI
- Iser, Wolfgang. "The Reading Process: A Phenomenological Approach," in *Modern Criticism and Theory* (David Lodge ed.). London: Longman, 1972.
- Marsyaf, Muh Iqbal. "Pelajar DIY Paling Tinggi Akses Internet," *Koran Sindo*. September 4 edition, 2016.
- Ratna, Nyoman Kutha. *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar, 2005.
- Segers, Rien T. *Evaluasi Teks Sastra*. Yogyakarta: Adicita, 2000.
- Swandayani, Dian, Iman Santoso, and Nuning Catur Sriwilujeng. *Resepsi Media Indonesia terhadap Filsuf-Penulis-Pemikir Perancis dan Jerman*. Yogyakarta: UNY Press, 2013.
- Teeuw, A. *Sastra dan Ilmu Sastra: Pengantar Teori Sastra*. Jakarta: Pustaka Jaya, 1984.
- Toffler, Alvin. *Pergeseran Kekuasaan (Powershift)*. Jakarta: PT Pantja Simpati, 1992.

THE ANALYSIS OF TEACHER AUTONOMY TOWARDS LANGUAGE ABILITY OF  
YOUNG LEARNERS: TRENDS, ISSUES, AND CHALLENGES

Nurlia Irvani, Alif Karyawati  
*Universitas Negeri Yogyakarta*

**Abstract**

There are some research studies have been done upon some issues related to teaching foreign languages to young learners such as the age factor, teachers' use of methods and approaches in young learners' classrooms, and course books used in primary schools. Unfortunately, only few research look forward to the teacher autonomy in the classrooms. This study is aimed to investigate the teacher autonomy towards language ability of young English language learners. Further analysis factors of trends, issues, and challenges are used to explore those relationship. Private School of Primary Schools is employed on this study. Descriptive analysis is used to analyze the data. It is suggested that different teacher autonomy included on the learning process influence on language ability of young language learners. Implications of the result are discussed.

**Keywords:** *teacher autonomy, language ability, young learners, trends, issues, and challenges*

AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI ARABIA BASED ON NOVEL “*PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA*” BY JEAN P. SASSON

Nurnaningsih  
STKIP Taman Siswa Bima  
Graduate student of Language Educational Science of Yogyakarta University  
Awardee of BUDI-DN LPDP  
[nurnaningsihdesy@gmail.com](mailto:nurnaningsihdesy@gmail.com)

**Abstract**

This study aimed to analyze the culture of polygamy in novel “*Princess*”; *A True Story of Life Behind the Veil in Saudi Arabia*” by: Jean P. Sasson. This study used descriptive method, so the data is obtained through library research. The collected data has been analyzed qualitatively by presenting extracts on cultural values focused on the culture of polygamy in Saudi Arabia. The novel describes the effort of the main character of the novel (Princess Sultana) to set the women in Saudi Arabia free from the tight traditional rules in her country, it also tells about her fight to save her household from the practice of polygamy and the domination of men in her country. The novel totally tells about the low position of women in Saudi Arabia. The result of the research concluded two values, (1) the practice of polygamy is one of the culture of Saudi Arabia, because it practiced by most of men in Saudi Arabia since a long time ago and still related to the fact that we can find nowadays. (2) Some cases of polygamy did by the characters in the novel were not fit at all by the Islamic sharia law. In the analyzing process it is found the minim ability of someone to do justly to all wives he has.

This study is useful to improve vocabulary in teaching-learning process; it also can be useful as the reference in learning Cross Culture Understanding subject for the English students of University.

**Keywords:** Culture, Polygamy

## 1. Introduction

Literature is the soul reflection of the author. The literature has great influence and might contain rich aspects such as educational values, moral teachings, religious boundaries, and also structures of socio-cultural. The literature is a form of imagination of the author that is poured in the art with wise words that influence the readers. Novel as one of literature has an important role in societies because as narrative story, novel does not only entertain readers but it also leaves many positive values that we can get as lesson for our better. The novel *Princess; A True Story of Life behind the Veil in Saudi Arabia* written by Jean P. Sasson is a New York bestseller named as one of the best 500 Great books by Women and also was a bestseller in over 25 countries. The author successfully describes the life of Princess Sultana Al – Saud, a princess in the royal house of Saudi Arabia who wished free from the tight traditional culture of her country. The stories about oppressions, young girls forced to marry a man five times older than their age, young women killed by drowning, stoning,

or isolation in the “women`s room” were told clearly in the novel like the readers watch every occurrence in the novel directly.

Islam lets a man to marry one to four girls he wants, just if he can be fair to all wives he has. But Islam also proscribes a marriage which is hurting each other. So many young girls forced to marry old men as second or third wife. All women around the world dream to marry a right man only once and be the only one wife for their husband.

Allah SWT made the rules that never hurt all creatures He created. Then, the spirit of Princess Sultana as the main character in the novel motivates the writer to join her in continuing struggle to ensure that every woman in the world is treated with dignity and respect. This is why the writer takes the case as the object of the study.

## 2. Literature Review

### 2.1 Culture

Culture is based on Latin word, *Colere* that means make or work. While in Indonesia, culture known as “*budaya* or *kebudayaan*” which is base on Sanskerta word “*buddhayah*” which is the plural of buddhi (manner or mind). It indicated to everything connected to the manner and mind of human. Alitjhabana [1]. Human have manner and mind, so they can distinguish and choose which is the true or false in their life. It is different from animals that live with the instinct to hunting for food and protection from enemy. Furthermore, Alisjhabana [1] stated culture refers to every aspect of human`s life that includes beliefs, behaviors, and also the product of particular treatment which is done by a group of society.

Parson, stated:

"Culture consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of the biological genes"[6].

Something that is usually done by a group of society, such as attitudes, behavior, tradition, costumes or anything that has closely meaning with the habit

of a group of society which is done continuously by generation to generation can be interpreted as culture. This reminds that polygamy was done by Arabian people since a long time ago and still done by their new generation until nowadays, so the practice of polygamy can be interpret as one of culture that belongs to Saudi Arabia.

## 2.2 Polygamy

Polygamy was ghosing the mind of all women around the world. All women including single ladies in the whole world worry about the possibility of men who takes a younger and more beautiful girl as their new wives. Naik [5] mentioned polygamy as a system of marriage whereby one person has more than one spouses. Polygamy can be of two types. First is polygyny where a man marry more than one woman, and the other is polyandry, where a woman marry more than one men.

In Islam, polygamy is permitted; whereas polyandry is completely prohibited. Algra in Kuzari (1995) defined polygamy bound up by two words 'poli' that means many and 'gami' that means marriage. So, polygamy is a marriage with two girls or more. While there are some women in some parts of this world marry more than one man as their husbands and do polyandry, but the most commonly happen around the world is the practice of polygamy that called polygyny. According to Hornby [4] polygamy is the custom of having more than one wife at the same time.

### 2.2.1 Polygamy in Saudi Arabia

Polygamous marriages are legally recognized in Saudi Arabia, as in accordance with Islamic Sharia law,

which allows Muslim men to take up to four wives, considering that he can treat them equally. Polygamy has been reported to be spread throughout the entire country. A long the time not many persons know how is the exact feeling of Arabian women who have to face polygamy as their destiny; they have no choice living under the culture which conditioned them like they used to be.

### 2.2.2 Polygamy as the Culture in Saudi Arabia

Before the Qur'an was revealed, there was no upper limit for polygamy and many men had scores of wives, some even hundreds. Islam put an upper limit of four wives. Islam gives a man permission to marry two, three or four women, only on the condition that he deals justly with them. To carry on the process of association between Arabian and the society, then polygamy, rustle and business of slaves was confirmed as the effective way in the Abbasiyah dynasty [3]. The statement above indicates that polygamy was practiced by Arabian people since a long time ago and still done by their nowadays generation.

### 2.2.3 Polygamy in Saudi Arabia Based on Islamic Law

In Islam, polygamy is allowed with the specific limitation where a man can have up to four wives. Islam puts an upper limit of four wives to make sure that women treat in dignity and respect. The Qur'an clearly states that men who choose this route must deal with their wives justly.

*"If you fear that you shall not be able to deal justly with the*



*orphans, marry women of your choice, two or three or four; but if you fear that you shall not be able to deal justly with them, then only one" (Quran 4:3).*

Dealing justly with wives is an obligation of a man. This applies to housing, food, clothing, kind treatment and others, for which the husband is fully responsible. If one is not sure of being able to deal justly with them, the Qur'an says: "then (marry) only one. The verse actually is like a satire from God, all muslims know that the only one who can be fair in the world is Allah SWT. Whereas as the servants we are still asking for the justice of the Greatest Lord in this world.

The other verse plainly states: "You are never be able to be fair and just between women even if it is your ardent desire..." (Qur'an 4:129) The requirement of justice rules out the fantasy that man can "own as many as he pleases." It also rules out the concept of a "secondary wife", for all wives have exactly the same status and are entitled to identical rights and claims over their husband. It also implies, according to the Islamic Law, that should the husband fail to provide enough support for any of his wives, she can go to court and ask for a divorce. In the verse (4:3) God satires His servant's ability of being justly, then in verse (4:129) it is clearly explained that human never be able to be fair, even if you are a very rich person and have a lot of properties. Even if you think it is easy for you to housing, food or clothing them with the same quality, you will never able to treat them in the same kind treatment and love.

Some Islamic scholars opine that it is mandatory for the husband to tell the

first wife if he wants to marry a second one, but her acceptance is not mandatory for him to go through with the subsequent marriage. Women, on the other hand, are only allowed to marry one husband, although they are allowed to remarry after a divorce. Although many Muslim countries still retain traditional Islamic law which permits polygamy, secular elements within some Muslim societies challenge its acceptability.

### 3. Research Methodology

#### 3.1 Research Approach

The method used in this study is qualitative descriptive research approach, by using the technique of literary research. So, this study concerns with the analysis of some cases in novel *Princess* that have a closely meaning by the concept of polygamy. In execution of research, the writer took information from several books, articles, and Koran which have relationship with the content of the novel "*Princess; A True Story of Life Behind the Veil in Saudi Arabia*" by Jean P.Sasson.

#### 3.2 Research Setting

The research is highlighted at library research and the process of the research needs plenty of time and more concentration to analyze the main source, in this case is the novel "*Princess; A True Story of Life Behind the Veil in Saudi Arabia*" by Jean P.Sasson, and the other references related to the object of the study. The location of the research is appropriate to take place in the novel itself (Arabian as the setting of place in the novel).

### 3.3 Procedure of Data Collecting

The writing of this study is entirely done through library research. This is collecting, making quotations and translation from Indonesian to English based on the novel transcript. Then search for relevant references for the subject of the study, in this case the writer highlight all expressions which enable her to find the main concept of the novel which indicates the behavior of polygamy that is practiced by the society in Saudi Arabia based on novel "*Princess; A True Story of Life Behind the Veil in Saudi Arabia*".

### 3.4 Procedure of Data Analysis

After collecting and understanding the significant data needed, furthermore the writer analyzed the story by reading the novel to find out some problems relating to the object of the study. It is restricted to find out the habit of polygamy in Saudi Arabia which is contained in the novel.

Data presented in a descriptive method that is by describing about the novel focusing on the quotations on those containing the habit of polygamy in Saudi Arabia.

## 4. Finding and Discussion

There are a lot of statements in the novel that indicate to the culture of polygamy in Arabia.

4.1. Analysis about the culture of polygamy related to the intrinsic element of the novel.

1. Theme of this novel is the low position of women in Arabian society, it related to this study which tries to find out the culture of polygamy as one of

Arabian culture that positioned women to live under domination of men and get the low position in the society.

2. Setting of place in this novel is in Saudi Arabia, this thesis has close relationship with Saudi Arabia as the country where most people of this country like to do polygamy.
3. Plot in this novel is chronological plot, this part is important to explain the chronological story of some characters that do polygamy in the novel.
4. In this novel, Jean Sasson as the writer positioned herself in third person point of view. She contributed the information about polygamy in Saudi Arabia by wrote it in form of a novel.

### 4.2. Polygamy as the Culture of Saudi Arabia

Here are some quotations that found in the novel "*Princess; A True Story of Life Behind the Veil in Saudi Arabia*" which indicate to the practice of polygamy as the culture of Saudi Arabia.

"To ensure the loyalty of races in the desert, Abdul Aziz married more than 300 women, which born fifty sons and eighty daughters. The sons by the wife that most he loved got the honor with the over special treatment, and after they grew older, they would be the leader choose as the leader of our country. The wife who was loved so much by Abdul Aziz was Hassa Sudairi, and now her sons got authority to lead the military of Bani Saud's empire which is found by their father. Fahd is one of the sons of

Abdul Aziz, he is our king now".  
(Page: 3)

Original text:

*"untuk menjamin kesetiaan suku-suku padang pasir, Abdul Aziz menikahi lebih dari 300 perempuan, yang lambat laun menurunkan lebih dari lima puluh anak laki-laki dan delapan puluh anak perempuan. Anak-anak lelaki dari istri yang paling disukainya mendapat kehormatan dengan perlakuan istimewa yang berlebihan, dan kelak bila dewasa, menjadi pemegang kekuasaan di negeri kami. Istri yang paling di cintai Abdul Aziz adalah Hassa Sudairi, dan sekarang anak-anak lelakinya mengepalai pasukan-pasukan gabungan bani Saud dalam memerintah kerajaan yang dibangun sedikit demi sedikit oleh ayah mereka. Fahd, salah satu dari anak-anak lelaki ini, sekarang adalah Raja kami".*

The quotation above related to definition of polygamy as the custom of having more than one wife at the same time which is stated in Oxford (1995: 894). It also confirmed us that polygamy related to the theory of culture which stated by Parson, 1949: 8 [6].

Next quotation:

"The man who chose by father to marry his most attractive daughter is the member of the family of famous merchant in Jeddah; He had an economic influence for our family. The groom was chose only based on the business relation in the past and for the future. He was sixty two (62) years old and Sara would be taken as his third wife. Although they had never met before, the man heard the beauty of Sara from his family women and he had a big hope to decide their

wedding date very soon. My mother tried to help Sara, but as like usual, my father gave a cold respond for the tears of his daughter" (Page: 33-34).

Original text:

*Laki-laki pilihan ayah untuk menikahi anak perempuannya yang paling diminati adalah anggota keluarga pedagang terkemuka di Jeddah yang memiliki pengaruh keuangan pada keluarga kami. Mempelai laki-laki dipilih semata-mata karena hubungan bisnis di masa lalu dan yang akan datang. Ia berumur enam puluh dua tahun; Sara akan menjadi istrinya yang ketiga. Meskipun belum pernah bertemu, laki-laki itu sudah mendengar kecantikan Sara dari famili perempuannya, dan ingin sekali tanggal perkawinan segera ditentukan. Ibu berusaha ikut campur tangan membela Sara; tapi ayah, sebagaimana biasanya, merespon dingin air mata anak perempuannya".*

As an adult; Sara was absolutely proper to do a marriage, but clearly stated in the quotation that her marriage was forced by her father and Sara actually never wished for the marriage. Her marriage actually could be included in an invalid marriage if we refer back to the story by Sahih Bukhari that stated in Asgar [2] Prophet Mohammed repeal the marriage of Khansa binti Khizam, when her father forced her to the marriage that out of her wished. Islam always gives the rules which available for all people, the adults are permitted to marry because they have their own idea to choose a better way for their life.

Next quotation:

"Sawing Randa's condition who became thin, I was thinking to ask my

father about the command of Allah in Koran which said that every Muslim have to share his noon and his night times to every wives he has. Since he married Randa, his three older wives were truly slighted by him” (Page: 86-87).

Original text:

“Melihat paras Randa yang kurus, aku terpikir untuk menanyakan pada ayah tentang perintah Allah dalam Alquran bahwa setiap Muslim diharuskan membagi siang malamnya di antara empat istri. Sejak ia menikahi Randa, ketiga istrinya yang lebih tua benar-benar diabaikan”.

Polygamy that practiced by Sultana's father was not related to An-Nisa (4:3) about the justly time for all wives he had. He supposes to give a rest time for a wife while he gives his care to the other wives who need the equal treatment.

## 5. Conclusion

### 5.1 Conclusion

After reading and analyzing the novel “*Princess*”; *A True Story of Life Behind the Veil in Saudi Arabia*”, there are some conclusions about the culture of polygamy as the object of the study in this thesis, they are:

1. The practice of polygamy is one of the cultures of Saudi Arabia, because it practiced by most of men in Saudi Arabia since a long time ago and still related to the fact that we can find nowadays.
2. Some cases of polygamy which did by some characters in the novel were not fit by the Islamic sharia law. In analyzing process is found the low ability of someone to do justly to all wives he had.

### 5.2 Suggestion

Reading novel is not doubtful, but it is a pleasant and interesting activity. Reading novel helps students to learn more about life, so they can make a comparison about the bad things and the goodness. This also helps them to understand the attitude, behavior, and character of the other people and the effort to build a good relationship in the socio-cultural life. Literature is a model of sharing intercultural knowledge. Understanding intercultural will helps students to love their own culture and respect to other cultures.

## References

- [1] Alisjahbana, S. Takdir. (1985). *Seni dan Sastra: di Tengah-tengah Pergolakan Masyarakat dan Kebudayaan*. Jakarta: PT. Dian Rakyat.
- [2] Ali Asghar. (2009). *Islam dan Teologi Pembebasan*. Translated by Agung Prihantoro. Fifth Edition. Yogyakarta: Pustaka Pelajar.
- [3] Hitti, K. Philip. (2002). *History of The Arabs*. Translated by R.Cecep Lukman Yasin and Dedi Slamet Riyadi. Tenth edition. Jakarta: PT Serambi Ilmu Semesta.
- [4] Hornby, As. (1995). *Oxford Advanced Learner's Dictionary of current English*. London: Oxford University Press.
- [5] Naik, Zakir. 2007. *Polygamy-Definition and Guidelines* ([http://www.themodernreligion.com/women/w\\_poly-znaik.html](http://www.themodernreligion.com/women/w_poly-znaik.html), accessed on January 13, 2011).
- [6] Parson, T. (1949). *Essays in Sociological Theory*. Glanceo, IL.

- [7] Sasson, P. Jean. (1992). *Princess; A True Story of Life Behind the Veil in Saudi Arabia*. Translated by Husni Munir. 2007. Jakarta: Ramala books.
- [8] Sasson, Jean.(2009). *Jean Sasson All Rights Reserved, Website Under Development*.(<http://www.jeansasson.com/books/princess-trilogy.html>, accessed on November 27, 2010).

## IN DEVELOPING ELEMENTARY SCHOOL STUDENTS' LANGUAGE AND LITERACY

Pradnya Permanasari  
Pekalongan University  
[pradnyaronita@gmail.com](mailto:pradnyaronita@gmail.com)

### ABSTRACT

This research aims to describe the use of 6Ts (Time, Texts, Teach, Talk, Tasks, Test, Summary) in the teaching and learning process in elementary schools. This research used descriptive qualitative research. The subject of the study was 9 teachers in SDN Kasepuhan 06 Batang. The writer used observation and interview.

The result shows that all of the teachers applied 6Ts in their teaching. The teachers used the half of the school time to have reading and writing activities. The teacher provided texts to read, and then they explained the material read by the students. There was a talk between teacher-students on the text they read. Moreover, the teachers gave tasks to retell. The test was given in the form of reading comprehension. Finally, the students are asked to make the summary of the text they have read. It shows that most of the students acquire language and literacy well.

The writer concludes that the use of 6Ts can develop students' language and literacy so that it is suggested to the teachers to apply it in their classes.

**Keywords:** 6Ts, Elementary Students, Language and Literacy

### INTRODUCTION

Schools should be a place for students to learn. Learning process will be more effective when it is supported by a lot of components. One of the components is the teacher. Teacher plays an important role to make the teaching and learning process succeeded such as by having the four teacher's competences: pedagogic, professional, social and personal. In teaching process, the teacher can apply his pedagogical competence using learning strategies and media. The strategy and media can help the students to master the material easier.

In Indonesia, there are some curriculums that have been applied. The last one is 2013 curriculum that has been revised in 2017. The government adds some important point to do by the actors of education to do in this curriculum. In 2013 curriculum revised in 2017 the government improves the character education which is done based on the nationality and humanity values that has been stated in the *Indonesian Education and Culture Minister number 23 year 2015* about character education . The school activities are done by:

1. The first

Having the habituation on some activities like internalization of moral and spiritual values. This activity can be created by respecting the God in form of praying Dhuha together and respecting others.

2. The second

Building the students' nationalism. It can be shown by having tolerance to the diversity of religion, belief, culture and to create the spirit of one unity, one nationality and one language, Indonesian.

3. The third

Making the students to have a positive social interaction with the adults in the school's environment as well as at home. For examples respecting teachers, headmaster, school staffs, parents and neighbors.

4. The Fourth

Enforcing the students to have a good social interaction among students. They should have good relationship with the classmates, juniors and seniors.

5. The fifth

Taking care of the school surrounding such as taking care of the school cleanliness, having cooperation with the school academicians, and pay attention to the school safety.

6. The sixth

Respecting the students' potential that is to improve the students' unique potential in reading and writing to open their own knowledge. In this part, the government asks the school holders especially teachers to make the students at least 15 minutes reading books. This activity is called as "*Gerakan Literasi Sekolah*".

Elementary school is the first formal school in which the students can have the learning process while playing.

As stated in *Permendikbud Number 23 Year 2015*:

*"Metode pelaksanaan kegiatan PBP untuk jenjang pendidikan sekolah*

*dasar masih merupakan masa transisi dari masa bermain di pendidikan anak usia dini (taman kanak-kanak akhir) memasuki situasi sekolah formal. Metode pelaksanaan dilakukan dengan mengamati dan meniru perilaku positif guru dan kepala sekolah sebagai contoh langsung didalam membiasakan keteraturan dan pengulangan."*

The implementation of the character education in the elementary school can be done using many ways. One of them is by having the habituation on reading and writing. It can be called school literacy.

School literacy is also implemented in all school levels in Indonesia. It is implemented from elementary, junior and senior high schools. In this research the writer only focuses on the school literacy in elementary school. There are many elementary schools in Batang. One of them is SDN Kasepuhan 6 Batang. The writer chooses this school to conduct the research is because the students' competence is lower than the other schools. There are some research questions in this research:

1. How is the students' ability in reading and writing?
2. How is the implementation of 6TS method in developing students' language and literacy?

The writer wants to describe the students' ability in reading and writing. Besides, the writer wants to describe the implementation of 6TS (Time, Texts, Teach, Talk, Tasks, Test, Summary) in developing the students' language literacy.

## LITERATURE REVIEW

In this subchapter the writer wants to discuss about the theories used in this research. Literacy means the ability to read and write, so the theories included here are theories of reading, writing, elementary school students and 6TS.

### **Reading**

**Reading comprehension** is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning (Tyson, 2014).

Serravallo (2014) states that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

It can be said that reading comprehension is the students' ability to read by thinking and understanding the content of the text and also getting the meaning behind the text.

### **Writing**

The word writing comes from a verb. Writing is a way to produce language which you do naturally when you speak, you say something, think of more to say perhaps correct something you have said, and then move on to convey any information (Meyers in Maula, 2012:1).

According to Lines (2006) writing as the act of picking up a pencil and forming letter either by printing or writing them in cursive. It can be said that writing is a tool to communicate in language, by using writing we explore and express ideas, thought, thing and feeling or anything that exist in our mind by writing it on papers with a pencil or pen, or a computer screen.

Brown (2001) states that writing is a transaction with a word where you free yourself from what you presently think, feel and perceive. After you find words to write, you put it on a paper or a computer screen. It can be concluded that writing is a

transaction to discover and organize your presently think, feel and perceive.

### **Teaching Young Learners**

According to Harmer (2007:38) young learner especially those up to the ages nine or ten, learn differently from order children, adolescents and adults. First, children respond meaning even if children do not understand individual word. Second, children often learn indirectly rather than directly. Third, children understanding comes not just from explanation but also from what they see, hear and crucially have a chance to touch and interact with. Fourth, children generally display an enthusiasm for learning and a curiosity about the world around them. Fifth, children need an individual attention and approval from the teacher. Six, children are keen to talk about themselves. It can be said that children can learn something not only by explanation but also from what they see and hear. The teacher has a responsibility to give the some models of learning to be effective.

Teaching is an activity in a classroom between teacher and students. State the teaching of writing is our activities involve conceptualizing, planning and delivering courses, at the first sight, this seems mainly and application of practical professional knowledge, gained through hands on classroom experiences.

According to Lines (2006) learners may find it very frustrating to try to physically form letters, and they may not be able to put their thought together in a coherent whole. The teachers are hoped to help them to solve their problems in writing. It can be concluded that teaching for young learners especially elementary school students , a teacher has to know that his order students have an ability to write such as express their thought and write it on papers.

### **6TS**



6TS (Time, Texts, Teach, Talk, Tasks, Test, Summary) is a teaching method created by Richard Allington. He creates 6TS to teach writing. It is a kind of literacy instruction done in elementary schools.

1. Time

As stated in *Permendiknas Number 23 Year 2015* that every school has to implement the habitual action in school literacy at least 15 minutes a day. It will be better if the teachers implement the school literacy such as reading and writing in every lesson. If there are 4 lessons in every day school lessons, it will be assumed that the students will have 2 hours for reading and writing.

2. Texts

The teacher provides some texts to be read by the students. The text is based on the students' level. It can be given every day to make the students comprehend a lot of reading text.

The motivation for reading was dramatically influenced by students' reading success. It can be gained by creating multi-level, multi-sourced curriculum that met the needs of the diverse range of students in their classrooms (Allington, 2001).

3. Teach

The important part of teaching is to provide appropriate time allotment and teaching materials. But in this method, the active instruction such as the teacher's modeling and demonstration take important roles to gain good readers. The teacher in this step, should give models and demonstration how to read and write well so that the students will imitate and become literate to literacy.

4. Talk

This step is the important step to have a talk between teacher-students and student-students. This talk was problem-posing, problem-solving talk related to curricular topics (Allington & Johnston,

2002; Johnston, Woodisde-Jiron & Day, 2001).

In other words, teachers and students discussed ideas, concepts, hypotheses, strategies, and responses with others. The questions teachers posed were more "open" questions, where multiple responses would be appropriate.

5. Task

The teacher gives the students longer assignment and reduces to have multiple choices to measure the students' comprehension. They read whole books, completed individual and small group research projects, and worked on tasks that integrated several content areas (reading, writing, and social studies).

6. Test

It is the time for the teacher to evaluate the students' literacy. It means that the teacher gives an individual test and measurement so that the difference achievement among the students will be seen. The teacher can decide which students need betterment in reading and writing.

7. Summary

The last step is making the summary. The teacher asks the students to make the summary of the book owned by the students themselves out of the materials given by the teacher. It is important for the students to have their own books.

In this research the writer gave the teachers training in implementing 6TS and asked them to implement it in their own classes.

## RESEARCH METHOD

Cresswell (2009:3) states that "Research designs are plans and procedures for research that span the decision from broad assumption to detailed methods of data collection and analysis." There are plans before conducting a research it is the

procedure that is used in order to examine certain objects.

In this research, the writer used descriptive analysis design with qualitative approach. According to Cresswell (1994:2), qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of information, and conducting in natural setting. For that reason, it should not isolate individuals or groups into some variables or hypothesis. The data are collected from notes, memos, and official document.

There were 9 teachers of SDN Kasepuhan Batang as the subjects of the research. They are 7 classroom teachers from class 1 to class 6, 1 religion teacher and 1 English teacher. The writer gave the teachers as the subjects of the study a training of the implementation of 6TS method first before they applied it in their own classes.

The writer collected the data using observation and interview. The observation was done in classes while there was teaching and learning process. The writer observed how the teachers conducted and managed their classes before giving them the training of the implementation of 6TS. The second observation was done in all classes to see the teachers implemented 6TS method.

The writer also had an interview with the teachers before and after they implemented 6TS method. The aims of the interview are to know how the students' ability in reading and writing, to describe the implementation of 6TS done by the teachers, and to describe the teachers' problem in implementing 6TS every day.

The procedures of the study are as follows:

1. The writer came to the school and asked for the headmaster's permission to conduct a research.

2. The writer gave the teachers as the subject of the research explanation on the use and the implementation of 6TS in the teaching and learning process.
3. The writer asked the teachers to implement 6TS method in their own classes
4. The writer observed the implementation of 6TS done by the teachers.
5. The writer interviewed the teachers.
6. The writer analyzed the data.
7. The writer interpreted the data.

## DISCUSSION

The writer collected the data using observation and interview. The observation was done during the teaching and learning process in every class before and after the writer trained the teachers to implement 6TS method. The writer observed the 9 teachers of SDN Kasepuhan 06 Batang in turns from the beginning of the class to the closing.

First before training the teachers to implement 6TS, the writer came to the sis classes that were class 1 to class 6 including the Religion and English classes to observe the teachers teaching the class. The result of the observation shows that the teachers only used traditional instruction in asking the students to read and write. The teachers only gave the students text to read and asked them to answer the multiple choice items.

The writer also gave an interview to the teachers. The interview was about the students' ability in reading and writing. The teachers said that not all of the students from class 1 to class 6 reached KKM (Minimum achievement standard) that was 70 and also in the religion and English lesson. Only 60 % of the students reached KKM.

The next one is giving the teachers training in implementing 6TS. The writer gave the headmaster as well as the 9 teachers training to have 6TS in their own

classes. It was a kind of workshop. After the teachers got the workshop, they should implement 6TS in their own classes.

The writer conducted the second observation and interview. The result of the observation shows that all of the 9 teachers implemented 6TS method in teaching. The 6TS was implemented well by the teachers. They implemented it in order. The result of the interview shows that after implemented the 6TS in the classes, the students' literacy was developed. Most of the students from class 1 to class 6 met KKM.

The teachers used the half of the school time to have reading and writing activities. The teacher provided texts to read, and then they explained the material read by the students. There was a talk between teacher-students on the text they read. Moreover, the teachers gave tasks to retell. The test was given in the form of reading comprehension. Finally, the students are asked to make the summary of the text they have read.

## CONCLUSION

From the results of the research, the writer can make conclusion that the implementation of 6TS method can develop students' language and literacy. It can improve the students' achievement. Most of the students met KKM.

The teachers implemented the 6TS method using 7 steps. They are; the teachers used the half of the school time to have reading and writing activities. The teacher provided texts to read, and then they explained the material read by the students. There was a talk between teacher-students on the text they read. Moreover, the teachers gave tasks to retell. The test was given in the form of reading comprehension. Finally, the students are asked to make the summary of the text they have read.

## REFERENCES

- Allington, R.L. (2002) *What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers*. Phi Delta Kappan, 83 (10), 740-747.
- Cresswell, John W. 1994. *Research Design: Qualitative and Quantitative Approaches*. London, Sage Production.
- Douglas, H and Brown. 2001. *Teaching by Principles: An Interactive approach to Language Pedagogy*. San Francisco State University: Wesley Longman.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Cambridge UK: Pearson Longman.
- Lines, T and Caroline. 2006. *Practical English Language Teaching to Young Learners*. New York: Mc Graw.
- Maula, Lia Atiqotul. 2012. *Improving Students' Hortatory Exposition Writing Skill Using Feedback of the Eleventh Years Students of MA Salafiyah Simbang Kulon Buaran Pekalongan in the 2011/2012 Academic Year*. Pekalongan: Pekalongan University.
- Permendikbud Number 23 Year 2015.
- Serravallo, J. 2014. *Understanding Texts and Readers: The Complete Comprehension Handbook*. New York: New York Time.
- Tyson, Kimberly. 2014. *{Infographic} A Literacy-Rich Classroom Supports the Common Core*. <http://www.learningunlimitedllc.com/2013/01/literacy-rich-environments-support-the-common-coreinfographic/> accessed on January 4, 2013.

**MODIFIED CHILD-DIRECTED SPEECH (MCDS) AND THE USE OF A NAMING  
TASK IN COMPARING THE PACING OF LANGUAGE ACQUISITION AND  
VOCABULARY BUILDING OF AGE 2-6 LEARNERS OF THE FIRST AND  
SECOND LANGUAGE**

Rayven Panes Aledo

Instructor

*University of the Philippines Rural High School  
College of Arts and Science*

University of the Philippines Los Baños, College, Laguna, Philippines 4031

[rpaledo@up.edu.ph](mailto:rpaledo@up.edu.ph)

+639-98-8596-243

**Abstract**

As support to several studies about CDS or Child-Directed Speech, also known as *motherese* or *parentese*, this study will compare the pacing of three children who are learning their first languages (Filipino and English) and will explore the language learning of a child by being exposed to a specialized language task which is specific to the vocabulary building of the learner and is facilitated through a style derived from CDS while listening to the oral drills and language reviews that the mother and the other siblings do at home.

The respondents are of different ages (i.e. 2, 4, and 6 years old) and vary in terms of language input and output due to differences in exposure and environment (i.e. schooling and non-schooling). Furthermore, the study used a specially-designed framework which explains the totality of the process, actions taken to address difficulties, and corrected output or acquired vocabulary through interaction and exposure.

According to Newman and Sachs (2013, 2009, 2005, 2001, 1997), CDS is defined as the way of the child to learn a language by being exposed to a specialized manner of speaking by the caregiver or, usually, the mother. This way of speaking is characterized by higher pitch, more variable pitch, and exaggerated speech. Therefore, if this scenario is already explored by many language experts all over the world, the researcher explored in this study how a child learns to a more specific language task by regularly listening to the environment where he or she belongs. Thus, exposure to language input was tested in this study (assessment phase) and also the ability of the youngest child who is not yet studying in a formal school, unlike his siblings, to absorb language input, still, with constant exposure (corrective phase) which lead to success in correction of difficulties and acquisition of language input.

**Keywords:** Modified Child Directed Speech, Exposure, Uncorrected output, Corrected output

## I. INTRODUCTION

Children learn from their caregivers and the environment where they are exposed to. Learning a language, specifically, is experienced through influences of different external factors. In the past, several language experts coined a particular term which will discuss such phenomenon of language acquisition, where caregivers or other interlocutors are involved in the process of acquisition: Child Directed Speech or CDS. According to Newman and Sachs (2013, 2009, 2005, 2001, 1997), CDS is defined as the way of the child to learn a language by being exposed to a specialized manner of speaking by the caregiver or, usually, the mother. This paper will explore a modified version of the CDS which is coined in this paper as Modified Child Directed Speech (MCDS).

MCDS is defined, theoretically, as the inclusion of a language task which is specific to the vocabulary building of the learner and is facilitated through a style derived from the CDS. A vocabulary task (i.e. naming task) adopting a principle of the game, Cranium Cariboo, was used to see how can the three respondents name different words associated to the words' images. This study may theorize a particular concept, but also supports the previous notions of CDS and vocabulary aptitude in terms of age, exposure to the language(s), and other factors which can be connected to language acquisition.

Technically, a task-based CDS can be thought of upon understanding the concept of modified CDS because it involves a specific task (i.e. naming) that uses the features of mothers or parentese. In reading, there will be two phases that will be discussed: the assessment phase and the corrective phase. As the paper progresses, it will show how the focus shifts from all the three children to the youngest which manifested the difficulties that a young learner can really experience

upon exposure to several languages (i.e. Filipino (Southern Luzon Tagalog variety) and English).

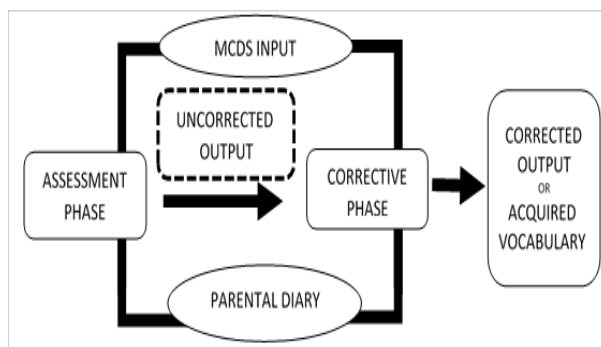


Figure 1: MODIFIED CHILD DIRECTED SPEECH FRAMEWORK

## II. LITERATURE REVIEW

The main goal of this research is to support Child Directed Speech and to know its potentials for child language acquisition (i.e. vocabulary building) and answer the following research questions: (a) Is indirect teaching of words useful in teaching a child the words themselves?; (b) What could be the effects of Modified Child Directed Speech to the youngest learner in naming words and building vocabulary?; (c) What contributions can the progress of the elder siblings do in improving the L1/L2 of the involved learners?; and (d) To what extent can a caregiver or the mother herself be of help to the L1 and L2 learning of her children?

Moreover, it will extend the discussions and analyses on the different aspects of child language acquisition (e.g. exposure and interlocutors). Lastly, it will explore a productive perspective on vocabulary correction and production to achieve successful language acquisition. In this portion, several findings across researches were made as justification of the data that this study had gathered. Focus on CDS, role of the parent or caregiver, role of exposure, and, in turn, success in language acquisition prepares the readers in the discussion and analysis of this paper.

### A. Child Directed Speech

Child Directed Speech is one of the key concepts of child language acquisition. It serves as the medium or style of the caregiver or interlocutor to talk to the infant or children. It has a unique style for vocalization and prosody. Since it is called Child Directed Speech, it is highly centered to the child's way of speaking which is more familiar to the child him or herself. CDS is looked upon as a conversational tool of parents to talk to their children and for the latter to unconsciously learn significant vocabulary from the utterances they produce. CDS, however, can be viewed as a specific strategy for vocabulary teaching and learning. The idea of modification in this paper extends the potentials of CDS which can be used in specific ways (i.e. teaching vocabulary) and indirect ways (i.e. indirect to direct perception of input). As mentioned by Stoll (2009), "children may not be addressed directly until they start to produce intelligible words (e.g. Quiche Mayan: Ratner & Pye 1984, Kaluli: Schieffelin 1985)," which proves the indirect tuning aspect of this research. He added from his analysis of the usage-based theory of language acquisition that other features also vary, such as number of words or vocabulary a child could perceive and produce at the end of the day.

### B. Role of the Parent or Caregiver

In an article written by Fernald (1985), four-month old infants prefer to listen to motherese. This behavior of infants continues until the child reaches adolescents stage. A certain soothing and caring effect helps the child establish a good rapport to his or her mother. Research on the dyadic interaction between mothers and their children has proven efficiency in the findings of Bavin (2009). Although it focused on cultures which are highly dependent on

mothers in talking to the children, still it shows how important the parents' role is, specifically the mother, in honing the child's language abilities.

### C. Role of Exposure

As mentioned by Lust (2006), mere exposure is sufficient for growth and change. The ability of the child to fast map serves as the coping mechanism which helps the child learn the target vocabulary or language. Many linguists and scientists believe that exposure to an experience gives more knowledge about it, boost curiosity, and motivation. Furthermore, in the article by Lust, she mentioned the findings by Cromer (1987) that "experience stimulates language organizational processes and that these affect other linguistic structures that are internally related." These findings confirm the role of exposure in learning or acquiring a certain language. Environment may play a vital role in the exposure because whatever is available in the environment will be very much significant in the child's knowledge and, even, language.

### D. Success of Language Acquisition

In the third level of variability of grammars, time of acquisition is one essential factor. According to Tarone (2007), "The earliest learned forms are deepest and most automatic, and forms learned later require more attention and control." Thus, success in language acquisition can be achieved upon early exposure and correction of whatever linguistic feature needed to be corrected. Success is highly dependent on the environment, experience, and interlocutors of the child. Also, in the last stage of the five stages of language acquisition (Gass, 1988), output is preceded by apprehensive input (e.g. utterances from interlocutors, environment, exposure, and prior knowledge), comprehended input, intake, and integration. The output might be hard to

produce since it passes through a very complex process, yet success of corrected output is still possible because of the presence of meaningful utterances with a specific goal or intent (i.e. vocabulary building).

### III. METHODOLOGY

In this study, three respondents were chosen based on proximity to the researcher and the socio-economic status. The reason why the researcher chose such respondents is to naturally get data which come from learners who only rely their vocabulary from the average vocabulary of their parents and the school where they are enrolled in. Also, their difference in age is necessary to compare the pace of each learner in terms of language acquisition. They are siblings of different ages (i.e. 2, 4, and 6 years old) and vary in terms of language input and output due to differences in exposure and environment (i.e. schooling and non-schooling). The researcher used a naming strategy which is derived from a game called Cranium Cariboo (Cranium Incorporated, 1998) which is a board game intended for young children to help them name letters, numbers, colors and shapes. It has been published by Cranium, Inc. in 1998. However, the original game will not be utilized, only the concept about naming and identifying pictures will be adopted.

In the data gathering, the help of the mother in performing the task of naming contributed in the progress of the study. The researcher, at first, briefed the mother about the parental diary that the latter will do. Fortunately, the mother was cooperative and willing to do the task during free hours at home. In this case, the environment will be more natural and conducive for the learners instead of the researcher being the one who will serve as interlocutor or caregiver.

The researcher designed a data gathering material which was used in the process. Derived from the original cariboo game, the mother or the caregiver showed the pictures to the three children and let the latter listen and repeat the words that the former will say. This should be continuous. She spent three minutes per row, without showing the other rows until the children were able to name the pictures in one row. This process continued until all pictures were named. When the pictures were named, the mother asked each child to name, on his/her own, the words' pictures that they have seen. Easy at first glance, but the mother took an hour every day to accomplish the task and, eventually, exposure sessions. Note that the way the mother guided or read aloud the words in this task was the MCDS way: high pitch, child-like talk, but the content revolves around the expected words that should be learned by the children. Also, this is modified in a way that the mother did not directly involve the youngest child in the naming task. The reason behind such way is for the researcher to see the difference between Direct CDS, the usual way, or the modified way which is indirect involvement of the youngest learner.

Reports from the mother showed how, in the process, the youngest sibling became curious about the task of his two elder siblings and eventually voluntarily tuning in to the naming activity done by his mother and the two other children. Interestingly, after two sessions, the two elder siblings got tired and bored of the task, yet the youngest was the one being enticed and wanted to pushed through even though his brother and sister did not like to continue anymore. According to the Student Coalition for Action on Literacy Education (SCALE) (2014), the children have the typical attention span which is equal to the age of the child plus 1. For example, if the child is 2 years old (age of the child) plus 1, the attention

span of the child is 3 minutes. Aside from this, the same pictures will be too usual for both of the school-age children and the non-school-age child, yet we will see if, by constant exposure or frequency of use (Hohle in Bavin, 2009), children will learn the language, especially the youngest. All of these behaviors were seen through the gathering and were explored through a two-phase elaboration: the assessment and corrective phase.

#### IV. DISCUSSION

Language acquisition is an essential aspect of human existence, it is our way to communicate and interact with other people. Early years of such phenomenon indicate the significance of developing a medium which can be used to be an effective member of the society. Vocabulary building is a natural process of language acquisition. It is evident across ages.

Figure 2 shows the word/s named by the respondents. Respondent 1 is the eldest (6 years old), Respondent 2 (4 years old), and Respondent 3 (2 years old). The naming did not stop in just naming per se, it involves retention and review. The first four sessions were the stage in the assessment phase wherein the respondents were tasked to name four words per session. The two eldest (6 years and 4 years) almost got perfect scores all throughout the sessions. The significant figure from the table was the scores of the youngest respondent (2 years old). Sessions 5-9 were the sessions; the difficulty was observed (uncorrected output). Puno (tree) was named as Bundok (mountain) by the youngest. He had difficulties in distinguishing the features of a mountain and a tree. To address such difficulty, the corrective phase was put into execution. Sessions 10-22 were the stages in the corrective phase. In this phase, a different set of pictures (real-life pictures) was shown to the respondents. Respondent 1 and

Respondent 2 were able to still name the pictures correctly, yet the youngest (Respondent 3) still had difficulty in naming puno (tree).

This phenomenon leads to the intervention in this study. The researcher provided a separate naming task (see Appendix C.2 Corrective Phase Material) where the focus words are puno (tree) and bundok (mountain) to help the youngest respondent who was having difficulty in distinguishing the two to correct such problem. Sessions 19-22, in particular, were the sessions from which the correction had become successful. In such sessions, the parent wrote in the parental diary the following observations:

**Session 19:** “Kaya na niyang (Respondent 3) ma-identify [‘yung] pangalawang drawing ng puno. [‘Yung] dalawang drawing ‘di pa niya ma-identify at [‘yung] unang drawing ng bundok na-identify din.”

(He was able to identify the second image of a tree, but the other two images of the tree, he cannot identify yet. However, he was able to identify the first image of the mountain.)

**Session 20:** “Na-identify na ni Giovanni (Respondent 3) ang 3 drawing ng puno, [‘yung] 2 last na drawing ng bundok na [lang] siya nalilito. ‘Di pa niya masabi kung ano [‘yung] nakadrawing.”

(Giovanni (Respondent 3) was able to name the 3 images of the tree. The only difficulty he is experiencing is naming the last 2 images of the mountain. He cannot name yet what the image is.)

**Session 21:** “Nasasabi na ni Giovanni (Respondent 3) kung ano ang bundok



at puno. Nasabi na niya ng tama [‘yung] 6 na nakadrawing.”

(Giovanni (Respondent 3) can already name or distinguish a mountain from a tree. He already correctly named the 6 images.)

**Session 22:** “Kaya [nang] ma-identify ni Giovanni (Respondent 3) [ang] pagkakaiba ng bundok at puno. Pinakitaan ko siya ng ibang drawing galing sa book, alam na niya ang tawag sa puno at bundok.”

(Giovanni (Respondent 3) can already distinguish the difference of a mountain from a tree. I also showed him drawings from other books and he was able to name a tree and a mountain correctly.)

The success of the last sessions confirms the ability of constant exposure and MCDS to be helpful in vocabulary building and/or correction.

Although the same data, Figure 3 shows the increase of vocabulary and success rate of utterance. The phases wherein Respondent 3 did not intersect with the other two respondents are the assessment and corrective phases where he was still being corrected. In sessions 19-22, all of the respondents are already on the same line that indicates their success in naming the words from the materials given.

Using the points from the literature review, the data was analyzed using the several paradigms presented from various findings across researches and claims in child language acquisition.

#### **A. Child Directed Speech to Modified-Child Directed Speech**

Since this paper proposes a possible strategy that modifies Child Directed Speech,

MCDS used in this study was very much effective. The features of MCDS being learner-centered and somehow task-based enables the difficulties of the identified respondent to be addressed. Consequently, the MCDS way proves the importance of a special prosody that helps children learn a language, if not vocabulary. Since the parent was instructed to use such strategy in talking to the respondents, her children’s, ease in learning was seen. In the framework that was used in the study (see Fig. 1), MCDS was helpful not only in the assessment phase, but also in the corrective phase. The strategy helped in correcting output and delivering input to the respondents all throughout the sessions of exposure. Moreover, in such a way, CDS can really be used in both direct and indirect teaching of vocabulary. Conversational input was already explored by CDS, yet learning input was explored by MCDS in this study.

#### **B. Role of the Parent or Caregiver**

Truly, the claim of Fernald (1985) about children prefer to listen to motherese can be reflected by the behavior of the youngest respondent in the research. The framework includes the parental diary which gave the highest contribution in the success of the study. Moreover, the parent helped in the execution of the MCDS. As reflection of the main goal of the study, the MCDS was used as a strategy by the parent in teaching or exposing the respondents with the target word/s. Also, even not a significant point of the claim, the siblings, as reported by the mother used the MCDS way to help their youngest sibling correct the difficulty, which in turn, can be an eye opener to the features of CDS as a flexible strategy in helping a child develop language. Its close access to the child’s trust, confidence, and way of speaking really helped in the success of correction and, somehow, vocabulary building.

**C. Role of Exposure**

To reiterate the findings by Cromer (1987) as mention by Lust (2006, that “experience stimulates language organizational processes and that these affect other linguistic structures that are internally related.” The 22 sessions served as exposure of the respondents to the input. Although a bit tedious, still the effect of exposure to the success of language development or, in this paper, vocabulary building was confirmed. From the framework, exposure’s role in the phases was the MCDS input. Constant exposure of the respondents in the input helped them realized, if not corrected, the difficulties they might have experienced during the course of the study. Furthermore, exposure also helped the respondents develop the skill of listening and tuning to their interlocutor. As reported by the mother, the three respondents really focused on the task. However, as a natural characteristic of children to be impatient if the task is already taking too long, the respondents still showed some signs of boredom especially during the repetition of the task, which is just normal to their age. Just like what the Student Coalition for Action on Literacy Education (SCALE) (2014) claimed that children have the typical attention span which is equal to the age of the child plus 1.

**D. Success of Language Acquisition**

From the framework of Gass (1998), output, being the last stage of the five stages of language acquisition, the success of language acquisition depends on several factors (i.e. exposure, prior knowledge, interlocutors, and environment). In this study, some factors were observed and assumed to be the indicators of the successful correction, if not learning, of the target language or vocabulary. However, due to time constraints, the second language acquisition of the youngest respondent was not thoroughly explored, still the success of

correcting the difficulty in the L1 was a breakthrough in the child’s vocabulary formation. Moreover, if such study showed the effectiveness of MCDS to L1, what more can it help in Early L2 acquisition? Such basis of the theory may open the potentials of MCDS to be of help to the Early L2 acquisition or Simultaneous and Sequential bilinguals.

Finally, the data and the evidences showed how MCDS can be a potential eye opener to language researchers. This study aims to bravely theorize a new concept which, in turn, can help realize the potentials of CDS and see its possible contributions to the pace of vocabulary learning of children and, eventually, language acquisition.

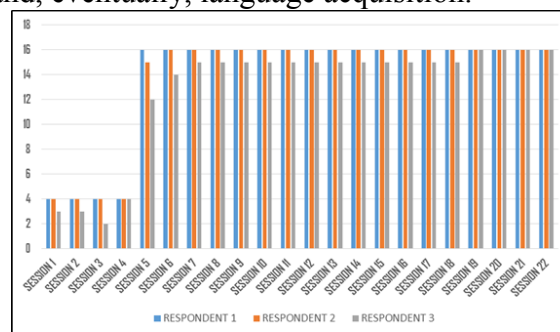


Figure 2: VOCABULARY TURN-OUT PER SESSION

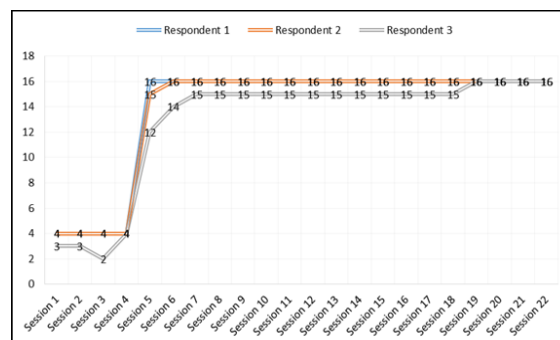


Figure 3: SUCCESS INDICATOR

**V. CONCLUSIONS**

This study has successfully supported the earlier findings on language acquisition. Although, the data showed that time to master the language or add more vocabulary is very essential because time dictates the

maturity, preparedness, and breadth and depth of prior knowledge. Still, the native language difficulties of the respondent have been corrected in the process.

---

Thus, the summary of findings and conclusions will answer the research questions derived in the study:

- Is indirect teaching of words useful in teaching a child the words themselves?

Yes, indirect teaching of words is useful in teaching a child words themselves because it helps in the honing of the tuning and listening skills. Also, curiosity is being shown by the child in all the sessions where he was not directly taught by his mother. The interlocutors in this scenario helped in boosting the consciousness of the child in terms of naming and learning.

- What could be the effects of Modified Child Directed Speech to the youngest learner in naming words and building vocabulary?

Although difficult at first, the mother identified the weakness of the child in terms of naming words, especially because the youngest learner was not directly focused, Modified CDS helped in identifying the difficulty in naming tree and mountain and distinguishing the two even with the help of pictures because of its prosodic feature being familiar to the child in focus.

- What contributions can the progress of the elder siblings do in improving the L1/L2 of the involved learners?

Because the elder siblings were already knowledgeable, they already helped in correcting the youngest. They added into the pool of interlocutors who helped in distinguishing the tree and mountain.

- To what extent can a caregiver or the mother herself be of help to the L1 and L2 learning of her children?

The mother plays a vital role in helping her children learn the L1 and L2 because she is the first interlocutor or caregiver where all the language of the child come from. The mother's diligence in this case study helped in the correction of the child's difficulties. Moreover, the use of MCDS way in helping the youngest learner correct the target vocabulary words.

---

## REFERENCES

- [1] Cranium Cariboo (2016). Retrieved from <http://craftulate.com/product/noun-sight-word-cards-for-cariboo>
- [2] Fernald, A. (1985). Four-Month Old Infants Prefer to Listen to Motherese. *Infant and Behavior Development* 8, 181-195.
- [3] Gass, S. M. & Selinker, L. (2008). *Second Language Acquisition: an Introductory Course*. In S. M. Gass & L. Selinker (Eds.), *An Integrated View of Second Language Acquisition* (pp. 479-504) New York and London: Routledge.
- [4] Höhle, B. (2009). Crosslinguistic perspectives on segmentation and categorization in early language acquisition. *The Cambridge Handbook of Child Language*. In E.L.
- [5] Bavin (Ed.), (pp. 125-144). United States of America: Cambridge University Press.
- [6] Lust, B. (2006). The nature of nurture. In B. Lust (Ed.), *Child Language: Acquisition and Growth* (p.121). New York: Cambridge University Press.
- [7] Newman, R. & Sachs, J. (2013). *Communication Development in Infancy. The Development of Language* 8th Ed. In Gleason, J.B. & Ratner, N.B. (Ed.). (pp. 30-51). United States of America: Pearson Education, Inc.

- [8] Stoll, S. (2009). Crosslinguistic approaches to language acquisition. In E.L. Bavin (Ed.), *The Cambridge Handbook of Child Language* (p.98). New York: Cambridge University Press.
- [9] Student Coalition for Action on Literacy Education (2014). Behavior Management Important Facts. Retrieved from <http://readwriteact.org/files/2014/07/BehaviorManagement-ImportantFacts.pdf>
- [10] Tarone, E. (2007). Sociolinguistic Approaches to Second Language Acquisition Research— 1997-2007. *The Modern Language Journal*, 91, Focus Issue, 844.
- [11] What is “Cranium Cariboo”? (2016). Retrieved from <https://www.reference.com/hobbies-games/cranium-cariboo-e145e11b7ee6b04c#>

**FOSTERING LEARNER'S LANGUAGE AND LITERACY DEVELOPMENT  
THROUGH EXPLORING OF LOCAL WISDOM AND ENVIRONMENT**

Retma Sari  
*FKIP, Tidar University*  
*sariretma@yahoo.com*

**Abstract**

Language and literacy can not be separated. In education, an important element of learners is to allow them to interact significantly with others also develop their knowledge in all subject areas. This study focuses to develop speaking skill. In Indonesia most of school had different backgrounds of the learners when they was accepted. It can be a problem if the learners can not adapt and have a different perspectives. In this occasion exploring many things about local wisdom, habit in the new society and environment having a great impact in developing language and literacy. The quantity and quality of language interaction with parents, society, environment and also knowing about local wisdom in that area automatically improve their essential knowledge and perspective. It's really important to develop their language and literacy. The object of the study are the sixth semester of FKIP, Tidar University. The purpose is to prove that the opportunities of language and literacy development can be created not only at campus but also from society by learning from the varieties of local wisdom and environment situation, so it can be a guidance to the teacher to improve the student's ability.

**Keywords:** language, literacy, speaking, local wisdom, environment

**INTRODUCTION**

Today, there many studies want to talk about local wisdom and environment. The natural learning is not only come from the formal events but also informal ones. When the learner having ability in language without realized it can come from the society, environment even just through informal chatting. There are many benefits for learners who develop language and literacy from the local wisdom and society. It allows learning to occur in a natural context by replacing the "drill and practice of skill acquisition". Environment, society, nature, man, culture, language, and literacy have a close relationship. In the past, nature's language was understood by humans. Traditional community gathered nature's languages into a single system of knowledge which was then used to manage nature. Knowledge systems

which oriented to nature's language at specific area is called local wisdom (Antaryama, 2009).

Local wisdom is the positive behavior of man connecting with nature and the surrounding environment. Local wisdom can be understood as a local idea that is wise, full of wisdom, good value, which is ingrained and observed by the people (Antariksa, 2009). One form of local wisdom is the built environment as a place for human activities in reflecting his ideas. Built environment is formed by two factors, the main factor is the culture of the people; the second factor is the supporting factor, which includes the climate, protective needs, building materials, construction and technology, site characters, economics, defense, and religion (Rapoport, 1969).

Changes in culture, development of technology and information all take place in a short time. It also effects the developing of language and literacy. Because language must adapt with the developing of era they will improve the understanding not only in local language even sometimes with some languages learned in a time. All around the world local culture is suppressed by the development of modern culture; this resulted in the loss of cultural diversity (Sartini, 2004; Bhawuk, 2008). At the beginning of the 20th century, modernism and the international style showed a more universal architecture and less based on an area (Smith, 2012). This globalization phenomenon is impacting on the existence of local wisdom. Local wisdom is truth possessed by the community in an area that has been a tradition from generation to generation (Gobyah, 2003).

Today learning language can be got from the developing of society, the way of the interaction, culture or characteristics of spesific custom. The changing in a society can not be separated with the language used. In other words when we want to foster the learner to learn the language it can be done by learning from the environment and local wisdom the have. It automatically supports and effects the developing and the changing of the language and literacy even it can be a tool for learning new language and itarcy.

## LITERATURE REVIEW

### Language and Literacy Development

Years of research reveal that there are many benefits for learner who develop language and lliteracy skills, from environment and

localwisdom they have. for example, learner who are better able to communicate have an easier time developing peer relationships (McCabe & Meller, 2004; Sherrod, Siewert&Cavallaro, 1984), and are simultaneously establishing a positive base for future literacy growth (Justice, Mashburn, Pence, & Wiggins, 2008). It is for reasons such as these that the argument is made for the importance of intentionally integrating language-learning experiences into learner classroom environments. Although some learner development experts advocate encouraging children's language and literacy development in preschool and kindergarten classrooms (Bluiett, 2009), they caution parents and teachers to carefully consider the approaches used with the learner. The importance of having early language experiences to support these developing understandings is evident, but the key is presenting these opportunities to the learner in a manner appropriate to their developmental capacity.

### Environment and Local Wisdom Concept

The concept of local wisdom in environmental management was described by Berkes (1993) with the terminology of traditional ecological knowledge. The term means a collection of knowledge practices and beliefs that evolved through adaptive process (adjustment) passed from generation to generation through culture, associated to the relationship between living beings (including humans) with the surrounding environment. Traditional

ecological knowledge is owned collectively and can be conveyed in the form of stories, songs, cultural values, beliefs, rituals, custom laws, local language and natural resource utilization.

On the other hand Ellen, Parker & Bicker (2005) named it local knowledge (indigenous knowledge). Local knowledge is defined as follows: 1) a knowledge that is associated with a place, and a set of experience, and developed by the local people; 2) a knowledge acquired through mimicry, imitation and experimenting; 3) day-to-day practical knowledge gained from trial and error; 4) an empirical knowledge which is not theoretical; 5) a comprehensive and integrated knowledge in the realm of tradition and culture. Albeit with different terms, both the above theories are equally clear that local knowledge is the result of man as a cultural process in accordance with the surrounding natural environment. Connection with nature, the main factor to be considered, is acquire in a long period of time and is passed from generation to generation.

Understanding local wisdom is better explained by Sartini (2004) that local knowledge is a form of expression in which people carry out their activities and behaviors adapted to the ideas, and therefore their actions produce certain works such as the manufacture of artifacts in accordance with the underlying mindset. Local wisdom is a system of society for communal rather than individual. It is very related with the environment in which they live. Environment and local wisdom are integrated into local knowledge which having a tradition-physical-culture. With globalization, the dynamics of culture are necessary; they are associated with human

activities and the role of his reasonings. The dynamics of the situation in environment and the existence of local wisdom will be influenced in the style and need of language and literacy later. So further, learner with their knowledge can influence, change and shape the environment so that it can provide a source of life accordingly.

### **Local Wisdom and Environment Build Language and Literacy Transformation**

Local wisdom is culture resulted from human thought processes to adjust its existence in natural surroundings which can be manifested in his works tangibly as the built environment and intangibly. Local wisdom is always changing, because it follows the culture dynamics and it cannot be separated from the human mindset. The most important thing is to selectively accept outside influences so that local knowledge can be maintained in accordance with the place. According to Rapoport (1983) such changes do occur, but the desired change is one that does not eliminate the core characteristics of a culture. Thus, there are parts that changed and parts still maintained. As built environment, languages have changeable form, but still dynamic in which they constantly renew themselves over times.

### **RESEARCH METHOD**

This research uses, qualitative methodology is used to identify if the opportunities of language and literacy development can be created not only at campus but also from society by learning from the varieties of local wisdom and environment situation, so it can be a

guidance to the teacher to improve the student's ability.

#### 1. Place of Study

This study was conducted at English Department of Tidar University. The reason for using this place as a study because there has never been any research related with the analysis of developing language and literacy based on environment and local wisdom.

#### 2. Sample of Study

The sample of this study is the sixth semester student of English Department of Tidar University. Here, students have different background and place of live thus it will also effect the away of their speaking such the result of developing the language and literacy

#### 3. Procedures of Collecting Data

This study uses three techniques of collecting data, there are documentation and recording, observation and interview.

- a. The student is instructed to make a recording .to find ot the problems and the improving of their skills especially in speaking.
- b. Interview: The interview will be addressed to the student / respondent. This research will use semi-structured interviews, so as an interviewer, the researcher will have a clear picture of the topic and can also be flexible to find some other aspects that may come (Heigham, 2009).
- c. Observation: As a participant-observer, the researcher will act as observers and will still interact in the activity (Cresswell: 1994).
- d. Interpretation: Interpretation of data will be carried out continuously

from document analysis which includes data from classroom observations and interviews.

#### e. Interpretation

It is done regularly to know about the developing of students. Interpretation is started from the beginning (colecting the data up to the end of the study).

#### f. Triangulation

the use of various methods in data retrieval to confirm the findings in the study. To obtain the validity of this research, the researcher uses data from documentation and recording in, data from observation and interview. First of all data from the portfolio documentation is analyzed by criteria from the writing aspect, then the result of the analysis is compared with data obtained from observation and interview.

## DISCUSSION

### **Environmental and Local Wisdom Support for Language and Literacy Development**

Environments that are conducive of learning across all domains are thoughtfully organized to reflect the play patterns,mobility, and thought-processes of learner. Recent research converges on the idea that strategically creating environments that encourage learners intrinsic motivation to develop their language, while offering thoughtful opportunities for literacy related activities, have been successful in enhancing language development in the resulting of good environment and the interaction in the society. For example,



providing literacy-related materials in existing areas, integrating storybook-related themes throughout the class room activities, and building music into the classroom, are strategies that rely on the same underlying principle creating environments that learner want to play in (particularly in ways that will boost their use of language and build their emergent literacy skills) will inherently nurture language growth.

### **The Role of Teachers and Society in Supporting Language and Literacy Development.**

Verbal interaction between teachers and their learner is crucial to emergent literacy and language development. It is through these exchanges that children learn and develop the skills of contextual language and rules of communication. Language and literacy development has covered a broad range of activities of learners happen in the environment. The activities from the environment, the interaction with the society, some local culture as the representative of local wisdom really effected from the developing of the language and later their improving of literacy.

For those who are more interacting they will be more mastering the language and literacy, on the contrary for those who are not interacting they will be difficult to develop their ability in their communication. When they interact in the classroom, there will be clearly seen those are able in communication fluently and not. To overcome the problem teacher is still suggested to encourage and give more feedback to the learners to be more practice. Developing language and literacy

can not be practiced such in the borderation in campus but it is more in the society where the learner live. In home parents also having great impact in making success in developing the language and literacy. Although sometimes they don't speak English but their communication, story and activities can be an inspiration to develop the idea.

In the result for the study, learners who are having many interaction will be more easier to catch and transfer the idea in speaking while those who are not often in interacting they will be difficult to arrange the idea and develop it, and the result it is highly effected in exploring the idea and the can not communicate fluently.

### **CONCLUSION**

There are many ways to learn and develop the language and literacy that later can be explicitly showed in speaking skill. Language and literacy can not be separated. It is naturally learned, and it can be trained from the habit. Learners can not only learn in classroom but also more in out room. Society is really having great impact in developing it. In society there is closely related with environment and local wisdom. If learner are more communicating with the society, knowing the situation of environment and knowing some of the characteristics of culture (local wisdom) it will lead them more creative and fluency in talking because they have more idea and references in developing it.

### **REFERENCES**

- [1] Altman dan Chemers. 1984. Culture and Environment. Brook/Cole Publishing Company. California

[2] Berkes, Fikret. 1993. Traditional Ecological Knowledge in Perspektif. Dalam buku Traditional Ecological Knowledge: Concept and Cases. Edited by Julian T. Inglis. Canadian Museum of Nature. Ottawa.

Understanding affordances and challenges of three types of video for teacher professional development. *Teaching And Teacher Education*, 27(2), 454-462.

[3] Berry, J.W. 2008. Globalisation and Acculturation. *International Journal of Intercultural Relations* No. 32 tahun 2008 hal. 328–336.

[4] Bhawuk, Dharm P.S. 2008. Globalization and Indigenous Cultures: Homogenization Or Differentiation?. *International Journal of Intercultural Relations* No. 32 tahun 2008 hal. 305–317.

[5] Brown, K., & Kennedy, H. 2011. Learning through conversation: Exploring and extending teacher and children's involvement in classroom talk. *School Psychology International*, 32(4), 377-396.

[6] Daeng, Hans. 2008. Manusia, Kebudayaan dan Lingkungan, Tinjauan Antropologis. Pustaka Pelajar. Yogyakarta.

[7] Ellen, Roy, Parkes, Peter and Bicker, Alan. (2005). *Indigeneous Environmental Knowledge and Its Transformations*. Harwood Academic Publishers. Singapore

[8] Poerwanto, Hari. 2008. Kebudayaan dan Lingkungan, Dalam Perspektif Antropologi. Pustaka Pelajar. Yogyakarta.

[9] Zhang, M., Lundeberg, M., Koehler, M. J., & Eberhardt, J. (2011).

**THE IMPORTANCE OF EXTENSIVE READING ACTIVITY TO FACILITATE  
STUDENTS' READING INTEREST AND TO ENHANCE STUDENTS' CRITICAL  
THINKING SKILL**

Reza Pustika  
*Yogyakarta State University*  
[rezapustika@gmail.com](mailto:rezapustika@gmail.com)

**Abstract**

Reading is one of the important skills in English. Unfortunately, Indonesian students have low interest in reading English. Indonesian students do not regard reading as a meaningful and important activity. This makes the students do not have any willingness to read. One of the ways to increase students' interest in reading is by promoting extensive reading activity. Extensive reading activity can be done outside the classroom. The teachers allow the students to read any texts that are interesting for them. If the students are interested in reading, they will be motivated to read a lot. Reading activities cannot be separated from thinking skill. In reading, the students do some activities such as do problem-solving, generate background knowledge, and construct hypotheses toward the text. Therefore, it is expected that the students will increase their critical thinking skill as long as they read a lot.

**Keywords:** extensive reading, reading interest, and critical thinking.

**INTRODUCTION**

Human beings are now living in 21<sup>st</sup> century era when the technology plays an important role in their lives. The existence of technology eases the human beings to do many activities related to their daily, work, education, and health life. Technology makes the world unlimited. Nowadays, there is no boarder that will limit the human activities from all over the world. By making use of technology, human beings can get information from wherever they want. Now, it is not difficult to gain any information.

Indeed, technology eases human beings' lives, but it cannot be denied that technology can give human beings harm as well. There is a flood of information provided in internet that will be beneficial

for human beings. However, from those million information, there are some of them which are not totally true that can raise controversy. If human beings are not wise enough to filter the information they get, it will be harmful for them. Therefore, it is highly recommended for human beings to have critical thinking skill. This critical thinking skill can facilitate human beings when they read.

In addition, it is notpeculiar to see teenagers or students in, especially, Indonesia operating their gadget. It is not totally wrong for the Indonesian students to be addicted to their gadget because gadget can facilitate them in learning at the same time. The problem is that they are busy with their social media rather than

reading any news or stories. It is supported by the result of survey conducted by some international organization. The results showed about the reading interest of students in Indonesia.

By considering some problems raised above, the writer proposed the importance of extensive reading to facilitate the students' interest and critical thinking. Extensive reading is expected to facilitate the students' interest. If the students read based on their interest, it is hoped that their reading habit will increase as well.

## LITERATURE REVIEW

### Extensive Reading

Liu (2010) classifies reading activities in language teaching into two namely extensive and intensive reading activity. The distinction is largely a pedagogical one, extensive reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. The teachers cannot force the students to like reading without giving any exposure. To increase students' reading habit, the first thing the teacher should do is to make the students like reading. To make the students like reading, the teachers have to make reading activities meaningful for the students. One of the ways is by providing the students with texts that are interested for them. The students will like to read if they find their reading meaningful and important for them.

Nation (2009) emphasizes that during extensive reading, learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. When the learners read some books that are related to their interest, they will regard their reading as

an important activity. If they are interested in reading those books, they will find their reading meaningful so they will learn something from the books they read. Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as books. One of the examples of extensive reading is reading novel before bed. Although extensive reading requires the readers to read longer texts, it will not become a big deal since the texts read are those which are interesting for the students.

National Council of Teachers of English (n.d) mentions some aspects we should know about the texts that the students read. The aspects are described as follows:

- a. In and out of school, the texts students read vary significantly. Actually extensive reading activities can be done in or out of the school. All the things that matter is that the texts read should be those which are interesting for the students.
- b. Students read texts from a variety of disciplines. This point allows the students to read texts coming from many fields. The students do not only have to read academic books. Extensive reading allows the students to read the texts from many disciplines that interest them such as novels, poetries, short stories, etc. The important thing is that the students have to understand about their reading.
- c. The level of difficulty or complexity in a text is not the only factor that the students need to consider in choosing texts. Their interest and motivation also matter. Extensive reading emphasizes on the interest and motivation. The first thing to be considered is the students' interest. If the students are interested in reading, they will regard their reading meaningful. Therefore, the texts chosen can be easy or difficult based on the students' interest.

d. Readability or lexis levels can vary significantly within a single text, so it is important to consider other dimensions of textual complexity. The students can consult with the teacher about the texts chosen. Further, the teacher can decide whether the texts are appropriate for the students. The texts should be those which are safe for the students. Due to this, teachers can suggest other texts for the students that still meet the students' interest. Students' language proficiency is another thing to consider. If the texts are too difficult, it will demotivate the students.

Green (2001) as cited in Acheaw (2014) defines reading habit as the best formed at a young impressionable age in school, but once formed it can last one's life time. It is supported by Bashir & Matto (2012) in Acheaw (2014) that mention good reading habits can act as a strong weapon for the students to excel in life. Therefore, it is important for the teacher to arise students' reading habit by giving them chance to read outside the classroom.

According to Palani (2012) as cited in Acheaw (2014), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. During their reading, the students automatically use their thinking skill. This thinking skill is later on called as critical thinking skill since in reading the students interact with the text. It is highly possible for the learners to create new ideas during their reading. When they are able to construct their own ideas in reading, the students are regarded as critical thinkers.

Ogbodo (2010) as cited in Acheaw (2014) further identifies three main types of reading habits. These are hobby, recreational and concentration. On this paper, the writer focuses on the type of reading habit as the

hobby. A hobby is an activity one does because one derives some joy and satisfaction from doing it. After formal education's attainment, some people like reading as their hobby. Its purpose is to widen the reader's horizon areas like educational, religious, political, economic, current affairs, fiction and non-fiction. Because the texts read are based on the students' hobby, the students are given chance to choose which texts they want to read.

### **Reading Interest**

Cambria & Guthrie (2010) state that many researchers refer interest as intrinsic motivation, it means something we do for its own sake. Interest comes in two forms—situational and enduring. Situational interest is fascination with a detail in the here and now: a picture in a book, a link in a website, a funny comment by a character, or an amazing fact about animals will all excite situational interest. This does not last until tomorrow or next week. Meanwhile, situational interest does not generate achievement because it is locked into the local event. The students' interest can disappear in one night if they think that topics or texts do not interest them anymore.

However, situational interest can endure if it recurs with teacher (or other) continuing support. If a student finds one type of novel he likes, such as realistic fiction, and is helped to find more and to understand them fully, he may, over time, grow an enduring motivation for reading fiction. This is important for the teachers or other parties to maintain the students' interest in reading. When we found out the students like to read certain types of texts, we should try our best to facilitate them by providing other texts in that topics and by being a discussion partner for the students. If the students have a place to discuss their ideas, they will be more motivated in reading.

According to Mc Kool (2007), reading interest is defined as readings done when students are outside the school compound. It is quiet similar with the definition of extensive reading. Both emphasize the students to read outside the classroom. Since extensive reading activity has the students to read longer texts, the students need more time to read those texts. The time allocation in the classroom may not be able to facilitate the students to read extensively in the classroom.

Furthermore, the US Department of Education (2005) as cited in Khairuddin (2013) defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials. The students who have good reading habit will use their spare time to read texts which are interested for them.

One who does not know how to read or does not like to read will likely be outdated as he or she fails to benefit from the opportunity to gain access to the wide range of knowledge (Khairuddin, 2013). Besides, when readers read to get information, they indirectly improve their reading skills. This is supported by Eskey (2002) as cited in Khairuddin (2013) who stated that by reading, one learns to read and becomes better at reading. Due to this, people who read extensively can become good readers as they are exposed to new words.

### **Critical Thinking Skill**

Elder (2012) as cited in Hasan (2013) defines critical thinking skills as a process of intellectual discipline that actively and skillfully conceptualize, apply, analyze, synthesize, and or evaluate the information that had been collected or gathered. Critical thinking skill is a skill that brings precision

to the way someone thinks and works to be more accurate and specific in noting what is relevant and what is not (Junining, 2016). Critical thinking is reasonable and reflective thinking aimed at deciding what to believe and what to do (Hunter, 2009). Critical thinking, which involves reasoning, is the process the reader uses to determine which interpretations are consistent with textual evidence and background knowledge (Commeyras, 1990).

Mcpeck (1981) as cited in Aloqaili (2012) has offered the broad definition for critical thinking. He defines critical thinking as the propensity and skill to engage in an activity with reflective skepticism. The students who have skepticism will not directly believe to what they read. They will try to look for other texts to find the information related to the text they are reading to decide what attitude they will have toward the text whether or not they agree with the texts. Critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do.

Another scholar who has provided a broad definition for critical thinking is Facione (1984) as cited in Aloqaili (2012) who developed a definition of critical thinking that incorporates evaluation and problem solving. Lewis and Smith (1993) as cited in Aloqaili (2012) point out that what is new in Facione's definition is that he views critical thinking as an active process which involves constructing arguments, not just evaluating them. According to Facione (1984) as cited in Aloqaili (2012) constructing arguments include the usual steps of problem solving. They are:

1. The students need to determine background knowledge. Without any background knowledge, the students will find it difficult to comprehend the texts. In reading, the students will use their prior knowledge to help them comprehend the text. The prior knowledge can be their own experience,

- other people's experience, or their own previous reading.
2. The students should generate initially reasonable hypotheses. In reading, the students will have assumption on what will happen in the following chapter or in the end of the texts. These hypotheses can be constructed if the students make use of their prior knowledge and initial information given in the beginning of the text.
  3. After making hypotheses, the students test these hypotheses. Testing hypotheses can be done by collecting the data provided in the text. This is done by reading. The data that the students gathered during their reading can help them in testing their hypotheses.
  4. The data the students get may not directly influence the students' hypotheses. They need to articulate an argument from the results of those testing procedures.
  5. The arguments that the students articulated, later on, is evaluated. This is done to check whether the students' arguments are in line with the texts or not.
  6. Lastly, if necessary, the students can revise the initial hypotheses.
2. The teachers may group the students to read the same book selected and then have a discussion on what they have read.
  3. The teacher may set strict limits for reading for the students to read. For example, the teacher can only give the students 40 minutes to read, then the students should be actively involved in their reading in that short period of time.

By doing these activities, it is expected for the students to have higher interest in reading.

After portraying the definitions of critical thinking skills proposed by some experts, therefore, according to Cottrell (2005) as cited in Junining (2015), having this skill is beneficial in terms of providing a useful tool for problem solving and project management, bringing greater precision and accuracy to different parts of a task. Acquiring critical thinking skill could save time since it helps to identify the most relevant information more quickly and accurately (Junining, 2016).

To raise the students' critical thinking skill, it will be appropriate by embedding it in reading activities. This is supported by Krashen (2004) who states that the teaching of reading is an appropriate vehicle for teachers to help learners develop critical thinking skills, a way to enable students to develop reasoning and argumentative skills, and a means to learn to express their opinions in socially acceptable ways (Naiditch, 2006).

The indication was that most of people had the view that reading a novel or fiction enables them to express themselves well. This finding concurs with that of Palani (2012) as cited in Acheaw (2014) who argues that reading habit is an essential and important aspect of creating the literate society, because it shapes the personality of an individual and helps him or her to develop the proper thinking methods, and create new

## DISCUSSION

University of Bradford (n.d) mentions that there are three ways of making the experience of reading more enjoyable. The teachers can suggest it to the students to promote extensive reading activities. The three ways are:

1. The teachers may suggest the students to go once a week to buy something to read that really interests the students – a comic, a magazine or anything. The brighter, the lighter, the more frivolous, rude, controversial or humorous the books they have, the better. Encourage the students to have this moment in a week. After that,

ideas. This finding also agrees with the assertion of Issa et al (2012) as cited in Acheaw (2014) that there is no doubt that through reading, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas or beliefs of their own and also enable them find the key to all forms of information necessary for the day-to-day survival and growth of the individual in the society, be it academic or socio-cultural.

Whenever you read you use your knowledge of the topic area to make sense of what you are reading and your knowledge about how texts or readings are structured to read efficiently (University of South Australia, 2014). In reading, the students automatically used their background knowledge. Background knowledge of one student can differ from others. Therefore, it is possible for the students to have different interpretation.

National Council of Teacher of English (n.d) mention the things the teachers have to know about the students as readers:

- a. Students come to reading tasks with varied prior reading experiences, or prior knowledge, which can support their reading of complex texts. If the students' background knowledge support the readings, the students will find it easier to comprehend the texts. If the students do not have any background knowledge that will support them in reading, they will be demotivated to read.
- b. Students who are engaged and motivated read more often and read more diverse texts than students who are unmotivated by the reading task. Students who have found out that reading is motivating will increase their numbers of book which are probably coming from different disciplines. These students will have high curiosity that makes them eager to read more.

- c. Students who develop expertise with a particular kind of reading— science fiction or online games outside the school may not think this kind of reading will be valued by their teachers. As teachers, we have to appreciate every achievement our students make. Their reading outside the school is also an achievement for their reading.

The teaching of thinking and communication skills appears to be the major strength of critical thinking in the classroom. Bartu (1998) as cited in Shihab (2011) lists such thinking skills as follows:

1. First, predicting is an important skill for comprehending a text. However, it is only through our existing knowledge that we can predict. That is, the more we know about the text we are about to read, the more we are able to limit our processing choices, which increase our reading efficiency.
2. Second, acknowledging incoming information or building textual meaning from the smallest units to the largest is an important reading skill.
3. Third, reading involves "checking the text", or what is called "comparing what one knows about that text and texts of that sort with the actual text".
4. Fourth, "confirming or refusing our predictions" suggests a confirmation or modification of our preexisting knowledge, and thus there is a need for evaluating and decision-making skills as a part of the reading process.
5. Fifth, reading involves an ability to shift modes of processing accommodating to the demands of a particular text and a particular readingsituation, which suggests skills usually associated with intelligence, such as adaptability, practicality, and quick-thinking.



### Conclusion

Indonesian students have low reading interest based on some survey conducted by some international organizations. They have low interest in reading because they do not think that their readings are meaningful and important. To increase students' interest in reading, it is essential for the teacher to make reading activities that are meaningful and important for the students. One of the ways is by promoting extensive reading activities for the students.

In extensive reading activities, the students are required to read outside the classroom. The texts read by the students should be those which are interesting for the students. The goal is to make the students' interest increase. After the students have interest in reading, they will be motivated in reading a lot.

Reading activities cannot be separated from thinking. When the students reading, their mind do several things that will support their reading such as problem solving, generate background knowledge, and construct hypotheses. Therefore, the students' critical thinking skill will be increased as long as they read a lot. Moreover, the teachers can promote critical thinking skill through extensive reading activities.

### REFERENCES

- [1] A.S. Aloqaili, "The relationship between reading comprehension and critical thinking: A theoretical study," *Journal of King Saud University – Languages and Translation*, 2012.
- [2] E. Junining, "Developing critical thinking skills in language teaching: Oral interpretation class," *Proceeding ICTTE FKIP UNS*, 2015.
- [3] F. Liu, "Reading abilities and strategies: A short introduction," *International education studies*, vol. 3 no. 3, 2010.
- [4] F. Naiditch, "The pragmatics of permission: A study of Brazilian ESL learners," *Dissertation abstracts international* 67-05A, 2006.
- [5] I.A. Shihab, "Reading as critical thinking," *Asian social science*, vol. 7 no.8, 2011.
- [6] I.S.P. Nation, "Teaching ESL/EFL reading and writing," New York: Routledge, 2009.
- [7] J. Cambria and J. Guthria, "Motivating and engaging students in reading," *The NERA journal*, vol. 46, 2010.
- [8] M. Commeyras, "Analyzing a critical-thinking reading lesson," *Teaching and teacher education*, vol. 6 no. 3, 1990.
- [9] M. O Acheaw, "Reading habit among students and its effect on academic performance: a study of students of Kofoidua Polytechnic," *Library Philosophy and Practice*, 2014.
- [10] R. James, "Reading Instruction for all students," *National council of teachers of English*.
- [11] S. Hasan, F.M. Tumber, and A.D. Corebima, "Empowering critical thinking skills in Indonesia archipelago: Study on elementary school students in Ternate," *Journal of modern education review*, 2013.
- [12] S. Krashen, "The power of reading: Insights from the research," Westport CT: Heinemann, 2004.
- [13] University of Bradford, "Six steps to effective reading," *school of management*.
- [14] University of South Australia, "Reading for academic purposes," Australia: Language and learning team for division of health science, 2014.
- [15] Z. Khairuddin, "A study of students' reading interests in a second language," *International education studies*, vol. 6 no.11, 2013.

**THE IMPLEMENTATION OF CLUSTERING TECHNIQUE IN INCREASING EFL  
STUDENTS' ACCOMPLISHMENT IN WRITING DESCRIPTIVE TEXT**

Ridwan Hanafiah

*Faculty of Cultural Sciences, University of Sumatera Utara,  
Indonesia*

ridwances@yahoo.com

Muhammad Yusuf

*English Department, STKIP Pelita Bangsa Binjai*

yusufelmahbub@gmail.com

**Abstract**

The objective of this research is to discover if EFL university students' accomplishment in writing descriptive text could be increased by the application of clustering technique. Action research is employed as the method of the research comprising of two cycles and 3 meetings conducted for every cycle. There are 34 EFL students of class 15A of diploma of English at University of Sumatera Utara academic year 2016/2017 chosen as the subjects of the research. To collect the data, the instruments used are writing sheet for quantitative data, while questionnaire and interview sheet for qualitative data are. The mean of students' score for test 1 (T1) was 64, for test 2 (T2) was 73, and for test 3 (T3) was 79. The findings show that all students successfully pass the minimum standard of accomplishment. The range of improvement from T1 to T3 is 80%. The result of the research elucidates that the students' performance significantly increases. The conclusion is drawn that the students' achievement in writing descriptive text can be enhanced through the implementation of clustering technique. This technique is advantageous for teachers to be implemented during teaching and learning processes specifically in writing descriptive text.

**Keywords:** *descriptive text, clustering technique, action research*

**STORY TELLING HABIT THROUGH NARRATIVE TEXT AS A STRATEGY TO  
IMPROVE READING COMPREHENSION: A CASE STUDY TO THE STUDENTS  
OF ENGLISH DEPARTMENT, STATE UNIVERSITY OF SEMARANG**

Rinta Aryani<sup>1)</sup>, Faza Lutfiyana<sup>2)</sup>

<sup>1), 2)</sup>English Department, Semarang State University  
[rintaaryani24@gmail.com](mailto:rintaaryani24@gmail.com)<sup>1)</sup> and [fazzalutfiy72@gmail.com](mailto:fazzalutfiy72@gmail.com)

**Abstract**

English is the language that is used in to communicate with each other. Because of that, people have to improve their capabilities in English. Reading is one of the strategies to increase it, especially to improve their vocabulary. There are many factors that make the students difficult to understand the text. One of them is about the effectiveness of reading comprehension. Storytelling is one of the strategies in reading to understand the text. It is one of the learning activities to tell about a story that has already read. The kind of the text that is used is narrative text. Narrative text is chosen because this text contains a lot of stories and commonly become the object of storytelling activity. The object of this paper are the students of English Department, State University of Semarang. This paper uses mix method. Data is collected by interview and observation activity as primary data and also other sources that related to the paper as a secondary data. The main goal of this paper is to improve the reading comprehension of the students by doing storytelling activity.

**Keywords:** English Capability, Reading Comprehension, Story Telling Habit

## INTRODUCTION

English Language has become one of the top priorities in many countries in the process of globalization. ASEAN countries have also been involved in this process. The ASEAN Economic Community (AEC) will have been established by the end of 2015 to create a single market in the ten ASEAN countries (Brunei Darussalam, Cambodia, Indonesia, Malaysia, Lao PDR, The Philippines, Myanmar, Singapore, Thailand and Vietnam). Since 2009, English has become a de facto lingua Franca of ASEAN countries and no countries object to this (Kirkpatrick, 2007, p. 155–170). It means that English language as the universal language in the world would be colloquial language in AEC era. In the fact, English proficiency offers opportunities to have access to modern technology, communication and professional advancement (Foley, 2005, p. 226-227). Thus, English is the important part in all items, mainly in the ASEAN Economic community (AEC).

Reading is in an important language skill and highly complicated act that everyone must learn. Reading is not solely a single skill, but a combination of many skills and processes in which the readers interact with printed words and texts for contentment and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects (Bean, 1996). The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems. They can do it by reading some text and discuss it after they finished. Moreover, (Zainal and Husin 2011) pointed out that reading involves many complex skills that have to come together in order for the reader to be successful. Some of the students have understand this. Unfortunately, not all the

students have a satisfactory skill. There are many problems in understanding the text in English department students Such as : 1) the students do not understand the teacher's instruction (words and pronunciation); (2) the students face difficulties in understanding the text; (3) they are not able to communicate with each other; (4) they are not able to construct a dialogue or short dialogue. This factor as the mainly problems in students' reading skill. Some students cannot understand the text because they were very poor in vocabulary. Besides, the teacher never used a certain strategy or technique focusing on the way to increase students' vocabulary. To solve the problems above, the researcher proposed a strategy which is suitable to teach vocabulary as well as to increase the students' vocabulary. The technique is by reading.

Many strategies of the reading can increase capabilities in English. In this research the researcher use storytelling or narrative text as the strategy to understand the text. It was considered as the proper strategy than others. According to Coulter, Michael, and Poyner (2007) and Sanchez (2005), storytelling offers much more than casual entertainment within academic settings. Storytelling enables students to visualize themselves in similar situations as the characters of the story (Combs & Beach, 1994) and see the relevance of concepts (Eldridge, 2009).

Case (2008) asserts that one benefit of storytelling is that stories help teachers reach students of all skill levels because even challenging concepts and theories are easier to understand in story format. Educators ranging from kindergarten teachers through college professors claim that storytelling helps improve student comprehension (Bonney, 1985). The importance of learning story telling or narrative text is storytelling creates a learning situation. A number of professionals

have linked storytelling as being relevant to learning, adult education and the incarcerated population. Carruthers (2008) claims that Storytelling benefits teachers as well as students because it forces teachers to think more critically about the material they present. Besides that, story telling or narrative text can improve our vocabulary as often you read. When you understand the text you can solve the problem and retell by yourself the content of the story about.

### RESEARCH METHOD

The method that was used in this research is a mixed method. Mixed methods is a writing approach that combines or associates qualitative and quantitative forms. This approach involves philosophical assumptions, the application of qualitative and quantitative approaches, and the incorporation of both approaches (Creswell, 2013). The use of this writing approach is intended to obtain the quantitative and qualitative data used as empirical evidence in answering the formulation of research problems. Thus, with the use of mixed methods research findings will be better, complete and comprehensive.

Qualitative Data Analysis uses an interactive model consisting of steps: (1) data reduction, (2) display data, and (3) Conclusion or verification. Quantitative data is analyzed with descriptive statistics, among others the calculation of the percentage of listening and speaking ability improvement of pretest and posttest results in the implementation of video educative learning.

The object in this research is many students of English Department, faculty of language and arts of Semarang State University, especially in the second semester. The object was needed to test the implementation of video educative learning.

There are 25 students those were chosen as a sample. The table data was taken from the score of pretest and posttest of the students. The implementation of this research to the students was four months.

The data was taken by the implementation of story telling habit, interview, and observation activity as a primary data and also other sources that are related to the paper as a secondary data such as journals, books, articles, and other sources. The data was analyzed by many steps, such as calculated, arrange the data into the table, and counted by using the average formula to know the improvement of reading comprehension based on the result of pretest and posttest score of the students.

There are many parts to get the data from the research. First, doing the socialization to the student about the important thing of the program. Second, controlling the idea. This was aimed to make the researchers focus on what the main goals of the research. Third, analyzing the data. This step was done through analyze the data that were got from the pretest, posttest, and questionnaire data. Fourth, making the conclusion from the data those had already analyzed.

### DISCUSSION

#### The implementation of story-telling habit

There many steps in implementing the story telling habit. They are:

##### 1. Pretest

This is the first step of the research. Pretest was given to the student to know the basic skill or knowledge of the student about reading comprehension. Before pretest was given to the students, the researchers did the socialization first. It was aimed to give the information to the students about the important of this program. Besides that, we also gave the

understanding of the reading comprehension that really useful to improve reading skill. After socialization activity was done, pretest was given to the students. The researchers gave a text to the student, then the student had to read it and comprehend the text. The text that was given was a narrative text. The narrative text was adjusted to the average ability of the students. There are three steps in the pretest activity. First, the students had to read the text. Second, they had to find the difficult words those they had not known yet before. Third, they had to comprehend the whole text by understanding the context of the text. From all of those activities, the researchers could know the basic skill of their reading comprehension and also could make an assessment of pretest. The assessment of pretest could be seen by the amount of the difficult words those the students did not know before. This is related to the quantitative assessment. While, the qualitative assessment could be known from how far the understanding of the students was that is related to the comprehension of the text.

#### 2. Giving a material

The second activity after pretest is giving a material to the students. It was aimed to give the information on how to improve their reading comprehension. The material was about many strategies or steps to help them in improving the reading comprehension. There were ten steps those was given. They are: (1) understand and reevaluate how you are currently reading, (2) improve your vocabulary, (3) read for pleasure, (4) stop when you get confused and try to summarize what you just read, (5) if you are struggling, (6) try to read aloud, (7) re-read the previous sections of the text, (8) skim or read upcoming sections of the text, (9) discuss the text with a friend, (10) the take-aways.

#### 3. Reading the narrative text

The third activity was reading the narrative text. The researchers gave many narrative text. Then, the students had to read the narrative text that was given after listening to the material about reading comprehension. The narrative text those were given were not same as pretest test. the researchers gave the narrative text more difficult than in the pretest test, but it was still in the intermediate level of the English foreign learners. There are many indicators of the text that were chosen in this stage. They were many difficult words or unfamiliar words of the text, the plot of the story itself that can test the skill to understanding the texts of the students. We implemented the reading habit from the low stage. So, for the first time, the researchers gave the narrative text that really easy.

#### 4. Story telling

Story telling is the main activity of this research. This activity was aimed to help the students to improve the reading comprehension through story telling activity. Before the students did it, they had to understand first the whole context of the text. So, it will make the students could tell the story to their friends easily. Besides that, it also became one of the indicators that they had already done about reading comprehension. Each student retold the text to other student. If there was a student who did not understand about the text, so the others students would told each other. We can conclude that in this activity, there is a cooperative action among the students in this part of the research. They help each other to more understand the text by telling each other about the context of the text.

#### 5. Repetition

Repetition contains of two activities. They are reading text and story-telling activity. Reading text was given by giving the narrative text to

the students, which implement different difficulties for each text. It was aimed to improve their comprehension in every test and every text. Reading text activity always be followed by story-telling activity. so, every meeting when reading text was done, then story-telling activity would be done. Through the repetition process, the student would improve their reading habit automatically. It is because they reading intensively in a certain time that the researchers had already determined. It also would increase their reading comprehension. Not only the new vocabularies those will be improved by the students, but also their understanding and their comprehension of the text. They also had to retold the text to others students. Through the story-telling activity, they also would improve their understanding of the text those were given because they help each other to understand the text. So, not only reading text habit that would improve their reading comprehension, but also story-telling activity. It would make the students more understanding the text, because there are other aspects such as the expressions of them that would make the story more real. So, the students can more understand it easily.

#### 6. Post test

Post test was given to know the improvement of reading comprehension of the students. This is the last part of the research. The researchers gave a narrative text which was the most difficult one than the previous text. The assessment that was used as same as did in the pretest by using the amount of difficult words those the students found or did not understand before. Then the researchers make a conclusion by comparing the amount of the difficult words of the students between pretest and posttest. From this conclusion, we can know how the improvement of the students'

comprehension of the text through the strategy those were implemented in this research.

#### The result of pretest and posttest

The researcher could know the progress of reading comprehension of the students through the pretest and posttest those were given. These are the table of the difficult words of the students in pretest and posttest.

**Table 1. The Difficult Vocabularies of the students' pretest and posttest**

No	Name	Difficult Vocabularies	
		Pretest	Posttest
1	Debby Putri	12	8
2	Nia Lutfita	10	8
3	Modi Nur	13	6
4	Aulia S	10	6
5	Talitha Rizka	21	7
6	Atika Septia	21	7
7	Qurratul A'yuni	14	9
8	Safira R	10	8
9	Kasih Melia	9	5
10	Julius Ryu	12	6
11	Ulfa Fauziah	13	4
12	Indah Cahyani	10	8

13	Yasinta	13	7
14	Nur Kholis	21	7
15	Eka Indah	24	5
16	Ervina Juli	11	6
17	Nur Mufidah	15	7
18	Akmala Aslikhat ina	11	4
19	Anita Nurmali nda	16	7
20	Bakhril Ulum	17	8
<b>Average</b>		<b>14</b>	<b>7</b>

From that table, we can see that there is different between the amount of difficult words in pretest and posttest of the students. Every student has different result, but the average is 14 difficult words for pretest, and 7 difficult words for posttest.

**CONCLUSION**

1. This research is aimed to help students to improve reading comprehension in this research, the strategy that the researchers gave has many activities to help the students in improving their
2. The student can improve their reading comprehension
3. The student could improve their vocabulary by reading habit

4. The student could know the innovative strategy to improve their reading comprehension

**REFERENCES**

[1] (Bean, 1996 ).The Importance of Teaching Academic Reading Skills in First-Year University Courses. *Journal of The International Journal of Research and Review. Algoma University, Canada*

[2] Bonney, 1985.Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372.*The Journal of Effective Teaching an online journal devoted to teaching excellence.*

[3] Case ,2008. Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372.*The Journal of Effective Teaching an online journal devoted to teaching excellence.*

[4] Carruthers,2008. Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372.*The Journal of Effective Teaching an online journal devoted to teaching excellence.*

[5] Combs & Beach, 1994. Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372.*The*



*Journal of Effective Teaching an online journal devoted to teaching excellence.*

*Journal of Linguistics ISSN 1948-5425 2014, Vol. 6, No. 2*

- [6] Coulter, Michael, and Poyner (2007) and Sanchez (2005), Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372. *The Journal of Effective Teaching an online journal devoted to teaching excellence.*
- [7] Eldridge, 2009. Using Storytelling Strategies to Improve Student Comprehension in Online Classes, University of North Carolina at Pembroke, Pembroke, NC 28372. *The Journal of Effective Teaching an online journal devoted to teaching excellence.*
- [8] Foley, 2005. Preparing Thai Students' English for the ASEAN Economic Community: Some Pedagogical Implications and Trends. *Language Education and Acquisition Research Network (LEARN) Journal* Volume 7, Issue 1, 2014., p. 226-227
- [9] Kirkpatrick, 2007. English Language Teaching and Learning in ASEAN Countries and Preparatory Steps to Integrate into the ASEAN Economic Community (AEC) 2015. *Journal of International Integration University of Economics and Finance Ho Chi Minh City, Vietnam, August 23, 2015* p. 155–170
- [10] Zainal and Husin, 2011 . The Effect of an Extensive Reading Program on the Writing Performance of Saudi EFL University Students. *International*

**PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH  
MOODLE-BASED FLIPPED CLASSROOM**

FX. Risang Baskara  
*Sanata Dharma University*  
risangbaskara@usd.ac.id

**Abstract**

In this rapidly changing society, digital literacy is important for everyone, especially students. Universities must be able to prepare the students to learn and adapt once they join the working world. Therefore, it is necessary for adapting pedagogical practices to suit the characteristics of their students and digital literacy skills. The use of technology and the Internet was also expected to enable a student-centered teaching approach that enhances learner autonomy, and supports individualized learning (Rahimi et al, 2013; Kimber & Wyatt-Smith, 2006). In particular, this research is an attempt to examine the feasibility of Moodle-based flipped classroom model on promoting digital literacy in English classrooms, as O'Neil, Kelly & Bone mentioned the flipped classroom that is an innovative model of teaching which utilizes educational technology and directed activities to positively impact the learning environment (2012). The purpose of this study is to investigate how flipped learning in English classrooms can promote digital literacy. The study aims at addressing two questions: 1. What are the possible elements of digital literacy that the flipped classroom can develop? 2. What are the possible skills required by teachers and students for digital literacy that flipped classroom can develop? The research is conducted in a private university in Yogyakarta, Indonesia. A mixed methodology is selected and the participants are invited to complete one quantitative and one qualitative questionnaire. With this goal in mind, under the theoretical framework, this research elaborates a brief review of students of English classrooms and how flipped classroom can promote digital literacy in Indonesian context.

**Keywords:** *moodle, digital literacy, flipped learning, english classroom*

THE ROLE OF PARENTS IN OPTIMIZING CHILDREN'S LITERACY AND  
LANGUAGE DEVELOPMENT IN GOLDEN AGE

Rizatmi Zikri  
[rizatmizikri@gmail.com](mailto:rizatmizikri@gmail.com)

**Abstract**

This paper aims to describe 1) Stages of children's literacy and language development 2) Factors that support the successful of children's literacy and language development. 3) The role of parents in every stage of children's literacy and language development. Stages of children's literacy and language development from several theories are synthesized into seven stages of children's literacy and language development: the first literacy and language development stage from birth to one year, from one year to two years, from two years to three years, from three years to four years, from four years to five years, from five years to six years, and from six years to seven years. Factors that support the successful of children's literacy and language development include family environment, intelligence, motoric development, and gender. The role of parents in every stage of children's literacy and language development is responding when the child speaks, invite to talk, read stories, telling story, invite to play, invite to public places, listening to music, write daily activities, showing pictures and objects, and introducing the people closest to them.

**Keywords:** Language and Literacy Development, Golden Age

## INTRODUCTION

The child is the most beautiful gift that God gives to every parent. Therefore, parents should be able to maintain, guide and provide what is needed his child, whether the fulfillment of nutrition, clothing, shelter and education. The first education that a mother can do to her child who is still in the womb is language education. Child education does not only start from when the child enters the primary school, but starts from when the child is in the womb. This opinion is supported by Jackie Silberg (2004) who stated that while still in the womb, the baby was able to distinguish the human voice. This is in line with Trelease's opinion (2006) that for the development of language and cognitive children can be optimal, verbal stimulation should be done as early as possible since the child is still in the womb. Along with this, Altmann (in Dardjowidjojo, 2000) state that since the baby is 7 months in the womb, a baby has a functioning hearing system. Stages from when a child is born to a child can speak are the most important stages of language acquisition. These stages are commonly referred to as the golden age phase. Golden age phase is the process of obtaining the language of children is quite good, because at this stage, the child's brain began to grow and can absorb various kinds of stimuli around him. This is in line with the opinion of Kosasih (2008) which states that 'The Golden Age' is the right golden period for stimulation. In this period of motor development of children getting better, in line with the cognitive development that began creative and imaginative. Children get their first language from what they hear and see, so parents should be able to optimize the language acquisition of the child, because the

acquisition of the first language will impact the next stage of language development. Oofuka Masaru (in Syahid, 2008) states that mothers play an important role in stimulating children, because children are more sensitive and fast in capturing mother tongue, mother movement and mood. Touch and hug and togetherness with children are the main capital in the provision of stimulation. This is reinforced by the opinion of Cipto Mangunkusumo (in M. Hariwijaya, 2010) stating that education begins in the lap of the mother, every word spoken and heard by small children tends to shape her character. From some opinions above, it can be concluded that the role of mother is very important in the optimization of child literacy and language development. Providing a good stimulus will support a child's ability to master the language. Stimulation that can be given by the mother or family is to always invite children to talk, read the story, play children's songs or can be with singing. It can stimulate the mastery of a child's vocabulary. A lot of vocabulary will make the child communicate properly. Jackie Silberg (2004: 81) argues that talking to your baby from an early age will help children learn to talk. Here it seems that parents are instrumental in helping to optimize the language of the child.

The fact that is encountered so far in everyday life, the parents have not fully understand the stages of language development of children and what things should be done in addressing each stage of language development of the child. When toddlers cannot mention a word, parents should not teach children to mention a word, because it includes coercion and beyond the stages of language development of the toddler. Then, what is the stage of language development of children? How should the

parent's accompaniment be accomplished at each stage of the child literacy and language development? What are factors that support children literacy and language development? This paper tries to answer these questions. In other words, this paper focuses on discussing the stages of language development of children and how the role of parents at each stage.

## LITERATUR REVIEW

### A. Child Literacy

According the random house dictionary of the English language, literacy is all of reading and writing learning process, included are reading process, writing, speaking and listening (Kuder and Hasit, 2002). In line with the opinion, in Webster's English Dictionary (2006) state that literacy is the ability to reading and writing. The more parents invite the baby to talk, the vocabulary that the baby gets will increase and it can be a stimulus to help babies learn to talk. It can be included that literacy is all process of language skill learning. According to Baran (2012) to make writing, required the ability to read and write. Ability to understand and use written symbols effectively and efficiently. With the ability to read and write.

### B. Child Language Development

Stages of child language development in golden age Phase starts from when the child is born until he can speak. The American Speech-Language-Hearing Association (In Sandra Levey and Susan Polirstok, 2011: 133-134) states that the child's developmental stages are as follows:

#### 1. Birth to 3 months

Children make pleasure sounds (e.g., cooing, going), cries differently for different needs and smiles when sees you.

#### 2. 4 to 6 months

Babbling sounds more speech-like with many different sounds, including p, b, and m, chuckles and laughs, vocalizes excitement and displeasure, and makes gurgling sounds when left alone and when playing with you.

#### 3. 7 months to 1 Year

Babbling has both long and short groups of sounds, such as 'bibibibi upup', use speech or noncrying sounds to get and keep attention, using gestures to communicate (eg, waving, holding arms to be picked up), imitates different speech sounds , and has one or two words (eg, hi, dog, chest, mama) around first birthday, although sounds may not be clear.

#### 4. 1 to 2 Years

Says more words every month, uses some one- or two-word questions (eg, "Where kitty?" "Go bye-bye?" "What's that?"), Puts two words together (eg, "more cookie," " no juice ". " mommy book "), and uses many different consonant sounds at the beginning of words.

#### 5. 2 to 3 Years

a. Has a word for almost everything, use two or three words to talk about and ask for things, uses k, g, f, t, d, and n sounds, speech is understood by familiar listeners most of the time, and often asks for or directs attention to objects by naming them.

b. Understands differences in meaning (e.g., "go-stop", "in-on", "big-little", "up-down"), follows two requests (e.g., "Get the book and put it on the table"), and listens to and enjoys hearing stories for longer periods of time.

More in *Language Development Understanding Language Diversity in the*

*Classroom* books (2011: 134) by Sandra Levey and Susan Polirstok stated that the stage language development of baby and child:

1. *Babbles at about 8 months* (e.g., “bababababa”)
2. *Produces two words at about 12 months*
3. *Uses gestures (e.g., waving) at 12 months*
4. *Produces early words by 15 months* (e.g., “mama”)
5. *Produces about 20 words at 18 months*
6. *Imitate two-word utterances at about 18 months*
7. *Points of items of interest (e.g., dogs, bicycles, and toys) by 20 months*
8. *Understands simple directions at 21 months*
9. *Produces about 50 words and word combinations by 24 months*
10. *Can understand speech by 30 months*

#### C. The role of parent to child literacy and language development

This is supported by the opinion of Papalia, et. al. (2008: 248-249) that parents play an important role in every language development. Parents should start communicating with their children even since their child is still a baby, which can be done by reading a story book. The more parents invite the baby to talk, the vocabulary that the baby gets will increase and it can be a stimulus to help babies learn to talk. This is in line with what Jackie Silberg (2004) states that talking and singing to babies significantly speeds up the process of learning new words. Furthermore, based on data from the Ministry of Health of the Republic of Indonesia (2005), verbal stimulation that can be done by parents to develop the ability of speech and language of children such as by singing and telling poems to children, watching television,

talking to many children in sentences short, and read the story to children every day.

Therefore, the golden age phase must be really utilized by parents, because the best language acquisition of children is at that stage. This is in line with the opinion of Hidayat (2006) which states that at an early age is the golden age of children to learn a language, so the role of people around it is very helpful acquisition and mastery of the language of children. In line with the opinion Azhim (2007) state that families affect the development of the language of children in the selection of vocabulary and type of vocabulary. Families especially mothers who motivate children and provide an appropriate language environment, then the child will be further advanced than his peers in mastering language skills and usage

More Jackie Silberg (2004) adds that the ability and capacity of the language in the future best developed in a language rich in conversation. According to Suharsono (2009) parents have actually been together developing a discourse with the soul of his son. Dialogues that take place with the child's soul, whatever the outcome; will provide a very deep and decisive trace for the child's development in the future. To build the treasures of the soul of the child, parents can invite them to play, chat, tell stories, tell stories, invite them to do something, instruct them to improve and punish them wisely, when children make a mistake deliberately. From some opinions above, it can be concluded that the role of mother is very important in the optimization of child literacy and language development.

#### D. Factors influencing the literacy and language development of children

Factors supporting the success of language and literacy of children include family environment, intelligence, motor

development, and gender. Syamsu (2011) states that all aspects of individual development, whether physical, emotional, intelligence and social, each other affect each other. There is a positive correlation or correlation between these aspects.

#### 1. Family environment

Papalia, Olds and Feldman (2009) state that language growth illustrates the interaction of various aspects of development. With the maturation of the various physical structures required to produce sound and begin to activate the various nerve connections required to associate sound and meaning, social interaction with adults introduces the infant to the communicative nature of speech. Santrock (2007: 157) argues that each family is a system—a unity formed by interconnected and interacting parts. Relationships never only go one way. Environment (family) is one of the factors that affect the growth and development of children. The same thing is also stated by Glenn Doman (Institutes for the Achievement of Human Potential) (in Syahid, 2008) that the key to the success of the stimulation lies in the hands of the parents. It can be included that family environment is one factor that can support children literacy and language development.

In line with the opinion Azhim (2007) state that families affect the development of the language of children in the selection of vocabulary and type of vocabulary. Families especially mothers who motivate children and provide an appropriate language environment, then the child will be further advanced than his peers in mastering language skills and usage. Providing a good stimulus will support a child's ability to master the language. Stimulation that can be given by the mother or family is to always

invite children to talk, read the story, play children's songs or can be with singing. It can stimulate the mastery of a child's vocabulary. A lot of vocabulary will make the child communicate properly.

#### 2. Intelligence/cognitive development

Lwin et al (2008) states that a person with high verbal intelligence will not only show suitable language mastery, but can also tell the story, argue, discuss, interpret, report and perform various other tasks related to speaking and write. Syamsu (2011) state that the cognitive output of human beings in the form of behavior, such as speaking, writing, social interaction and so on. Syamsu (2011) state that the brain has a decisive influence for the development of other aspects of individual development, whether motor skills, intellectual, emotional, social, moral and personality. According to Syamsu (2011) the development of the language of children can be seen from the level of intelligence. Children who develop rapid language, generally have normal or above normal intelligence. In the first year of childhood, there is no difference in vocalizations between men and women. However, starting at the age of two, girls show faster development than boys. This relationship is interpreted as a process of experience of interacting and communicating with the family environment, especially with parents who teach, train, and provide examples of language to children.

#### 3. Motor development

According to Abdurrahman (2012) in reading happens complex activities that include physical, such as eye movement and sharpness of vision in reading. Besides physical reading also includes mental, like memory and understanding. This shows that the ability to read is not only related to

maturation of eye motor movement, but also the stage of cognitive development. So cognitive development is an important thing in the ability to read a person. According to Audrey Curtius and Elizabeth Hurlock (in Syamsu, 2011) fine motor skills or manipulating skills, such as writing, drawing, chopping, throwing and catching balls, and playing human objects or tools.

#### 4. Gender

According Sumarsono (2007) the diversity of language based on gender arises because language as a social phenomenon is closely related to social attitudes. Socially, men and women are different because society determines different social roles for them, and people expect different patterns of behavior. This social reality is reflected through language.

Papalia, Olds and Feldman (2009: 212) state that smart, well-educated parents can better provide a stimulating and positive home environment, and because they also lower their genes to their children, there may also be genetic influences.

### DISCUSSION

The Role of Parents in the Stages of Language Development of Children

#### 1. The first stage (0-1 years)

What parents need to do at this stage is to introduce the child's name and the name for the father and mother. This can be done by often mentioning the child's name while communicating with her. Example: "Hello Razita" The word is spoken while kissing and hugging her. Another way offered by Jackie Silberg (2004: 10) is when the child lies in his crib, speak from the edge of the bed and call his name, keep saying his name until he moves his eyes or head to the sound source. It aims to introduce the baby's name. At this stage also parents should introduce

the name of the object as much as possible repeatedly, because at this stage the child ran accompanied by showing or lifting things. It should be responded and utilized by the parents, so that the vocabulary of the child can be increased. This is in accordance with the opinion of Jackie Silberg (2004: 97) add that giving a pause between words while talking will help the baby concentrate on the sound of the language. Another way, Hughes (2010: 71) state that by the end of the first year, children appreciate pictures books with colorful illustrations and they can turn pages by themselves early in their second year. So parents prepare many pictures books with colorful illustrations and asking children to read books together.

#### 2. The second stage (1-2 years)

Parents need to do is look at situations and circumstances when children say a word. Parents should respond immediately by listening and re-asking what the child means. For example when the child says 'aus' which it can mean 'thirsty', seen from the child's movements and will usually point objects related to the word it conveys. In addition parents can already mention the names of objects in the house and ask the child to point to the object. At this stage the child is also happy when the parents or the people closest to read the story. Another thing that can be done at this stage is in accordance with the opinion of Jackie Silberg (2004: 131) which states that imitating is a natural skill that can be done baby very well. Say one word and encourage your child to imitate us. Choose words that he recognizes and start with syllables.

#### 3. Third stage (2-3 years)

At this stage the child can already be invited to mention the basic numbers, such as numbers one, two, three to ten. When parents talk to children should be slow and



clear speech so that children can distinguish each word. The emphasis or repetition of each word will also help. Short phrases spoken by parents will also be a good stimulus for children and so that children can quickly understand should be given a repetition. According to Jackie Silberg (2004: 39) short phrases accelerate the development of language processes.

#### 4. The fourth stage (3-4 years)

At this stage the parents continue to invite children to talk on every activity done together, for example when eating, bathing, dressing, playing and so forth, because at this time the child already know about the usefulness of an object. Parents can invite children to tell funny stories or humorous questions, as children who grow up in a language-rich environment usually speak fluently at the age of three. People who are small when isolated from language will find it difficult to master the language in adulthood even though they are smart and trained intensively. Jackie Silberg (2004: 29). At this stage as often as possible parents invite children to speak because it will help add the vocabulary of children.

#### 5. The fifth stage (4-5 years)

Jackie Silberg (2004: 104) states that children learn the language by listening to repetitive words. Therefore, the earlier we talk to him, the better the result. In addition, children can be invited to public places, such as markets, playgrounds, attractions, zoos so that children can get to know other things around them and enrich their vocabulary. In addition, parents can get used to answering questions related to what is seen or experienced, so that children are accustomed to stringing words and engaging in a conversation.

#### 6. The sixth stage (5-6 years)

At this stage, parents read examples of stories or things related to the world of children. In addition, parents should choose a story book that has more images, so that children can explore and develop imagination associated with the image he sees. After the child hears the story, ask the child to repeat the story to listen so that the child can learn to express what is understood. Jackie Silberg (2004: 67) suggests that the more words a child hears, the faster he learns the language. The words create neuron circuits that are essential for the development of language skills. Moreover Jackie Silberg (2004: 113) states that children learn grammar more easily by listening to short sentences. However, children whose parents say many clauses ("because" and "who"), learn to use them earlier than other children.

#### 7. The seventh stage (6-7 years)

Jackie Silberg (2004: 98) states that take a daily special time for the book. Bedtime is also good. Choose a book with short sentences and simple illustrations. Let your child hold the book and turn the page. Mention the pictures. The story will come out just then. Stop and talk about anything that interests the little guy. A picture might remind him of something else. Continue the conversation and use descriptive words. The most important: repeat, repeat, repeat. The little one will want to read the same book over and over again. The more often it is repeated, the more the brain is strung together. Further Jackie Silberg (2004: 28) suggests that reading stories to children can stimulate imagination and enrich their understanding of the world. This activity also honed the ability to read and hear and prepare them to understand the written word. In addition, the child can be asked to tell related experiences with his friends or

things he met in his life. This will stimulate the child to explore and use the vocabulary that has been obtained during the previous stages of development.

### CONCLUSION

From some of the above discussion, it can be concluded that the stages of language development of children is divided into seven stages, namely 1) first stage (from birth to 1 year); 2) The second stage (from 1 to 2 years); 3) The third stage (from 2 to 3 years); 4) The fourth stage (from 3 to 4 years); 5) The fifth stage (from 4 to 5 years); 6) The sixth stage (from 5 to 6 years); 7) The seventh stage (from 6 to 7 years). Each stage of language development of children, parents is advised to take action in accordance with the ability or stages of language development of children. Parents should know about the factors that can influence to children literacy and language development such as family environments, motoric development, cognitive development, and gender. Parents are advised to pay attention and understand the stages of language development of this child.

### REFERENCES

- [1] Abdurrahman, Mulyono. (2012). *Anak Bekerulitan Balajar Teori ,Diagnosis, Dan Remediasinya*. Jakarta: Rineka Cipta.
- [2] Baran, Stanley J. Pengantar Komunikasi Massa Jilid 1 Edisi 5 Melek Media & Budaya. Jakarta: Erlangga
- [3] Dardjowidjojo, Soenjono. (2000). ECHA, *Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: Grasindo
- [4] Depkes RI. (2009). *Masa Balita Masa Emas*. Available at: <http://www.depkes.go.id>. Juni 2009
- [5] Hariwijaya, M. (2010). *Panduan Mendidik dan Membentuk Watak Anak*. Yogyakarta: Luna Publisher.
- [6] Hidayat, Aziz Alimul. (2006). *Pengantar Ilmu Keperawatan Anak*. Jakarta: Salemba Medika.
- [7] Hughes, Fergus P. 2010. *Children, Play and Development*. London: Sage Publication
- [8] Kosasih. (2008). *Perkembangan dan Pengembangan Anak di Usia Taman Kanak-kanak*. Jakarta: Grasindo.
- [9] Karisma, Team (Publishing Group). 2006. *Webster's English Dictionary*. Jakarta: Karisma
- [10] Kuder, S. Jay dan Cindi Hasit. 2002. *Enhancing Literacy For All Students*. USA: Pearson Education Inc
- [11] Papalia, Diane E, Olds, Sally Wendkos dan Feldman, Ruth Duskin. 2009. *Human Development*. Jakarta: Salemba Humanika
- [12] Papalia, D.E. et. al. (2008). *Human Development (Psikologi Perkembangan)*. Jakarta: Kencana.
- [13] Silberg, Jackie. (2004). *125 Brain Games for Toddlers*. Jakarta: Erlangga.
- [14] ———. (2004). *Brain Games for Babies*. Jakarta: Erlangga.
- [15] Suharsono. 2009. *Mencerdaskan Anak sejak dalam Rahim Ibu hingga Remaja*. Tangerang: Ummah Publishing
- [16] Lwin, May., dkk. 2008. *How to Multiple Your Child's Intelligence*. Jakarta: PT. INDEKS
- [17] Sumarsono. 2007. *Sosiolinguistik*. Yogyakarta: Sabda dan Pustaka Pelajar.
- [18] Santrock, John W. 2007. *Perkembangan Anak*. Jakarta: Erlangga

- [19] Syahid. (2008). *Urgensi Pemberian Stimulasi Dini pada Anak*. Universitas Diponegoro Semarang. Jurnal Psikologi.
- [20] Syamsu, Yusuf LN. 2011. Psikologi Perkembangan Anak dan Remaja. Bandung: PT Remaja Rosdakarya
- [21] Trelease, J. (2008). *Read-Aloud Handbook*. Jakarta: Hikmah.

**SHARED-READING PRACTICE: A SIGNIFICANT IMPACT OF PARENTS'  
INVOLVEMENT IN SUPPORTING YOUNG CHILDREN'S EARLY LITERACY  
DEVELOPMENT**

Rizki Eka Widyana Hanafi <sup>1</sup> and Puspa Fortuna Zulfa <sup>2</sup>  
*Universitas Negeri Yogyakarta*  
[kikiihanafii@gmail.com](mailto:kikiihanafii@gmail.com) and [puspafortunazulfa@gmail.com](mailto:puspafortunazulfa@gmail.com)

**Abstract**

This paper aims at investigating present views about the shared-reading practice as a significant impact of parents' involvement in supporting young children's early literacy development. This paper uses qualitative descriptive for describing all about shared-reading practice by providing suggestive and applicable strategies. Literacy that begins at birth evolves continually through interactions with people and environment in which surrounds a child. Adults' interaction with children is one of the interactions that are particularly important in the development of literacy skills. Thus, parents as the closest adults who interact with the children in a family might play a significant role in helping children's literacy development. As the interaction employed, there should be activities that occur between them regarding the development of children's literacy. Hence, shared-reading practice which is one of literacy activities is found to be effective in improving and developing literacy skills. It has also a significant impact on vocabulary development, listening comprehension and understanding of print concepts. Moreover, shared-reading practice has a strong effect on oral language that is associated with later reading comprehension.

**Keywords — early literacy development, parents' involvement, shared-reading practice.**

**INTRODUCTION**

Children are actively constructing and reconstructing literacy in a rich physical and social environment and not in a vacuum (Harji, Balakrishnan, & Letchumanan, 2016). Hence, the possible setting that children might perform their literacy activities is in the home where parents as the closest adults will complete reading and re-reading stories.

Furthermore, story book reading as the example of reading activities can be regarded as an interesting activity for early children and it develop children's literacy. Young children with stronger letter and word recognition pay attention to the print during shared storybook reading (de Jong & Bus, 2002; Yaden et al., 1993) then they emerge print knowledge, letter-word identification, visual memory, and receptive vocabulary (Evans et al., 2008). Children

hold this practice with their parents in the home by which is usually done before sleeping, called as folklore telling or bed time stories. Not just hearing what the parents tell, parents also usually use books of stories to introduce the folklores and train children's imagination. Unfortunately, that reading activity is slowly left by parents that make the less bedtime story as the result.

Reading to young children is considered a critical part of developing children's literacy and language skills and is a recommended practice for parents and teachers of young children (IRA/NAEYC, 1998; NRC, 1999 cited in Ukrainetz et al., 2000). Literacy stimulation can be done and improved by this practice and result the language development. Besides, enhancing children's cognitive and emotional development related to increasing children's interest in books, providing factual information about the world, being an interesting activity, it is assumed to enhance children's oral and written language skills and later success in reading (Evans et al., 2008).

Therefore, providing children with activities that improve their literacy development should be considered as they might develop their knowledge and create critical thinking. As the result, adults surrounding the children should support and be responsible to their children's literacy development. Hence, shared reading practice can be used as one of proposed ways in

which parents facilitate reading activities that will develop children's literacy.

## LITERATURE REVIEW

### The Nature of Shared-Reading Practice

Shared book reading is a culturally appealing and theoretically plausible context in which parents might foster children's emergent literacy skills (Whiterust & Lonigan, 1998 cited in Gest, 2004). Studies of shared reading in preschool classrooms confirm that active dialogue between teachers and students during book reading is associated with gains in language comprehension skills (Wasik & Bond, 2001), and that decontextualized language use appears to play a critical role in these gains (Dickinson & Sparague, 2001 cited in Neuman & Dickinson).

Shared reading is one of approaches developed by Donald Holdaway in 1979 that initiates bedtime story book reading routines. Holdaway illustrates the ideas of shared reading where parents read stories in a big book and use multiple strategies to engage children in the reading process. He also presents the importance of strong literacy environment. First, it is an element of discovery. It involves introduction to children to an "enjoyable story experience" that they will have, encourage them to join in repetitive text, read commonly used words, predict what will happen, become engaged in the story, and present students

with a model of appropriate book language and world decoding strategies. Second, it is element of exploration. This element includes re-readings of the often predictable books used during shared-reading practice. Third, it is independent experience and expression. This element provides children with a chance to express and have new experience to practice individual reading, gives a sense of achievement and self-confidence.

### **The Use of Shared-Reading Practice**

Some uses of shared-reading practice stated by Houghton Mifflin Company (1997) can be described below:

- a. Rich, authentic, interesting literature can be used, even in the earliest phases of a reading program, with children whose word-identification skills would not otherwise allow them access to this quality literature.
- b. Each reading of a selection provides opportunities for the teacher to model reading for the children.
- c. Opportunities for concept and language expansion exist that would not be possible if instruction relied only on selections that students could read independently.
- d. Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection.
- e. Individual needs of students can be more adequately met.

Observations of positive parent-child verbal interactions during a home were associated with receptive vocabulary and reading achievement (Bradley et al., 2001) that association was reliable on the learning stimulation, spanking, parental education, family poverty, father presence, number of household residents, and ethnicity. Gest et al. (2004) infers that broad patterns of parental responsiveness might contribute directly to children's emergent literacy skills, but also might moderate the effects of shared book reading by indicating which parents use shared reading as a context for language-rich interactions. Darling and Steinberg (1993 cited in Gest et al., 2004) proposed that broad patterns of responsiveness and discipline practices define an emotional climate within which specific parenting activities occur and take meaning. They proposed that broader patterns of parenting might moderate the impact of specific parenting activities in two ways: by altering the nature of the specific parenting activity and by affecting the child's willingness to be socialized through the specific parenting activity.

### **Young Children Literacy & Development**

The early childhood years are crucial in children's literacy development because the development of language and literacy begins at birth and is a lifelong process. Language development accelerates rapidly in the preschool years. The growing ability to use language to communicate is a

landmark of development that distinguishes preschoolers from infants and toddlers. As children's vocabularies increase and they use more complex sentences, their literacy skills emerge. Literacy development of children is a vital part of children's overall development. It is due to the foundation for doing well at school, socializing with others, developing independence, and managing money and working. Everyday routines such as trips to the grocery store or conversations at the dinner table begin to prepare children for the more formal literacy learning that typically occurs in school (Horn & Jones, 2005).

The process of becoming literate begins at birth. In literate communities, children come into contact with written language from infancy. This occurs when adults consciously bring children into contact with print (e.g. when they read to children or provide toys with print). Reading to children by providing books and writing materials, talking to them about the letters and writing are all the experiences that encourage the development of print awareness and the importance of written language (Roberts, 2008; Senechal, 2006 cited in Michael, 2013).

### **Parents' Involvement in Young Children Literacy Development**

A child will continually experience literacy through interactions with people and environment in which surround his or her

that begins to evolve at birth. Children interact with adults as one of the interactions that are particularly important in the development of literacy skills. A mutual interaction of parents and children effective in the field of children's reading literacy development as reading to children and talking with them about the text stimulates their imagination, extends children's lexicon, teaches them about the surrounding world, and to work with text (Tamášová & Šulganová, 2016).

Thus, parents as the closest adults who interact along with the children in a family might play a significant role in helping children's literacy development. Through parental involvement in children's early literacy, print awareness, vocabulary, and language development will be valued (Mullis et al., 2004). The process of shared-book-reading between parent and child not only promotes language and literacy development and also enhances the child's emotional attachment with the parent and strengthens the parent and child interaction with each other (Bus, 2001 cited in Sim, 2014).

### **Previous Study of Shared-Reading Practice**

Shared book reading is an indicator of the home literacy development (HLE) and is associated with language and early literacy development (Dexter and Stacks, 2014). By doing the shared reading practice

particularly between parents and children, there would be meaningful interactive in acquiring the language. Further, Dexter and Stacks (2014) proposed why shared story book reading is often targeted because it provides an interactive dynamic between parent and child that is authentic, meaningful, and interesting for the parent and child.

Shared reading practice is a process where there is exchange information between one and another. The subject who might play important roles in the practice is adults and children. Shared book reading is general practice that involves an adult reading a book to a child or group of children and encompasses a range of methods that vary in complexity and focus (What Works Clearinghouse [WWC], 2006 in Pollard-Durodola et al., 2011). Further, shared reading involves the use of big book (or any text with print large enough for the class to see) with predictable patterns, rhythm or rhyme (Kennedy, et al., 2012).

Shared reading practice becomes one of the components of home literacy that receives a great deal of significant recommendation from previous studies that it is effectively support young children's early literacy development when it comes in an interactive way (National Early Literacy Panel, 2008; Deckner, Adamson, & Bakeman, 2006). Added to this, shared reading practice provides an authentic context for emergent readers to develop early reading skills such as concepts of print,

sight vocabulary, comprehension and story structure (Kennedy et al., 2012).

### **Proposing Shared Reading Practice with Parents' Involvement in Supporting Young Children English Literacy Development**

A home literacy environment, including shared reading, can influence reading and language development in children (Burgess, Hecht, & Lonigan, 2002 in Mullis et al., 2004). By exposing and experiencing the language together with them, adults might help the children to familiarize and develop their language knowledge. Reading with an adult plays an important role in developing children's oral language skill, phonological awareness and print knowledge (Lawson, 2012). Further, children who become literate at an early age or who become successful readers and writers share several common characteristics (Eke, 2011):

- a. They have been read to regularly.
- b. They have had many opportunities to handle books.
- c. They have seen parents and adults read and write for real purposes and enjoyment.
- d. They have been encouraged to express themselves through writing.

Deciding to expose the children with books might lead them come to realization that language plays important role for conveying meaning; transactional language function. Children are exposed to the



transactional function of language as parents name the objects in the pictures and invite children to interact with the language (Lawson, 2012). Therefore, using various interactive activities when working with books and spoken language such as joint recitation, rhymes, activities related to visual expression, retracing pictures in books, the letters of the alphabet might contribute to the development of reading literacy and literacy in general (Tamášová & Šulganová, 2016).

Furthermore, some strategies that might be employed in the shared-reading practice can be described as follows:

a. Dialogic reading

During shared reading practice, it is important to generate interactions that might lead the children become active learners and not merely passive listeners. Dialogic-reading emphasizes the interactive nature of shared reading experiences as parents ask questions to their children about the story or the pictures in the book and give feedback in the form of repetitions, expansions, and modeling of answers (Whitehurst et al., 1998; Kennedy et al., 2012). Thus, it views that during the dialogic reading, parents do not simply read to their children, but read with their children as it might get the meaningful activities among them.

Specific strategies of dialogic reading are: 1) using wh- questions and open ended questions that encourage a child to give respond; 2) providing informative feedback to the child by repeating and expanding the child's response using more

varied language; and 3) providing feedback and praise to the children's developing abilities (Mol, Bus, de Jong, & Smeets, 2008; Whitehurst et al., 1998).

Parents who provide and implement those strategies to their children in shared reading practice might build the active involvement which is categorized as meaningful interactions. Furthermore, through dialogic reading children can grow their language and literacy as they perform meaningful interactions during reading by exploiting the language itself. Dialogic reading activities tend to be more interactive than other forms of shared reading (Kennedy et al., 2012).

b. Understanding beyond the story

Raising children's attention and awareness by giving questions to the beyond meaning of the story will help them to generate their logical thinking. Parents can play important role in helping their children connect parts of the story to their personal experiences through predictions, inferences, references, and critical thinking as they provide positive effects (Han & Neuharth-Pritchett, 2014).

In the other hand, shared reading books can be experienced as follows (Roskos, 2013):

a. Read Big Books and other enlarged texts to children, and point to the print as it is read. While introducing and reading the text, draw children's attention to basic concepts of print such as:

- The distinction between pictures and print;

- Left-to-right, top-to-bottom sequence;

- Book concepts (cover, title, page).

b. Read favorite stories repeatedly, and encourage children to read along on the parts of the story they remember.

By providing children with those activities, parents realize their role as to improve their children's literacy development that will enhance knowledge and create critical thinking.

## CONCLUSION

This research contributes to the theoretical literature promoting shared-reading practice as a significant impact of parents' involvement in supporting young children literacy development. In doing so, giving knowledge about the nature of shared-reading practice with the uses, children literacy development, how parents involve in children's literacy development and the implication of shared-reading itself in the home, then the last but not least to promote shared-reading practice with the steps can be gone through.

## REFERENCES

de Jong & Bus. (2002). Quality of Book Reading Matters for Emergent Readers: AN Experiment with the Same Book in a Regular or Electronic Format. *Journal*

of Educational Psychology, 94, 145-155.

Deckner, D.F., Adamson, L. B., & Bakerman R. (2006). Child and Maternal Contributions to shared reading: Effect on Language and Literacy Development. *Applied Development Psychology*, 27, 31-41.

Dexter, Casey A. and Stacks, Ann M. A Preliminary Investigation of the Relationship Between Parenting, Parent-Child Shared Reading Practices, and Child Development in Low-Income Families. (2014). *Journal of Research in Childhood Education*, 28: 394-410. ISSN: 0256-8543 print / 2150-2641 online. DOI: 10.1080/02568543.2014.913278.

Eke, Uduma. (2011). Role of Parents in a Child's Reading and Literacy Development. *Journal of Education and Practice*. Vol. 2, No. 5. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online).

Evans, *et al.*. (2008). Preschoolers' Attention to Print During Shared Book Reading. *Scientific Studies of Reading*, 12 (1), 106-129.

Gest, *et al.*. (2004). Shared Book Reading and Children's Language Comprehension Skills: the Moderating Role of Parental Discipline Practices. *Early Childhood Quarterly*, 19, 319-336.

- Han, Jisu & Stacey Neuharth-Pritchett. (2014). Parents' Interaction with Preschoolers during Shared Book Reading Three Strategies for Promoting Quality Interactions. *Childhood Education*. (pp.54-60).
- Harji, Madhubala Bava, Kavitha Balakrishnan & Krishnanveni Letchumanan. (2016). SPIRE Project: Parental Involvement in Young Children's ESL Reading Development. *English Language Teaching*. Vol. 9, No. 12, 1916-4750.
- Houghton Mifflin Company. (1997). *Shared Reading*. Available at <http://www.eduplace.com>.
- Lawson, Kit. (2012). The Real Power of Parental Reading Aloud: Exploring the affective and attentional dimensions. *Australian Journal of Education*. Vol.56, No.3, (pp. 257-272).
- Michael, Sonia. (2013). Supporting Literacy Development for Young Children through Home and School and Connections. *Dimensions of Early Childhood*, Vol 41, No 2, 30-37.
- Mol, S. E., Bus, A. G., de Jong, M. T., and Smeets, D. J. H. (2008). Added Value of Dialogic Parent Child Book Readings: A Meta-Analysis. *Early Education and Development*, 19(1), 7-26.
- Mullis, R. L., Mullis, A. K., Cornille, T., Ritchson, A. D., & Sullender, N. L. (2004). Early Literacy Outcomes and Parent Involvement (Tech. Rep. No. 1). Tallahassee, Florida: Florida State University Family Institute, Outcome & Evaluation Unit.
- National Early Literacy Panel. (2008). Developing early Literacy: Report of the National Early Literacy Panel. Washington, DC: National Institute for Literacy.
- Neuman, S. B. & Dickinson D. K., Handbook of Early Literacy Research. New York: Guilford Press.
- Pollard-Durodola, Sharolyn D. (2011). The Effects of an Intensive Shared Book-Reading Intervention for Preschool Children at Risk for Vocabulary Delay. Vol.77, No.2, (pp. 161-183).
- Roskos, Kathleen A., James F. Christie, and Donald J. Richgels. (2013). The Essentials of Early Literacy Instruction. Copyright © 2003 by the National Association for the Education of Young Children. See Permissions and Reprints online at [www.naeyc.org/resources/journal](http://www.naeyc.org/resources/journal).
- Sim, Susan. (2014). Shared Book Reading by Parents with Young Children: Evidence-based Practice. *Australasian Journal of Early Childhood*, Vol 39, No. 1, 50-55.
- Smith, Jonathan A. (2009). Investigation of Shared Reading and Predictable Books. University of Tennessee Honors Thesis

Project.

[http://trace.tennessee.edu/utk\\_chanhono  
proj/1320](http://trace.tennessee.edu/utk_chanhono_proj/1320)

Ukrainetz, *et al.*. (2000). An Investigation into Teaching Phonemic Awareness through Shared Reading and Writing. *Early Childhood Research Quarterly* , 15, No. 3, 331-355.

Whiterust, G.J., Falco, F.L., Lonigan, C. J., Fischel, J. E., Debaryshe, B. D., Valdez-Menchaca, M. C., & Caulfield, M. (1998). Accelerating Language Development Through Picture Book Reading. *Developmental Psychology*, 24(4), 552-559.

Yaden, *et al.*. (1993). Preschoolers' Questions about Pictures, Print and Convention, and Story Text During Reading Aloud at Home. *Reading Research Quarterly*, 24, 189-214.

**PROMOTING SFL'S MULTI-STRATA LANGUAGE  
REALISATION AS A FRAMEWORK FOR ENGLISH  
LITERACY EDUCATION IN INDONESIA**

Rizky Ismail J.

**Abstract**

This paper aims at exploring a great potential of Systemic Functional Linguistics' multi strata language realisation concept as a framework for English literacy education in Indonesia. In an attempt to develop English learners' level of literacy in Indonesia, the curriculum developers have adopted the concept of language as social semiotic, presented in Halliday's systemic functional linguistics (hereafter SFL) framework since 2004 (see for example: Emilia et al., 2008; and Emilia & Tahseem 2013). Even though there is no explicit detail about such adoption, the insight of SFL approach is clearly reflected on the aims of English language teaching in classroom which are directed to teach students about whole texts as the main unit of purposeful language use and about varieties of language to use in different contexts. This involves teaching students to predict what type of text, or genre, will be used to achieve a particular social purpose and what variety of linguistic feature, or register, to adopt in a particular social context. SFL has indeed provided new insights and ways of thinking about grammar that offer researchers exciting opportunities for investigating questions about how meaning is construed in texts of different kinds, how teacher educators can provide teachers with productive ways of talking about language, and what teachers can make explicit to students about the form-meaning relationship (Schleppegrell, 2007). However, as far as the writer concern, there is very limited understanding of the basic principles of SFL among the curriculum users, including English teachers. Practically, SFL's concepts appear in the classroom as genre-based approach which is taken for granted in Indonesia from Australia where English is spoken as the first language. This adoption is sometimes followed by negligence of some important concepts of SFL, especially the concept of form-meaning relationship. This concept can be traced back to SFL's idea which sees language operates in multi-strata realisation. There is no intention at all among the SLF's proponents to separate these two language realisation, rather, they always emphasise the strong relationship between form and meaning (See for example Derewianka & Jones, 2010). Unfortunately, the notion of form in the teaching practice is often defined merely as linguistic features of a particular text type without any further exploration on the students' understanding of English formal grammatical aspects. Therefore, the notion of meaning-form relationship which is described in multi-strata language realisation concept is significance in Indonesian context, where English appears as foreign language. This paper also briefly addresses some important concepts of SFL which have got a lot of potential to be developed in Indonesian English literacy education in the coming years.

**ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS  
AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS**

Rohmatul Fitriyah Dewi

*Language and Literature Education, Postgraduate Program*

*Universitas Negeri Surabaya*

[rohmatulfitri25@gmail.com](mailto:rohmatulfitri25@gmail.com)

**Abstract**

Academic literacy includes a form of writing that establishes arguments and ideas. Writing academically is a pivotal aspect to measure students' ability to criticize certain phenomenon particularly in higher education. This study aims at examining how well students establish a critical thinking through the language used in hedging in EFL students' essays that also focus on the reasons to hedge. The data is twenty essays of postgraduate students of English Program. The data is analyzed by using qualitative approach. The text analysis utilizes the eight types of hedging proposed by Hyland (1998). The result of study shows that most of types of hedging are used by students in composing their essays. Moreover, the reasons to hedge are to reduce the risk of opposition, to avoid ways of being more precise and to become positive or negative politeness strategy revealing the usage of hedging. As its relation to academic literacy, the text analysis is obviously seen that certain written style of hedging reflect students' critical thinking to expose their academic argumentation in the form of writing practice.

**Keywords:** *Academic literacy, EFL Students, Hedging, Writing*

**1. INTRODUCTION**

In this 21<sup>st</sup> century, literacy offers a variety of elaboration practices to engage the students' knowledge and competences. Basically, literacy practice is literally conceptualized through the activities of reading and writing. It concerns to general cultural ways of utilizing written language in which people draw upon in their lives [3]. As well as literacy is connected to the [15], it is an importantly to be realized. This concept of literacy may lead to the definition of academic literacy. According to [3], academic literacy is associated with

particular aspects of cultural life that encompasses social and academic discourse, interpretation of content-are reading and types of writing discourse [6]. That is to say that academic literacy includes a form of writing that establishes arguments and ideas. In higher education, composing writing could be one of literacy practices in which students must improve their skills to catch the main idea from the reading habit. Being student in higher education, critical thinking is one of the most significant things for them to be more

involved in the process of thinking and arguing through write down a critical essay.

So that, texts are a crucial part of literacy events as the study of how texts are produced and used [3]. Thus, there is the collaboration between a set of skills (reading and writing) and text as a medium of literacy. Both of them are interrelated. Regardless of to the study of hedging, some previous studies are investigated. [5] found that the use of hedging is related to a degree of writers' styles toward reading

## 2. LITERATURE REVIEW

### 2.1 Writing as an Academic Literacy

Academic literacy is the ability using the language to meet the demands of tertiary education [16]. [9] view its approach espoused to promote the language as the meaning of construction. In short, it concerns to the students' ability in constructing ideas in their spoken and written discourse. To enhance the students' competence, [9] believe that academic literacy emphasizes more on the academic language. It is pivotal to be demonstrated in the development of academic literacy. This term encompasses the aspects of social and academic discourse, interpretation of content-area reading and types of writing discourse [6].

For students, it is beneficial tool for them to convey the opinions and arguments based on their previous schemata. Moreover, it fulfills the

and writing activities as the part of their academic experiences. In addition, Musa (2008) reveals that hedging in English and Chemistry Masters' Theses perform three pragmatic functions in which have pedagogical implications. However, this present study elaborates the language used in hedging and its relation toward academic literacy practice. Specifically, this study aims at examining how well students establish a critical thinking through the language used in hedging in EFL students' essays that also focus on the reasons to hedge.

representation of arguments produced by them as basically skills in the functioning in the writing practices. That is a heart that academic arguments can be built in the core of analysis in academic argumentation and discourse engagement [16]. Those two things can be obviously displayed in the center of composing a critical essay which characterizes a higher education level in the university.

In the respect of these, essay is a written assessment for students who show the language used in the forms of words, choices words and additional information. Thus, three relationships among academic literacy, academic language and writing are interrelated.

### 2.2 Language in Hedging

[8] defines that hedging is the expression of tentaviness and possibility in the language use in which the sentences or statements are composed without any subjective of truth. To be confidently presented, the writers utilize the language

of hedging as the ways to distinguish whether it ponders opinions, claims or even facts.

The language of hedging is provided to bridge the idea on the writers' mind. As it is functioned to limit their views for being tentative and caution, hedging components allow the writer to maintain their face regardless of critical comments [10]. When writers, i.e. students, produce the composition in writing, the possibility to make decisions or claims doesn't totally proven wrong which denote students' argumentation and interpretation relied on specific phenomenon.

In other words, hedging means not merely a confuse sentences; however it is simply an academic style [5]. Of course, it is a strategy that relevant to the practice for academic argumentation for student. In examining the language of hedging, Hyland (1998) cited in [5] divides eight types of hedging. Those are (1) agentless passive, (2) modal auxiliaries, (3) adverbs, (4) adjectives, (5) verbs – modal lexical verb, (6) nouns, (7) clausal elements and (8) passive infinitives. All types of hedging are commonly used by students in a critical essay production. Thus, when the writers express uncertainty statements, epistemic devices of hedging, is a significant feature of academic writing [7].

### 2.3 Reasons of Hedging in Composing Essays

Essay is a brief writing work that contains the presentation of writers' idea by combining some evidences on it. It is a document that has a precisely structure – an introduction, a body and a conclusion

[1]. In the context of academic, argumentative essay is one of the academic essays in which requiring the students to present the argumentation via reasoning, with added by some evidences. Thus, in terms of reasoning, hedging covers the reasons applied in students' writing. There are some reasons to hedge including: to reduce the risk of opposition to avoid ways of being more precise and to become positive or negative politeness strategy (Hyland, 1998), cited in [5]. To carry out the establishment of writing style in an argumentative essay, hedging is utilized based on the two things: it allows claims to be made and the status of such claims [7]. Due to some reasons of hedging, it reminds crucial to be practiced in the composition of writing an essay.

### 3. RESEARCH METHOD

This study is qualitative approach which focuses on document analysis. It is purposed to identify the specified characteristics of the material [2]. Concerns to educational research, the study is carried out in English Department Postgraduate Program in UNESA in class A. This class becomes the setting of the study by employing twenty essays produced by those postgraduate students during the first semester. It is opted due to a course namely '*English as an International Language*' which the lecture expects students to write critical essays as one of the requirements to complete an assignment of the course. The data were identified based on Hylands' (1998) types of hedging that draw on EFL students' essays. Moreover, composing essays



among students is regarded as the practice to build students' argumentation in academic literacy. In analyzing the data, the writer follows three stages of procedures proposed by [2]: (1) familiarizing and organizing, (2) coding and reducing; and (3) interpreting and representing.

**4. FINDINGS AND DISCUSSION**

Based on the data analysis, there are 268 hedging words found in 20 students' composition. The details of types and total number of occurrences of types of hedging are calculated and presented in table 1 above.

*Table 1. Frequencies of Types of Hedging*

The result of data analysis shows the frequencies of types of hedging that are listed in orderly. They are modal auxiliaries (45.15%), adverbs (26.12%), verbs (11.94%), passive infinitives (5.97%), agentless passive (4.10%), clausal elements (4.10%), nouns (1.50%) and adjectives (1.12%). Among those hedging, modal auxiliaries place a high position found in students' composition. While other types, are less dominant to be utilized.

**4.1 Types of Hedging**

**a. Agentless Passive**

Agentless passive is types of phrase which has no by-phrase or agent. It is also considered as a passive clause. The writers or students may be used an agentless passive because they don't know actually who the agent is [4]. Some excerpts found are:

- (a)The appearance of the English teacher who *is showed* an image as an ideal model in mastering both of knowledge and morality
- (b)Code-mixing behavior *is not interpreted* as lack of language skill

In both examples of (a) and (b), the writer provides the object or noun instead of the agent. It is unnecessary to write down the agent because he/she directly wants to show a direct noun to be clear. As well, it is also functioned to give additional information such as 'as lack of language skill' which is stated in the example (b). In some cases, it is unimportant to specify the agent or wants to avoid specifying the agent [4].

No	Types of Hedging	Number of Occurrences	Frequency (%)
1.	Agentless Passive	11	4.10
2.	Modal Auxiliaries	121	45.15
3.	Adverbs	70	26.12
4.	Adjectives	3	1.12
5.	Verbs	32	11.94
6.	Nouns	4	1.50
7.	Clausal Elements or Conditional Sentences	11	4.10
8.	Passive Infinitives	16	5.97
	<b>Total</b>	<b>268</b>	<b>100</b>

**b. Modal Auxiliaries**

A modal is a verb that combines with another verb to indicate mood. It is also known as a modal auxiliary or modal verb

expresses necessity, uncertainty, ability or permission [13]. Modal verb include may, might, can, could, would and should. This type of hedging is most frequently utilized in the students' composition as these following excerpts:

- (a) Teachers *should* also become a moral guide instead of only emphasizing on students' academic development.
- (b) Yet, it *must* be accompanied with constructing students' proper behavior and good morality
- (c) Through the existence of internet which *can* access it anytime and anywhere

From the examples, the application of modal auxiliaries can be identified by looking at to the words of *should*, *must* and *can*. In the writing context, students utilize some auxiliaries to transfer their ideas or opinions by emphasizing more on it regarding specific topic to be discussed.

#### **c. Adverbs**

It concerns to what way the action of a verb is carried out [11]. It is well-known as a manner adverbial that the pattern is formed by adding *-ly* to adjectives. For adverbs, students also often apply them, such as stated in the excerpts above:

- (1) We are *constantly* building and negotiating throughout our lives through our interaction with others.
- (2) It is because the world of English is *globally* applied to the aspects of cultural legacy.

Reflected to students' essay, manner adverbial is a highly occurred as the way to describe how something happens. In the example (a) and (b), it is obvious that

students attempt to share what they have been known throughout the fact such as the development of negotiating in term of interaction (a) and the way English spread.

#### **d. Adjectives**

Adjectives describe the components of nouns or 'modifying noun'. In this part, the use of adjective focuses on probability adjectives. Here are the excerpts found:

- (a) It makes *possible* for anyone to get access to knowledge.
- (b) *Perhaps* their approach might not always be the best way.
- (c) Providing story using English and local language by the local educated people is *possible*.

Some students utilize probability adjectives such as *possible* and *perhaps*. These adjectives may functioned to avoid a precisely claim. Thus, it is also applicable for students who want to have an opinion toward a particular issue. When they do not sure to argue, possibility statements or sentences can be established.

#### **e. Full verbs**

In general, verbs are reflecting an action. However, in composing a critical essay, the need of specific verbs called modal lexical verbs are much required. The following excerpts are considered as modal lexical verbs:

- (1) They switch or mix English code because they *think* it to be better than their own language.
- (2) In education, people *tend* to include their own culture in learning English language.

Both examples display verbs of *think* and *tend* as the indicator to express a doubt, indeed give an evaluation. Students allow to define their opinions, but they may not totally sure about what they are being argued. So, these kind of verbs bridge them to avoid for being precise through the statements composed.

#### **f. Nouns**

Nouns are the specific things. To apply the usage of noun in a critical essay, it is the reflection from adjectives. In the language of hedging, Hyland (1998), cited in [5] mention some of appropriate nouns including assumption, claim, possibility, estimate, suggestion etc. Here are the excerpts:

- (1) It means, the *perception* towards English is that the learning English means learning western cultures.
- (2) There is a great *possibility* that their communication would fail.
- (3) It may present the *argument* in a way that may sound fluent and elegant.

It is found that other nouns such *perception* and *argument* are applied in their product of writing. It indicates that they still estimate regarding what it will be stated.

#### **g. Clausal Elements or Conditional Sentences**

It is a type of sentence that expresses one situation as a condition for the occurrence of another situation [12]. To find out conditional sentences, it is characterized by the word 'if'. The excerpt is identified as follows:

However, *if* the plumber that change the way he speaks, he has declared himself out of the language communities.

As it is stated above, conditional sentences are actually often to be practiced by students. In the field of logic, a conditional sentence sometimes referred to as an implication. It is about what the student implies in presenting the ideas in the writing composition.

#### **h. Passive Infinitives**

The passive infinitive is an infinitive construction in which the agent either appears in a prepositional phrase following the verb [14]. The form is to + be + a past participle. Some excerpts are found as above:

- (1) A person or group will maintain its existence not *to be confused* with other individuals or groups.
- (2) The process of ELT will help much for the students *to be more globalized and modernized*.

Only a few students utilize this type of hedging. In composing an essay, students tend to use the present-day English to share their ideas. When the idea reminds to be clear, an appropriate form of passive infinitive is also required. The passive infinitive tend to be the easy-to-please construction (understood to be interpretable as the object) and eager-to-please construction (it is to be interpreted as the subject of the infinitive) [14] in the form of writing practices.

#### **4.2 Reasons of Using Hedging in Essay Writing**

Essentially, the usage of hedging is crucial since it is a bridge for the students in sharing and expressing their arguments. While the real application is required in the

context of written discourse in establishing a critical essay. Due to these considerations, Hyland (1998), cited in [5] provide three reasons to hedge in essay writing. First reason is to reduce the risk of opposition. By hedging, students attempt to tone down their statements, sentences or even claims. As being critical student, it is not surprised that some students may deliver the idea confidently without looking at about what is composed by them. So, hedges enabled the subjects to express the propositions claims [5]. Second reason is to avoid ways of being more precise. During composing the writing, actually the writer or student do not claim regarding a particular issue. Somehow, a little of claims made by them, are based on their schemata and added by the fact as additional information. Besides, it is also found in students' writing that some of uncertainly expressions are used to show vagueness. Being more precise is the right decision for them to negotiate the essence of the production in writing.

In fact, academic writers may reduce a strongly claims if it is not supported by a valid data or evidence (Hylan, 1998 cited in [5]. Finally, hedges can become positive or negative politeness strategy. It concerns to how well writers create a good statements and claims in a humble way in which they are not to be all knowing person. So that, hedging is a strategy to support the writer-reader relationship. As it is in line with Hyland (1998:35), cited in [5] that:

“hedges appeal to readers as intelligent colleague, capable of deciding the issues and indicate that statements are

provisional, pending acceptance by one's peers.”

Thus, regarding to all the reasons mentioned, it conforms to the establishment of hedging usage as one of writing styles in English.

### **4.3 Implication the Use of Hedging in Academic Literacy**

The language of hedging is viewed as pivotally to practice English language in the context of writing, especially in composing a critical essay. It is because the writers or the students unconsciously attaching a various types of hedging as the way to conform their ideas and argumentations. In the academic environment, the use of hedging is the most salient characteristics in the advance of writing [5]. In the relation to these, the implication on the usage of hedging is often accustomed to students' writing. [9] mention some implications that academic literacies perspective, “(1) recognizes that students have knowledge of a wide range of written literacy practices and (2) supports a view of students as competent learners with rich and valid prior knowledge and experiences through a deep understanding of language patterns, reasoning, values and beliefs” (Gutiérrez, 2008; Lee, 2000), cited in [9].

## **5. CONCLUSION**

This paper of academic literacy investigates types, reasons and implications in the use of hedging in a critical essay. It is found that the students utilize most of types of hedging in

composing their essays. Moreover, the reasons to hedge are to reduce the risk of opposition, to avoid ways of being more precise and to become positive or negative politeness strategy revealing the usage of hedging. As its relation to academic case, the text analysis is obviously seen that certain written style of hedging reflect students' critical thinking to expose their

literacy, the implications are to recognize students' knowledge in written literacy and to support students' competence via a deeply understanding of language patterns, reasoning, values and beliefs. Thus, in this

academic argumentation in the form of writing practice.

## REFERENCES

- [1] Andersson, B and Beveridge, A. (2007). *A guide to assessments and skills in SCCA (2nd ed.)*. [Booklet]. Perth, WA: Edith Cowan University.
- [2] Ary, et.al. (2010). *Introduction to Research in Education. Eight Edition*. USA: Wadsworth Cengage Learning.
- [3] Barton, et.al. (2000). *Situated Literacy. Reading and Writing in Context*. London and New York: Taylor and Francis Group, Routledge
- [4] Englicious (2017). *Glossary: agentless passive*. Retrieved on July 28, 2017 from <http://www.english.org/glossary/agentless-passive>.
- [5] Hidayati, et.al. (2008). The Use of Hedging in Academic Discourse. *Educationist* Vol. II No. 1 Januari 2008.
- [6] Hirai, et.al. (2010). *Academic Language/Literacy Strategies for Adolescents. A "How To" Manual for Educators*. New York and London: Routledge. Taylor and Francis Group.
- [7] Hyland, K. (1994). Hedging in Academic Writing and EAP Textbooks. *English for Specific Purposes*, Vol. 13, No.3, pp. 239-256, 1994.
- [8] Hyland, K. (1995). The Author in the Text: Hedging Scientific Writing. *Hongkong Papers in Linguistics and Language Teaching* 18 (2015).
- [9] Molle, et.al. (2015). *Multilingual Learners and Academic Literacies. Sociocultural Contexts of Literacy Development in Adolescents*. New York and London: Routledge. Taylor and Francis Group.
- [10] Musa, A. (2014). Hedging in Academic Writing: A Pragmatic Analysis of English and Chemistry Masters' Theses in A Ghanaian University. *English for Specific Purposes World*, Issue 42, Vol. 15, 2014.
- [11] Nordquist, R. (2017). *Adverb of Manner in Grammar*. Retrieved on September, 15 2017 from <https://www.thoughtco.com/adverb-of-manner-grammar-1691300>.
- [12] Nordquist, R. (2017). *Conditional Clause (Grammar)*. Retrieved on July, 28 2017 from

<https://www.thoughtco.com/conditional-clause-grammar-1689905>.

[13] Nordquist, R. (2017). *Modal (Auxiliary)*. Retrieved on September, 15 2017 from <https://www.thoughtco.com/modal-auxiliary-term-1691397>.

[14] Nordquist, R. (2017). *Passive Infinitive (Grammar)*. Retrieved on July, 28 2017 from <https://www.thoughtco.com/passive-infinitive-grammar-1691488>.

- [15] Pahl, K., & Rowsell, J. (2005).  
*Literacy and Education. 1st Edition.*  
London: Paul Chapman Publishing.
- [16] Weideman, A. and Dyk, T.V. (2014).  
*Academic literacy: Test your  
competence. A workbook for  
learners. Preparing for test of  
academic and qualitative literacy, as  
well as for prospective first year  
university students and their  
teachers.* Bloemfontein: Geronimo  
Distribution (Pty) Ltd.

**SUGGESTOPEDIA TODAY: CULTURAL LANGUAGE LEARNING OUTSIDE  
CLASS**

Anicleta Yuliastuti<sup>1</sup> and Rommel Utungga Pasopati<sup>2</sup>  
*1Head of English Literature Program at Universitas Dr. Soetomo  
Surabaya*  
*2Graduate Philosophy Student at Sekolah Tinggi Filsafat  
Driyarkara Jakarta*

**Abstract**

Developed by Georgi Lozanov in 1960s, suggestopedia is a functional learning method using visual, auditory, and kinesthetic style. Those three styles expose emotional meanings in lesson to help students better in memorizing subjects. Suggestopedia prefers suggestive learning by widening students' memory banks so that they could know more than what is usually told by teachers. By using film and songs in foreign language learning, for example, students may study emotional phrases and everyday conversations along with usual structure, vocabulary, and grammar. In a nutshell, suggestopedia is an indirect learning method which makes students to learn something while they are not aware in doing that. Meanwhile, suggestopedia is done by conditioning a comfortable environment in class. The question is, can suggestopedia be described outside class? In today's condition, students may study language from many sources beside class subjects. Rapid growing of information and technology also suggests language learning more than just what is studied in class. Outside class today may also be said as suggestopedia since language learning also spread culturally to everyday life. However, suggestopedia outside class is not so method-like since it emphasizes on process of learning without any certain result to be expected. It is just like today's life invites students to understand language more than usually done in class. In foreign language learning, students could be eager in understanding other language since it is vastly used everywhere. This paper would like to explain development of suggestopedia inside to outside class now along with its similarities and differences. By understanding suggestopedia, today's foreign language learning Literacy in Linguistics and Language Education 120 could be understood in the frame of suggestions beside merely ordinary frame of teachings.

**Keywords:** *culture, everyday life, language learning, suggestopedia*



**EXPLORING READING PERCEPTIONS, NEEDS AND PRACTICES AMONG  
TEACHERS AND PARENTS: TOWARDS CREATING A HOME-SCHOOL  
COLLABORATION PROGRAM**

Rosalyn G. Mirasol and Katrina Ninfa Topacio

**Abstract**

Successful home-school reading collaboration programs consider what the home can contribute to school learning and vice versa. For instance, Hall (2014) recognizes the importance of home literacy environment to children's reading achievement. Several other researches support the important role of the family in supporting the goals of reading education (Bridges, 2013; Epstein & Salinas; 2004; Lin, 2003; Rasinsky, 1994). However, despite the observed effectiveness of home-school collaboration programs, other factors like socioeconomic challenges in many families in the Philippines may pose a challenge to HCS's implementation. This research, therefore, explored the perceptions, reading attitudes, practices and home literacy situations of low-level income families and their children's teachers to assess what particular program features would be most effective to their perceived and assessed needs. It was found through surveys that parents generally adopt positive attitudes towards reading and reading education considering it as a tool for individual and social success. Also, it was revealed that reading practices vary depending on economic status, parent's educational background, and home literacy practices. Also, it was found through teachers' interviews that teachers appreciate the importance of families' participation in reading education, and that they are willing to collaborate in HSC programs, but only through the assistance and support of third party organizations. This study proposes a reading collaboration program in which students' socio-economic background is greatly considered in the selection of reading materials and topics for discussion in the classroom. On the other hand, HSC is not geared towards a continuation of the same kind of formal instruction from school to the home, but through the creation of reading assignments that assist the families in their specific literacy needs at home and in the community.

**STUDENTS BEHAVIOR THROUGH CULTURE LITERATION AS THE  
REFLECTION OF THE NATIONAL CHARACTER**

Roswita Lumban Tobing  
roswitalt@uny.ac.id

**Abstract**

The shifting of character values on students' communicating behavior is now more prevalent and ultimately can lead to student identity crises. It is certainly a threat to the resilience of Indonesian culture. The values of the characters behave decently culture, refinement and balance of rights and obligations is crucial in the values of interacting in society. It would make people aware of the importance of value investment character as an attempt resilience of culture in society related to harmonization between humans. Literacy is certainly part of the culture/culture in communicating. Thus, high literacy mastery certainly does not ignore the sociocultural aspects. Literacy is a cultural mirror. In other words, literate society is a cultured society. In addition, literacy can also be used as a means of disseminating culture. Literacy is not only identical to reading and writing, but also cultural literacy. The young generation must recognize and preserve their own local culture in order to strengthen and preserve national culture. Furthermore, by exploring the values of Indonesian character, the results of the discussion in this article will contribute to the smooth communication between communities (Youth Indonesia). Indonesian youth can understand each other different cultures, so that the supporters of these cultures can work together in an effort to form the character of the nation.

**Keywords:** *literacy, culture, values, character*

**COMPARING THE PROBLEM SOLVING BETWEEN HIGH AND LOW  
ACHIEVERS TEST TAKERS TO OVERCOME THE TEST ANXIETY IN TOEFL  
TEST**

Sa'adah Ramadhiyah  
*Universitas Pendidikan Indonesia*  
saadah-ramadhiyah@student.upi.edu

**Abstract**

Test anxieties cannot be denied by the test takers in TOEFL test. Sometimes, anxieties bring to negative and positive effects for the test takers. Each test taker has the way to solve their problems to overcome their anxieties. However, every problem solving may bring the test takers to successful and unsuccessful. That is why, this present study wanted to compare the problem solving between high achievers and low achievers test takers in TOEFL test performance to overcome their anxiety. The quantitative survey research design was used in this study to investigate the difference between both test takers. The researcher used the online questionnaire to collect data from the participants. Moreover, 30 participants were selected purposively by the researcher. The results show that the high achiever test takers are better in solving their problem toward test anxiety. The difference occurs in planning, cognitive, self-efficacy and selfchecking problem solving.

**Keywords:** *problem solving, test anxiety, TOEFL test*

**LIMITED ENGLISH PROFICIENCY OF CHIANG MAI UNIVERSITY STUDENTS  
AS EVIDENCE OF ENGLISH LANGUAGE EDUCATION IN THAILAND**

Sakorn Ruanklai and Pitipong Yodmongkol  
*College of Arts, Media and Technology, Chiang Mai University,  
Thailand*  
{sakorn.r, pitipong.y}@cmu.ac.th

**Abstract**

This paper presents a review of recent research that investigates the problem and the practice of English language teaching and learning in Thailand. A review of these studies identifies four major causes that contribute to the failure of English language education in Thailand: national identity, teacher development, education system, and exposure opportunities. The focus of the study is the development of English language proficiency among students at Chiang Mai University. Our finding indicates that students show no significant development during English acquisition while at Chiang Mai University. In order to facilitate marked English language improvement, adaptation of new instructional models for practical application in students' lives is recommended.

**Keywords:** *english language teaching, thailand, english education system, classroom-based english exposure*

TEACHER'S QUESTIONS TO PROMOTE HIGHER ORDER QUESTIONS IN  
READING ENGLISH TEXT

Sapto Catur Subekti

*Student of Language and Literature Study Program*

*Post Graduate of State University of Surabaya*

saptosubekti@mhs.unesa.ac.id

**Abstract**

This study presents the investigation on the use of questions to promote higher order thinking skills in reading English text in grade VIII of SMPN 1 Sidareja, Cilacap. This research tries to investigate the implementation of questioning, the type of questions, the students' responses and their perception to the teacher questions. Non participant observation was the main data collecting technique, combined with documentation, questionnaire and interviews. The results show that the teachers applied some questions to develop students' skills in the reading class especially the higher order thinking questions (HOTs): analyzing, evaluating and creating. The result also shows that the teachers questioning in combining with some activities: watching video and questioning, prediction, summarization, inferring, brainstorming activity, and using graphic organizer could potentially develop students thinking skills. The results show that there were some students who could respond the higher order thinking questions by the teacher with appropriate cognitive level, length and syntax of responses. This indicates that teacher's questions could stimulate the students thinking skills. The research suggest the teacher to distribute questions especially the (HOTs) questions in the reading class and applying more questioning strategies that give more chances to student to use their thinking skills.

**Keywords:** *teacher's questions, Higher Order Thinking Skills (HOTs), students' responses*

**EVALUATION OF MACHINE TRANSLATOR (GOOGLE TRANSLATE VS BING  
TRANSLATOR) FROM ENGLISH TO PERSIAN ACROSS ACADEMIC FIELDS**

**Seyed Samad**

**Abstract**

Machine translation, as a digital technology, has been in the center of attention during the last decade. It is now being used increasingly by many students and researchers as an effective aid in developing compositions and comprehending texts in English. Many investigations have been performed on machine translation; nonetheless, few researchers have considered English-to-Persian accuracy of machine translation at lexical, semantic, and syntactic levels. The present study used Ferris and Mundt's (2013) [Bibliographical information] Model of error taxonomy to compare English-to-Persian translations produced by Google Translate and Bing Translator. To this end, 240 texts were selected from four domains, including law, literature, medicine, and mass media, i.e. 60 texts from each domain. The texts were translated by Google Translate and Bing Translator, as well as human translators and then evaluated with respect to lexical, semantic and grammatical accuracy. Based on the results, the texts translated by Google Translate were more accurate than those produced by the Bing Translator. The results implied that machine translators are still too crude to be used as proper alternatives for human translations of the Persian texts.

AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR  
GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL

Siti Aisyah, S. Pd.<sup>1</sup> and Dyah S. Ciptaningrum, M. Ed., Ed. D.<sup>2</sup>

<sup>1,2</sup>*Faculty of Languages and Arts, State University of Yogyakarta*

<sup>1</sup>[missaisyah789@gmail.com](mailto:missaisyah789@gmail.com) and <sup>2</sup>[dyah.ciptaningrum@gmail.com](mailto:dyah.ciptaningrum@gmail.com)

**Abstract**

This study evaluates five English listening mobile apps to be used by eleventh graders of senior high school in Indonesia to supplement their learning in listening; and finds out the ways to use the most appropriate app for English teachers and students for practicing listening comprehension skills. To limit the research subjects, fifty listening apps were selected from *Google Play* Store and categorized into five groups: (1) listening apps for practicing only, (2) listening apps with exercises, (3) listening apps with videos, (4) listening apps with news program, and (5) listening apps with games. The representatives are English Audio Books-Librivox (app 1), English Listening Lesson (app 2), Learn English GREAT Videos (app 3), BBC News (app 4), and English Games-Listening (app 5). In analyzing the apps, a content analysis method, a developed rubric, and a modified analytical framework based on Kim and Kwon's analytical framework of MALL (2012: 38-39) were employed. Fifteen high school students participated in the study by submitting open-ended questionnaires after using the apps within one week. The result shows that app 3 generally fulfilled the criteria as the most appropriate app by achieving 80.5% and a self-access learning guide was developed.

**Keywords:** Mobile Learning, MALL, E-learning, Listening

**INTRODUCTION**

Mobile apps have become an essential part of human life in the recent years. They offer solutions to handle many kinds of everyday tasks. The varieties of apps which are available in android and iOS platforms range from apps for photography, music, entertainment, shopping, social media, games, news & magazine, maps and many more. Each app offers different features and facilities to help people with their needs. Therefore, there is no doubt that our young generation will be really attached with mobile devices that Prensky (2001: 1) call them as 'digital

natives'. It means that our students today are all 'native speakers' of the digital language of computers, video games, and the internet.

Harmer, through his personal web page [jeremyharmer.wordpress.com](http://jeremyharmer.wordpress.com), on June 7, 2015, also states that one of the big issues in today's English language teaching world is technology. He says that technology is "the big game changer". The implementation of mobile technology in education will bring so many changes in the way people learn English.

Before conducting this study, the researcher did several steps to develop

the background of the study. First, the researcher did interview with some eleventh and twelfth graders of senior high school to know the recent problems in learning English on senior high school. The students came from 2 private senior high schools in Yogyakarta. The results were: (1) students said that the most difficult skills in learning English are listening and speaking; (2) most students from twelfth grade said that they felt anxious knowing that in the national examination they will deal with listening comprehension test; (3) the students also said that listening is very difficult, especially when the speaker's accent sounds unfamiliar and the audio recording does not work properly; (4) another factor is the limited time for them to practice listening in school; (5) they also did not know how to get learning resources for listening practice.

Second, based on the researcher's observation while teaching English for grade eleven and twelve students during her PPL, she noticed that most of high school students nowadays are smartphone users. Almost all of them use android and iphone apps in their everyday communication. On the other hand, they are not fully aware that their smartphones can be used as media to help them developing their listening skills.

Third, the researcher also conducted an interview by asking an English teacher related to how she gives listening practice for the eleventh graders in her school. The interview was conducted on September 23, 2016 in SMA

N 5 Yogyakarta. During the interview, the English teacher said that the time to provide listening practices in class is limited. In a month, she does not always give a listening practice for students because she follows the materials in the curriculum. She also admits that the students need more listening practices outside the classroom because most of her students still meet difficulty in listening comprehension tasks.

Finally, mobile learning could be an ideal answer of how students can learn independently in their leisure time. However, there are still many pros and cons related to the implementation of mobile learning. Furthermore, it is not easy to guarantee how good is the quality of the materials provided on the apps which will be used by students. There are hundreds of apps available freely for English learning which offer different facilities and features developed by various app developers in the world. Therefore, studies need to be conducted to evaluate mobile apps which are suitable for educational purposes.

Considering the things mentioned above, the researcher decided to conduct an evaluation of English listening mobile apps for the eleventh graders of senior high school in Indonesia.

The formulation of the problems of this research are:

1. Which app is the most appropriate to be used by eleventh graders of senior high school to supplement their learning in listening?



2. How can that app be used by teacher and students for practicing listening comprehension skills?

### LITERATURE REVIEW

#### The Importance of Mobile Learning

The ownership of mobile devices has been rising recently. Mobile devices have become inseparable part of humans' lives. According to the data presented by UNESCO (2014) on their official site, over 6 billion people have access to a connected mobile device. It is also reported that android platform, one of the most-used platforms by smart phone users, has reached 1,4 billion active users in Indonesia (Rahman, 2015).

The use of mobile technology in language learning will provide relevant and effective ways for students to learn and get as much as information without time and space limits. The availability of English learning mobile applications makes students easier to access learning materials whenever and wherever they need on their personal gadgets which are easy to carry around.

Mobile learning also proves to be a great media for student projects and assignments, allowing them to enhance their autonomous in learning. According to Carlyle (2016), some of the obvious benefits of handheld learning or mobile learning include flexibility, portability, ease of use, interruption-free learning, information available at the touch of a button, quick access of materials, and brief presentation of learning concepts. For

those reasons, it is no wonder that mobile learning becomes a new trend in learning.

Sarrab, Elgamel, and Aldabbas (2012: 34) also state that mobile learning will be the next generation of e-learning. They believe that the benefits of mobile learning include anytime access to content, anywhere access to content, support distance learning, can enhance student-centered learning, great for just-in-time training or review of content, support differentiation of student learning needs and personalized learning, can enhance interaction between and among students, learners and instructors, reduce cultural and communication gap between students by using communication channels that the students like.

#### Mobile App Evaluation

*Evaluation* is a systematic process that seeks to determine the value, worth, importance, significance, or merit of an object, person, or activity (Stake & Schwandt; Yarbrough, Shulha, Hopson, & Caruthers, in McMurry et al., 2016: 3). According to McMurry et al. (2016: 13), before conducting evaluation, evaluators need to design the evaluation. Stufflebeam (in McMurry et al., 2016: 13) proposes some essential steps in designing evaluation in education, such as:

1. Identifying the evaluand,
2. Identifying the stakeholders,
3. Determining the purpose of evaluation,
4. Selecting the type of evaluation, and
5. Setting evaluation criteria.

### **Autonomous Learning**

Learning activities are normally happen in classrooms. Nevertheless, all the materials in language learning are too complex and varied to be covered in a classroom (Harmer, 2007: 394). For those reasons, students need to be introduced to independent learning strategies to make them autonomous learners.

Harmer (2007: 394) believes that giving students the autonomy to learn outside the classroom can improve the chances for successful language learning and acquisition. In this point, students will reach the state of what Harmer calls as 'agency' or being the doers rather than the recipients of learning action.

Moreover, Mark James (in Harmer, 2007: 394) states that a basic goal of English language teaching should be that 'students will apply outside the classroom what they have learned inside the classroom'. Along with Mark James, Sarah Cotterall (in Harmer, 2007: 394) also believes that learner autonomy is 'an essential goal of all learning'.

The idea of autonomous learning is also suitable with the aim of Curriculum 2013 in Inonesia which is promoting the idea of independent learning. It will later change the teacher center activity to the learner centered learning.

### **Extensive listening**

Extensive listening is a situation where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement (Harmer, 2007: 303). Extensive listening is usually done by students outside the classroom. It can takes place in the students' homes, cars, or on their personal gadgets as they travel from one place to another.

Harmer (2007: 303) believes that extensive listening can have a dramatic effect on a student's language learning. The motivational power of such activity increases dramatically when students make their own choices about what they are going to listen to.

In order to develop effective extensive listening activities, teachers need to set a collection of appropriate tapes, CDs, or podcasts with suitable level, topic, and genre. With the broad development of technology, now teachers can take the advantages of many mobile apps which can be used as new media to facilitate extensive listening activities for their students.

### **Five dimensions of culture**

Moran (2001: 35) claims that language presents the product, practices, perspectives, communities, and persons of a culture. To practice the culture, members of a culture need to express themselves and interact with the other members of the culture to form their traditions. All of their efforts will be successful with the help of appropriate language, in the appropriate

way, as expected by the members of the culture. ‘Language is the window to the culture’ (Moran, 2001: 35).

The cultural dimensions are divided into *Product, Practices, Perspectives, Communities, and Persons* (Moran, 2001: 36-38). These dimensions were adopted in this study to analyze how cultural aspects were reflected in each lesson of the apps for learning English listening to be used by eleventh graders of senior high school.

According to Sercu (2010, in Kim and Paek 2015: 87), in order to develop intercultural communicative competence (ICC) language learners need to know cultural knowledge and practices from different cultures, which will improve their intercultural communicative skills and reflect an intercultural identity. Therefore, it is important to identify the cultural dimensions embedded on the listening materials.

**RESEARCH METHOD**

The overall approach to analyze and evaluate mobile apps in this study is based on content analysis of materials and users’ evaluation. The data of this study were taken from five representative apps for learning English listening which were selected from the *Google Play* store. The researcher limited the selection by categorizing 50 listening mobile apps into five groups, namely listening apps for practicing only, listening apps with exercises, listening apps with videos, listening apps with news program, and listening apps with games. The

representative apps from each category are English Audio Books-Librivox (app 1), English Listening Lesson (app 2), LearnEnglish GREAT Videos (app 3), BBC News (app 4), and English Games-Listening (app 5).

In analyzing the five selected apps, this study modified Kim and Kwon’s analytical framework of MALL (2012: 38-39) as the main evaluation criteria of this study. Kim and Kwon’s analytical framework is based on Hubbard’s Integrated Framework for CALL Courseware Evaluation (1988, 2006). Since Hubbard’s framework is originally developed for computer based learning, Kim and Kwon have simplified the framework for mobile learning purposes. The modified analytical framework has four main categories: Target Learners, Content and Pedagogic Features, Technological Features, and Material Appropriateness.

Table 1: The Modified Analytical Framework of Mobile-Assisted Language Learning

The Modified Analytical Framework of Mobile-Assisted Language Learning adapted from Kim and Kwon (2012: 39)	
1	Target Learners Age (children, young adult, adult) Interest (general, ESP) Proficiency Level (beginner, intermediate, advanced)
2	Content and Pedagogic Features

	Organization (number of units/lessons& topics/themes) Instructional exercises (practice, test, quiz, game) Feedback Reporting
3	Technological Features Multimedia (pictures, graphics, videos, sound, music, resolution size) User friendliness (navigation, ads)
4	Material Appropriateness Curriculum connection (basic competences of 2013 Curriculum) Cultural content (five dimensions of culture)

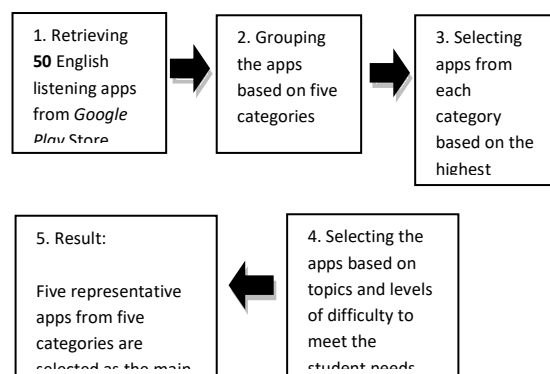
The researcher also developed an app evaluation rubric to analyze the Content and Pedagogic Features and the Technological Features. There are six aspects or domains in the developed rubrics. Four aspects are used to evaluate Content and Pedagogic Features, namely organization, instructional exercises, feedback, and reporting, and two aspects are used to evaluate Technological Features, namely multimedia and user friendliness.

**The Selected Apps**

Through examining the app features and content, the researcher assessed 50 mobile apps which were retrieved from *Google Play* store. The apps were categorized into 5 categories namely listening apps for practicing only, listening apps with exercises, listening apps with

videos, listening apps with news program, and listening app with games.

Figure 1: The Selection Process of Listening Apps



Here are the representative apps from five categories.

Table 2: Five Categories of English Listening Mobile Apps

Listening app Categories	N	Representative apps	Developers
For practicing only	15	English Audio Books-Librivox	IronServices.com
With exercises	19	English Listening Lesson	Golden Application
With videos	4	LearnEnglish GREAT Videos	British Council
With news	1	BBC News	BBC Worldwide

program	1		(Ltd)
With games	1	English Games-Listening	Learn English with games

**The Procedures**

The procedure of the research was a combination of the steps in designing educational evaluation by Stufflebeam (in McMurry et al., 2016: 13) and the research procedures in content analysis study proposed by Ary, Jacobs, Sorensen, Razavieh (2010: 458). The procedure are: (1) specifying the phenomenon to be investigated, (2) identifying the evaluand, (3) identifying the stakeholders, (4) selecting the type of evaluation, (5) setting evaluation criteria, (6) analyzing and evaluating the selected listening apps, (7) getting evaluations from app users, (8) developing a self-access learning guide and an app evaluation checklist.

**The Participants**

The participants of this study were 15 high school students of grade XI. The participants were assigned to use the representative apps for one week or minimum 15 minutes usage per day. One participant used 1 listening app independently. After that, they were asked to tell their opinions related to the apps by filling in open-ended questionnaires developed by the researcher.

**Data Collection Techniques**

The first quantitative data were collected from the researcher’s analysis of the five selected mobile apps using the developed analytical framework. The second quantitative data were gained from the scores in utilizing the five selected apps given by the eleventh graders through the questionnaires.

The qualitative data were gained from open-ended questionnaires given by the apps users (the eleventh graders). One participant worked with 1 app for learning English listening within one week and used the apps for about 15 minutes per day. After that, they were asked to tell their opinions related to the apps to evaluate the apps by filling in open-ended questionnaires. Since this study involved 5 mobile apps and 15 students, 1 app got reviews from 3 students.

**Data Analysis Technique**

To analyze the quantitative data, the researcher used the Likert scale and percentage technique. The results of data analysis from each app were calculated in the same manner. The calculation was done by dividing the total criteria which has been met with the total number of criteria. Then, it was multiplied by 100% to obtain the sum points. The formula of the calculation used in the evaluation process can be seen below.

$\Sigma X$
Percentage = ----- x 100%

Table 4: Summary of App Evaluation Results

Evaluation	Fulfillment				
	App 1	App 2	App 3	App 4	App 5
Researcher's evaluation	65%	70%	86%	68%	72%
Learners' evaluation	69%	71%	75%	69%	76%
Average	67%	70.5%	80.5%	68.5%	74%
Criteria	Less appropriate	Average appropriate	Mostly appropriate	Less appropriate	Average appropriate

$\sum X$  : The total of criteria which were fulfilled by

apps in each aspect.

N : The total number of criteria in each point.

The above formula was then used to decide the results of data analysis. The results contain four criteria presented in the following table.

Table 3: The Conversion of Fulfillment Average into Four Proposed Categories

Range of fulfillment score	Category
80%-100%	Mostly appropriate
70%-79%	Average appropriate
60%-69%	Less appropriate
0-59%	Not appropriate

**RESEARCH FINDINGS**

The most appropriate app for learning English listening for eleventh graders was decided based on the sum of total scores from the researcher's evaluation and the learners' evaluation divided by two. The result in Table 32 shows that app 3 got the highest average score with 80.5% (mostly appropriate). The second position went to app 5 by having 74% (average appropriate). App 2 was in the third place with 70.5% (average appropriate). The fourth position was given to app 4 with 68.5% (less appropriate). While the last position, belonged to app 1 with 67% (less appropriate). Finally, the final result of this study stated that app 3 (LearnEnglish GREAT Videos by the British Council) from the listening app with videos category was the most

appropriate app to be used by eleven grade students of senior high school to supplement their learning in listening.

## **DISCUSSION**

Teachers need to encourage students to develop learning habit to learn on their own. The use of mobile apps for practicing listening independently can be a solution to develop students' autonomy in learning. This is in accord with Harmer's (2007: 394) opinion saying that the materials in language learning are too complex and varied to be covered in a classroom. He also believes that giving students the autonomy to learn outside the classroom can improve the chances for successful language learning and acquisition. Interestingly, this idea also supports the objective of the 2013 Curriculum to change the teacher-centered learning into a learner-centered learning.

The results from the students' evaluation show that the students seem enjoy using the apps for practicing listening. Most of them give positive feedback towards the use of mobile apps for practicing listening. From their reviews, some students said that they can learn listening with the apps anytime and anywhere. Some other said that they got new information after using the app for learning. The other students also said that the app can be fun media to learn English listening which seems difficult for them. A student also said that she learned new vocabulary through listening. Those results seem similar with Harmer's (2007: 303) idea that extensive listening can have a

dramatic effect on student's language learning. The motivational power of such activity increases dramatically when students make their own choices about what they are going to learn.

## **CONCLUSION**

Based on the results obtained from the evaluation, it shows that the five English listening apps are nearly appropriate to be used for supplementing the learning of listening for eleventh graders. This is because the five apps had fulfilled most of the criteria as good mobile learning apps namely the target learners, content and pedagogic features, technological features, and material appropriateness.

For further recommendation, a self-access learning guide has been developed to be used by students and teachers in using the app (LearnEnglish GREAT Videos app). Since the app is intended to be used by students independently outside the classroom, the self-access learning guide can be used as a guide for teachers in giving home works or assignments to their student which go with the listening materials on the app.

An evaluation checklist to select good English learning app wa also provided based on the criteria used in this study. The checklist can be used by English teachers or students to select mobile apps that they will use for education purpose in the future. Similarly, Beatty (in McMurry et al, 2016) also argues that there is value in making

evaluations available so they can be used by others to make reliable decisions about the technology used in the classroom.

Finally, there are many opportunities for future works related to mobile learning. As the development of mobile technology in the future, there will be more mobile applications for language learning that need to be carefully studied by the researchers in educational field. There is also the need to advance and extend the theories and paradigms in the field of mobile learning study so that there will be more accurate study conducted by the researchers or evaluators about the use of mobile apps for educational purposes.

## REFERENCES

- [1] Ary, D., Jacobs, L. C., Soresen, C., & Razavieh, A. 2010. *Introduction to Research in Education (eighth edition)*. Belmont, California: WadsworthCengage Learning.
- [2] Carlyle, J. 2016. "E-learning Development Trends You Need to Look Out for", <https://elearningindustry.com/4-top-elearning-development-trends>. Accessed online on September 6, 2016.
- [3] Harmer, J. 2007. *The Practice of English Language Teaching (Fourth edition)*. Essex: Pearson Education Limited.
- [4] \_\_\_\_\_ 2015. "Back to the future (revisiting-again-the practice of English language teaching)", <http://jeremyharmer.wordpress.com/category/technology-in-education/>. Accessed on October 22, 2016.
- [5] Hubbard, P. 1988. "An Integrated Framework for CALL Courseware Evaluation." *CALICO Journal*, 6, II, p. 51-71.
- [6] \_\_\_\_\_ 2006. *Evaluating CALL Software* (Chapter 13 from L. Ducate and N. Arnold (eds) 2006. *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching*). Pre-publication copy. San Marcos: CALICO.
- [7] Kim, H. & Kwon, Y. 2012. "Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning". *Multimedia-Assisted Language Learning*, 15, I, p. 38-39.
- [8] Kim, S. Y. & Paek, J. 2015. "An Analysis of Culture-related Content in English Textbook". *Linguistic Research*, 32, p. 87-92.



- [9] McMurry, B. L., et al. 2016. "An Evaluation Framework for CALL". *The Electronic Journal for English as a Second Language (TESL-EJ)*, 20, II, p. 3-18.
- [10] Moran, P. 2001. *Teaching Culture: Perspectives in Practice*. Boston, MA: Heinle&Heinle. University Press. Vol 9, No. 5. <https://www.marcprensky.com>. Accessed on October 22, 2016.
- [11] Rahman, A. F., 2015. "Android Tembus 1,4Miliar User, Indonesia jadi Sorotan", <http://m.detik.com/inet/read/2015/09/30/173116/3032167/317/android-tembus-14-miliar-user-indonesia-jadi-sorotan>
- [12] Sarrab, M., Elgamel, L., & Aldabbas, H. 2012. Mobile Learning (M-Learning) and Educational Environments. *International Journal of Distributed and Parallel Systems (IJDPS)*, 4, III, p. 34. <http://airccse.org/journal/ijdps/papers/0712ijdps04.pdf>. Retrieved on September 7, 2016.
- [13] UNESCO. 2014. "Information and communication Technology in Education in Asia: A Comparative

Analysis of ICT Integration and E-readiness in Schools Across Asia", <http://www.uis.unesco.org/Communication/Documents/ICT-asia-en.pdf>. Retrieved on September 6, 2016.

**LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT  
WAYSTAGE LEVEL IN FRENCH DEPARTMENT**

Siti Sumiyati

*Faculty Of Languages And Arts, Yogyakarta State University*

**Abstract**

Integrating literacy practices in French as Second Language (FSL) teaching-learning is a way to engage students and helps them in achieving success in French learning in order to become members of French users 'community. At the waystage level, literacy in French contributes and builds students' literacy development not only on FSL learning but also on life skills, knowledge and general education. Literacy in FSL promotes the cognitive, social, emotional and particular benefits; therefore students will gain a sort of life skills for survival. Teacher plays many roles in helping students understand and communicate in French: he can be facilitator, organizer, and motivator, and provides any information or becomes language model. Beside French users, the five roles of literate FSL learner students are text user, meaning maker, code breaker, text analyzer.

**IMPROVING THE DELF A1 LISTENING ABILITY OF  
SMAN 1 KARTASURA STUDENTS BY TRAINING**

Sri Rejeki Urip and Anastasia Pudjitrherwanti  
*Program Studi Sastra Perancis Fakultas Bahasa dan Seni  
Universitas Negeri Semarang*  
uriphart@yahoo.com, ap.triherwanti@gmail.com

**Abstract**

To prepare students of SMA Negeri 1 Kartasura to participate in the DELF Junior A1, the French teacher of SMA N 1 Kartasura and two lecturers of UNNES conducted a training of the DELF A1 listening test. This activity was attended by 30 students of the third class of language program, and lasted for 4 hours. The documents used are those of the DELF level A1 of CIEP, an institution of the French Ministry of National Education. At the initial phase, the pretest was conducted to determine the ability of students in listening the oral documents. The average value of the pretest is 4.35 with the score range is 0 and 10.5. Then, participants were provided information on what is the DELF test, the description of listening test, and what must be prepared to do this test. Then, students were asked to do some exercise on different question sheets. Lecturers and participants checked and discussed the exercises together. The lecturers gave the students some suggestions how they can understand what they listen. In the final stage, students made the posttest using the same documents in the pretest. The mean value obtained in the post-test is 15.25 with the score range is 8.5 and 18.5.

**Keywords:** *listening ability, DELF A1 level, pre-test, post-test*

## INTRODUCTION

To improve the quality of French language learning in Indonesia to conform to the international standards of French language learning, it is recommended that high school / MA students have the equivalent ability of Level A1 of the European Common Terms of Reference for Languages set out by the Council of Europe called The Common European Framework of Reference for Languages (CECR). At the end of learning French in high school, it is expected that high school students can follow and succeed in the Junior DELF A1 exam.

DELf is a product of the French Ministry of National Education, Higher Education and Research which offers a variety of French certifications (in the form of tests and certificates) to validate the French skills from the beginning of the learning to the highest level. This offer is customized for all ages and all audiences. This certification is aligned with the 6-level scale of the European Common Terms of Reference for Languages (*Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche.*)

A French language teacher of SMA N 1 Kartosura, Central Java, hopes that his students will take the A1 level DEL1 exam and can succeed in the exam especially. The teacher feels that listening ability (*comprehension de l'oral*) as a perceptive

language ability is more difficult than the other perceptive ability; that is reading. To achieve this expectation, a collaboration between French language teacher of SMA N 1 Kartasura and a team of French Literature Program of Foreign Language Department of FBS UNNES was held to organize *compréhension de l'oral* training for students at SMA N 1 Kartosura.

## LITERATURE REVIEW

The CECR is a set of language proficiency descriptions that can be applied in all languages and can be used to set the goal of achieving language skills in language teaching. Today, CECR has been accepted worldwide as a benchmark for language proficiency. According to the CECR, language skills can be divided into 6 levels: A1, A2, B1, B2, C1, and C2. A1 and A2 are for the Basic Level, B1 and B2 are for intermediate level, and C1 and C2 are for the advanced level (CEFRL 2001: 24).

DELf is an international French test which is an implementation of the CECR in the French language proficiency exam. The following is the linguistic descriptor for DELF A1 in *Compréhension de l'Oral* : (1) A person can understand the conversation when delivered slowly and pronounced cautiously and there is a long enough pause to understand its meaning, (2) A person can understand the instructions directed to him slowly and carefully followed by short and simple instructions.

The type of test performed on this ability is by answering a question sheet on oral understanding of 3 or 4 audio recordings which material is about the daily life situation ([http://www.ciep.fr/sites/default/files/migrations/delfdalf/documents/DELFA1\\_example3.pdf](http://www.ciep.fr/sites/default/files/migrations/delfdalf/documents/DELFA1_example3.pdf)).

The test for this ability lasts for about 20 minutes with the highest score of 25.

Renukadevi (2013: 60) states that in learning a language for communicative purpose, listening plays a vital role as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax. By using references from several studies, Renukadevi states that "When we communicate, we use our language skills: 45% of listening, 30% of speaking, 15% of reading, and 10% of writing. The data above reveals that the ability of the *Comprehension de l'oral* bears the greatest role in communication compared to other skills.

Furthermore, Renukadevi (2013: 60) states the reasons why the learner feels that listening is difficult to be done. They are (1) their lack of effort to understand every word when listening, (2) their failure or laziness in an effort to increase the number of vocabularies possessed regularly, (3) the concentration of learners or stamina in listening, and (4) the existence of interference from the environment when listening test is on progress. The challenging

reasons above should be passed by the learners.

Bozorgian dan Pillay (2013: 1) states there are five strategies in listening. They are (1) *guessing*, (2) *making inferences*, (3) *identifying topics*, (4) *repetition*, and (5) *note-taking*. We can say that replaying the recording for three times in *comprehension de l'oral* test is one of strategies that can be used by CIEP test maker, a part of French Education Ministry, so that the test takers can listen and understand the utterances better.

Acat et alie (2016: 2011) reveals that there is a significant relationship between parents' educational background with the children's ability in doing *comprehension de l'oral*. This has never been discussed before in foreign language teaching in Indonesia.

## RESEARCH METHOD

There are 30 twelfth grade students of language program of SMA N 1 Surakarta joined this program. They are assisted by their French teacher who has 27-year teaching experience.

There are two French lecturers from French Department, Languages and Arts Faculty, Universitas Negeri Semarang become the trainers. They are also helped by a student from the same department.

There are some techniques used to get an optimal result of the training. They are:

**(1) Pre-test, (2) Explanation, (3) Practice, (4) Post-test.** The document used for the pre-test is an authentic A1 DELF test published by CIEP which can be downloaded for the *Compréhension de l'Oral*. The explanation is done to give detail info on A1 DELF .The practice session aims to train students doing A1 DELF test. They did 2 authentic test which was different from the one they had un the pre-test. The document used for the post-test is the same with the one they had for pre-test.The pre-test, practice, and post-test activities were done to simulate the real A1 DELF test. The main activities of the test were test simulation for A1 DELF for *Compréhension de l'Oral*.The training was done on 25 August 2016 at one of classrooms in SMA N 1 Kartasura, from 13.30 until 17.30.

**DISCUSSION**

The following is the discussion for each activity done in the training.

**(1) Pre-test**

Before the training begins, students do a pre-test using authentic DELF A1 exam materials from CIEP. There are 4 short recordings, each of which is played twice with a 30 second pause. In Exercice 1, there are 2 questions to choose from. Each has 2 scores. In Exercice 2, a longer recording is played. There are 4 questions to answer with a total score of 7. In Exercice 3, participants are asked to adjust the image to the situation of the recorded recording. The score of this

section is 6. In Exercice 4, there are 3 questions to which the answer should be selected; the score is 6. Thus, the total score for *compréhension de l'oral* is 25. Overall can be seen from table 3.1

In this pre-test, it appears that most participants do not understand what they are listening to. From the observation, it can be seen that some participants write down what they can capture, so the note-taking strategy has naturally been done by some trainees. The results of the pre-test can be seen from the following table.

**Table 3.1 Pre-Test Result**

NO.	NAME	PRE-TEST
1.	AR	1.5
2.	ACP	4.5
3.	ARI	10.5
4.	ANA	1.5
5.	AER	6
6.	AYF	4
7.	AK	0
8.	ASN	10.5
9.	BFY	8
10	DKP	8
11	DZM	0
12	EWL	6.5

13	FA	3.5
14	GDP	1.5
15	KW	1.5
16	LS	6
17	LFK	6
18	LAS	3
19	MPT	1.5
20	NL	2
21	NNE	6.5
22	ODP	4.5
23	PK	2
24	RWH	4
25	SAN	5
26	SDA	3
27	WML	6
28	YDN	1.5
29	YR	7
30	ZA	5

In pre-test, there are 2 participants who got 0; 6 people got a score of 1.5; while the highest value is 10.5. 16 out of 30 participants got less than 5. A 5/25 score is a minimum requirement to pass every language skill tested. From the table above, it

can be seen that 17 out of 30 participants score less than 5, so it can be concluded that in this pretest, 57% were declared unsuccessful in *comprehension de l'oral* exam.

### (2) Explanation of What is DELF

The trainers begins their training by explaining what DELF is in detail. Some participants know what DELF is from their French teacher, but they do not yet know how the DELF exam is held. Some participants asked this question about DELF, like what the benefit of DELF certificate is, and the tips on doing the DELF exam especially on *Compréhension de l'Oral*. The presenter explains that one of the benefits of the DELF certificate, in this case B2 level, will make the certificate holder easier to continue his studies in France without following the linguistic tests. One of the tips to do a *comprehension de l'oral* exam is to use the opportunity to read the question so that the focus when they listen is limited to the topic being asked. This is in accordance with the identifying topic strategy as stated by Bozorgian and Pillay (2013: 1) above.

### (3) Practice

The exercise was carried out by simulating a DELF A1 exam for the *Compréhension de l'Oral*. The exercise was held 2 times ; the lecturers and students did the test together. Tips are given at this stage. At this stage, difficulties occur when they have to complete the telephone number, ie from the *Completez le numéro de telephone*

*de Yanick* question because they have not recognized the numbers completely, so the guessing strategy is used. These students have not been taught about this strategy. It seems that their linguistic intuition helps to solve this difficulty. From classroom observation, we can see their efforts to guess this figure. This situation teaches students to learn harder in mastering numbers in French.

After the first practice, the students did the first test using different test module. The same steps were done in the second practice, followed by the second test. We can see the result of the second test in the following table.

**Table 3.2 Practice 1 and 2 result**

NO.	NAME	TES 1	TES 2
1.	AR	9.5	13.5
2.	ACP	13	16.5
3.	ARI	20.5	20
4.	ANA	16.5	18
5.	AER	16	19
6.	AYF	17	16
7.	AK	12	14
8.	ASN	14.5	18.5
9.	BFY	14	18.5
10.	DKP	18	19

11.	DZM	15	17.5
12.	EWL	16.5	18.5
13.	FA	13.5	15
14.	GDP	15.5	19.5
15.	KW	16.5	18.5
16.	LS	17	19
17.	LFK	16	18
18.	LAS	15	20.5
19.	MPT	14.5	17
20.	NL	10	15
21.	NNE	16.5	20
22.	ODP	14.5	16
23.	PK	12	16.5
24.	RWH	14	19
25.	SAN	15	15.5
26.	SDA	14	15.5
27.	WML	16	17
28.	YDN	16.5	14
29.	YR	17	21
30.	ZA	15	18.5

Of the two tests conducted after two practices, from the table above it appears that 27 students out of 30 or 90% have



increased their score. There are only 3 students whose score is decreased, ie 0.5; 1, and 2.5 points, ie from 20.5 to 20; from 17 to 16; and from 16.5 to 14.

**(4) Post-Test**

In the end of the training, a post-test was conducted using pre-test material. During the post-test we can see cheerful faces of the participants. They are enthusiastic doing this Post-test. The results of the post - test can be seen in the following table which is placed side by side with the pre - test results.

**Table 3.3 Pre-Test and Post-Test Result**

NO	NAME	PRE-TEST	POST-TEST
1.	AR	1.5	8.5
2.	ACP	4.5	16.5
3.	ARI	10.5	20
4.	ANA	1.5	12
5.	AER	6	18
6.	AYF	4	14
7.	AK	0	10
8.	ASN	10.5	18.5
9.	BFY	8	18.5
10.	DKP	8	19
11.	DZM	0	10.5

12.	EWL	6.5	14.5
13.	FA	3.5	15
14.	GDP	1.5	9.5
15.	KW	1.5	10.5
16.	LS	6	19
17.	LFK	6	18
18.	LAS	3	10.5
19.	MPT	1.5	14
20.	NL	2	17
21.	NNE	6.5	20
22.	ODP	4.5	16
23.	PK	2	10.5
24.	RWH	4	19
25.	SAN	5	15.5
26.	SDA	3	15.5
27.	WML	6	17
28.	YDN	1.5	14
29.	YR	7	21
30.	ZA	5	15.5

From the table above, we can see that the post-test score of all test takers increases. The lowest score is 9.5 while the highest score is 21. DELF’s lowest standard score is

5 out of 25 total points. It can be concluded that all students of *Compréhension de l'Oral* trainees succeed in doing *comprehension de l'oral* exam questions.

From the description above, it reveals that some strategies have naturally been done by students to be able to understand what they are listening to. The strategies are (1) guessing the meaning of a word, (2) identifying the topic based on the answer to the question being attempted before the recording is played, (3) repeating the recording 2 or 3 times so that the student can catch or understand the text better.

Based on the observation, we can see that the students were happy and serious at the same time in doing the training. This becomes one of requirements of oral test success; test takers should be enthusiastic and work hard to listen to and understand the recording.

## CONCLUSION

To understand what they listen, students or A1 DELF test takers on *Compréhension de l'Oral* need some strategies. They are (1) guessing, (2) identify the topics, (3) repeating the materials listened by the test takers. Their high spirit to understand what they listen and a regular vocabulary mastery are some attitudes that should be had by future A1 DELF test takers, especially for *comprehension de l'oral*.

## REFERENCES

- [1] Acat, M. Bahaddin, Hilmi Demiral, Mehmet Fatih Kaya. 2016. "Measuring Listening Comprehension Skills of 5<sup>th</sup> Grade School Students with the Help of Web Based System". In *International Journal of Instruction*. E-ISSN:1308-1470. January 2016. Vol.9. No.1 p-ISSN:1694-609X. Downloaded from [http://www.eiji.net/dosyalar/iji\\_2016\\_1\\_15.pdf](http://www.eiji.net/dosyalar/iji_2016_1_15.pdf), the 20 October 2016.
- [2] Bozorgian, Hossein dan Hitendra Pillay. 2013. "Enhancing Foreign Language Learning through Listening Strategies Delivered in L1: An Experimental Study" in *International Journal of Instruction* e-ISSN: 1308-1470. Downloaded from [http://www.eiji.net/dosyalar/iji\\_2013\\_1\\_7.pdf](http://www.eiji.net/dosyalar/iji_2013_1_7.pdf), the 22-10- 2016.
- [3] Conseils de l'Europe.2001. *Cadre Européen Commun de Référence pour les Langues. Apprendre, Enseigner, Evaluer*. Paris: les Editions Didier.
- [4] Ministère de l'Éducation National, de l'Enseignement Supérieur et de la Recherche. "DELFL DALFL" Downloaded from <http://www.ciep.fr/delf-dalf>. Tanggal 20-10-2016
- [5] Renukadevi,D. 2014. "The Role of Listening in Language Acquisition; the Challenges and Startegies in Teaching

Listening". In *International Journal of  
Education and Information Studies*.  
ISSN 2277-3169 Volume 4, Number  
(2014). Pp 59-63. Downloaded from

[http://www.ripublication.com/ijeisv1n1/  
ijeiv4n1\\_13.pdf](http://www.ripublication.com/ijeisv1n1/ijeiv4n1_13.pdf). Tanggal 22-10-2016

**PRONUNCIATION AND ITS IMPORTANCE IN PROFESSIONAL LIFE**

Dr. R. Sucharan Reddy  
reddysucharan111@gmail.com

**Abstract**

Pronunciation is an important component in English language. Words have life. They are not lifeless entities. Pronouncing the words correctly is vital and essential. In India, English language is neither a constitutional language nor first language and due to this there are many phonological problems arising especially due to the influence and interference of Mother Tongue on English. Many Indians while speaking or communicating in English speak English the same way they speak or communicate in their mother tongue. Thus Phonological system of the mother tongue will have an influence on the phonology of their English. It also should be remembered that most Indians who learn English learn their own Indian language before they are exposed to English. In other words, they have in them very strongly formed linguistic habits when they attempt to learn English and these linguistic habits i.e. their mothertongue habits are bound to interfere with their learning English. Even though English language is not a constitutional language in India, it is the major language in professional life. Hence, it is important to know about the rules of pronunciation. This paper delves into the problems and perspectives relating to pronunciation.

**LITERACY FOR CHARACTER EDUCATION IN TEILIN**

Sukarno

*Faculty of Languages and Arts*  
*Yogyakarta State University, Indonesia*  
sukarno@uny.ac.id and sukarnouny@gmail.com

**Abstract**

Recently, the two terms “literacy and character” become serious hot issues in a number of discussions. If one misbehaves in a society, s/he is considered illiterate, or s/he is taken into account not to have good characters. Facing this fact, educators have responsibilities to conquer this problem. In overcoming it, educators do not special materials for literacy and characters inasmuch as they exist in any learning materials, however, it depends upon educators’ sensitivities towards literacy and characters in their materials. This article tries to identify literacy for character education in teaching English as an international language in Indonesia (TEILIN), especially in learning materials and class activities. While conducting teaching learning activities, educators/teachers highlight literacy for character education in the learning materials, tell the students, give example, and have them do good characters in their lives.

**Keywords:** *literacy, character, learning materials, and TEILIN*

THE EFFORT TO INCREASE STUDENTS LITERACY IN STORYTELLING  
(FABLE TEXT) USING PUPPET AS MEDIA IN SMPIT AL HARAKI

Sukma Awliyawati, S.Pd.  
ema\_awliya@yahoo.co.id

**Abstract**

Literacy is closely related to language skill, which includes four basic skills: listening, reading, speaking and writing. These basic skills are integrated each other and can not be separated. This study aims to increase students' literacy on speaking skill. In fact, seventh grade student Al Kautsar SMPIT Al Haraki have many difficulties in expressing and retelling the story from written texts. The ability to tell a story will be very difficult for students to master if they do not have good reading skill, moreover the appropriate media also takes effect. The use of puppets is expected to be an appropriate medium to increase the students' literacy in storytelling fable text.

**Keywords:** fable text, story telling, puppet, literacy

**INTRODUCTION**

Entering the era that competition is almost in every aspect, there are many things must be done by teachers to guide and prepare students to face their future. Teachers should be inovative in creating various media to be used in teaching and learning activities. Using the right and appropriate media can achieve the education goal very well. Teachers have important role to bound learning components to one another, so that classroom management can run well.

The management of the language classes certainly needs some developed methods and medium, because the skills they have to master consist of four skills: listening, reading, speaking and writing. For instance in speaking skill, telling a story in front of a class (storytelling) can be difficult to perform for most students. Some factors which hamper students to storytelling activity, e.g. they feel afraid to do mistakes, nervous and not confident enough. Beside that, the external factor also take affect, such as the media used in storytelling. The less interesting media can also affects to the storytelling skill.

Speaking skill is basically like riding a bike, driving a car or playing basketball. It needs more practices to be more fluent. Speaking skill in strorytelling can be improved by using the appropriate medium. In this study students use puppets made of cardboard and

popsicle stick. With that medium students are expected to be able to organize the story and develop it very well.

**LITERATURE REVIEW**

Story is a kind of literature that has its own beauty and pleasure. It will be fun for children, teenagers, or even adults, if the author, the storyteller and the listener are equally good. In a story, there are some basic things that cannot be separated, those are the writing itself, the author, the way to tell the story and the storyteller, and the way to listen the story and the listener. The way to tell a story is about how to deliver the story to the listener or how to read it to them.

In the process to perform storytelling the position of the storyteller is important, and also how the storyteller demonstrate events in the story with a good and attractive language, combine with gestures to create aura among the storyteller and the listeners. So the storytelling can be appealing and pleasing. The storyteller should deliver the story using the same language with the listeners.

Anti Aarne and Stith Thomson in Kak Agus DS (2007) categorized fairy tales into four big categories, those are fable (animal fairy tales), common fairy tales, anecdote, and formulated fairy tales. According to Abdul Latif there are five benefits fairy tales for children, as follows:

1. stimulating the strength of thinking
2. as effective medium
3. honing the sensitivity to sounds
4. increase reading interest
5. develop empathy

Fable is a fairy tales using pets or wild animals as the main characters. The animals in this kind of story can talk and speak one another and also have thinking like human being. According to Kak Kusumo, the fairy tales criteria that appropriate to children between 9 – 12 years old needs special approach. The right beginning can be through a dialog, because children among these age have a high sense of reasoning. Fable is the right choice for them and the suitable story for fable is fiction that talking about adventures which full of challenges.

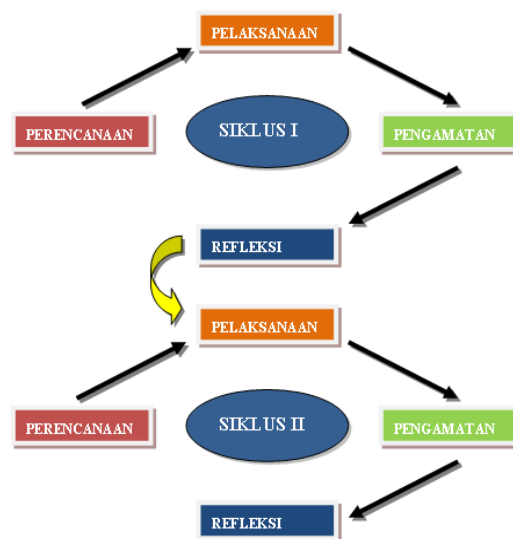
Storytelling is a part of communication. Based on the purposes and kinds of communication message, storytelling using puppet goes into category of art communication. According to L.G Alexander in his book Practice and Progress, learning language is not about getting a set of rules and building huge vocabularies. Learning language is similar with learning music instruments where exercises and practices have only one purpose, to make someone become a skillful players.

Learning that use storytelling as the main technic approach the goal needs a good planning and using the right media. The needed media has to be matching with the story that will be delivered. For example, when the character in the story is an elephant, so the puppet should be an elephant. As stated by Yudi Munadi, learning media is everything that can deliver and distribute the message from the source in a planned manner, so it can create a conducive surroundings where the acceptors can perform learning effectively and efficiently.

## RESEARCH METHOD

This study is done on September 2017 in SMPIT Al Haraki. The subject of this study is students grade 8 (An Najm Class) of SMPIT Al Haraki on the odd semester of academic year 2017/2018.

The population of this study is all of students in 8 An Najm Class which amounts to 27 people. The research method used is classroom action research design of Kemmis and MC. Taggart model.



This study consist of two cycles with four stages. Those stages are:

- **Plan**
  - a. Determine the place of study
  - b. Compile and arrange a set of learning activity
  - c. Compile and arrange instruments of test study
- **Execution**
  - a. Giving pre-test to students which is used as study sample.
  - b. Giving instruction to students to make the puppet media which is adjusted to the theme of the story and its development.
  - c. Giving post-test to measure the increasing of learning result using puppet as media.
- **Observation**

Observation of the ability to tell a story about fable text based on:

  - a. intonation and vocal pitch

- b. pronunciation
  - c. story development
  - d. appreciation and living of the story
  - e. diction
- **Reflection**
    - a. analyzing test data in the form of pre-test, post-test and observation data.
    - b. Conclusion

Here are the data of post-test results of storytelling skills fable text:

**Table 1.2 The Post-test Result of Storytelling Skill About Fable Story**

No.	Aspect	Cycle 1	Cycle 2
1.	Intonation and vocal pitch	80,74	81,85
2.	Pronunciation	80,37	81,11
3.	Story development	81,48	84,81
4.	Appreciation and living the story	80,74	84,44
5.	Diction	78,15	82,22

**DISCUSSION**

The learning results of storytelling using puppet as media in cognitive area of students from pre-test and post-test in cycle 1 and 2 presented as follow:

**Table 1.1 The Pre-test Result of Storytelling Skill About Fable Story**

No.	Aspect	Cycle 1	Cycle 2
1.	intonation and vocal pitch	72,78	72,96
2.	pronunciation	67,22	70,37
3.	story development	70,37	72,96
4.	appreciation and living the story	66,30	71,48
5.	diction	66,67	70

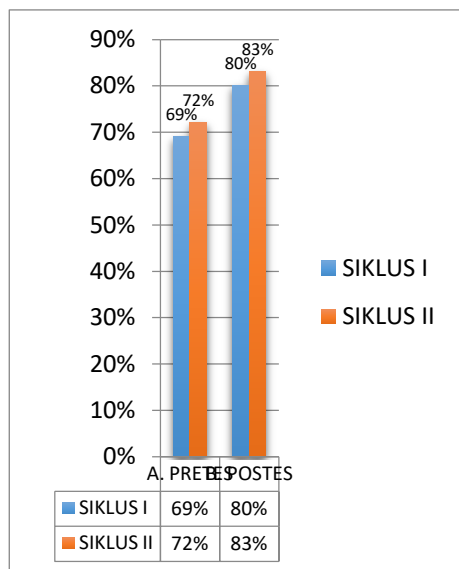
Based on the analysis of pre-test data conducted in cycle 1 for the intonation and vocal pitch 72,78, this is because they still feel less confident to appear to speak up in front of people. However, in cycle 2 it increased to 72.96. For pronunciation is still far below, i.e. 67.22. This is because students have not mastered the contents of the fable story. In cycle 2 the pronunciation increased significantly to 70.37. Story development on cycle 1 70,37, while at cycle 2 72,96. Appreciation and living the story is 66.30 and then increased to 71.48. The element of diction also increased from 66.67 to 70.

Based on the analysis of post-test data conducted on cycle 1 for the intonation and vocal pitch of 80.74 this is because they still feel less confident to appear to speak up front. However, in cycle 2 it increased to 81.85. For pronunciation i.e. 80.37 increased to 81.11. This is because students are able to master the contents of the fable story. The development of stories to students in cycle 1 was 80.74 and increased in cycle 2 to 84.81. The element of appreciation of the story in cycle 1 of 80.74, increased in cycle 2 of 84.44. It is because students easily appreciate the role of the story because it is helped by the puppet as media. The diction element also increased from 78.15 in cycle 1, while in cycle 2 to 82.22.



Here is a graph of improving student learning outcomes using puppet as media:

**Graph of The Increasing of Learning Outcomes Stories Fable Cycles 1 and 2**



**CONCLUSION/CLOSING REMARKS**

From this study can be concluded that:

- a) students' cognitive learning outcomes in cycle 1 pre-test thoroughly 69% had an increase in postes, i.e. 80% due to postes was given modeling on how to tell a good story. However, the cognitive learning outcomes in cycle 2 of pre-test completeness reached 72% and increased learning mastery i.e. 83%. This is because assisted using puppet as media.

- b) the result of the data shows that telling the story using puppet as media became one of the influential media to improve the skills of storytelling fable text. This is because, students are able to develop the story ideas become more interesting and creative also living the role.

**REFERENCES**

- [1] Muslich, M, 2009. *Melaksanakan PTK itu mudah classroom action reasearch*. Jakarta : Bumi Aksara.
- [2] Tarigan, Henry Guntur. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- [3] Nurgiantoro, Burhan.1995. *Penilaian dan Pengajaran Bahasa dan Sastra*. Yogyakarta: BFE.
- [4] Daru, Terry. 2007. *Fabel dari Seluruh Dunia 99 Kisah Hebat*. Jakarta: New Digital
- [5] Arikunto, Suhasimi, dkk. *Penelitian Tindakan Kelas*. Jakarta : PT Bumi Aksara.
- [6] Suyatno. 2009. *Menjelajah Pembelajaran Inovatif*. Sidoarjo: Masmedia Buana Pustaka.
- [7] Azhar, Arsyad. 2007. *Media Pembelajaran*. Yogyakarta: Gava Media.

**MULTICULTURAL LITERACY IN LANGUAGE EDUCATION  
UTILIZATION OF FOLKLORE NUSANTARA AS MATERIAL OF  
WORK AND CHARACTER EDUCATION**

Suwarno<sup>1</sup>, Kundharu Saddhono<sup>2</sup>, Nugraheni Eko Wardani<sup>3</sup>

<sup>1,2</sup> *Sebelas Maret University, Surakarta, Indonesia,*

<sup>3</sup> *Sebelas Maret University, Surakarta, Indonesia*

Phone/Fax (0271) 632450

<sup>1</sup>warnobm@gmail.com, <sup>2</sup>kundharu.uns@gmail.com,

<sup>3</sup>nugraheniekowardani\_99@yahoo.co.id

**Abstract**

The development of technology has penetrated the limitations of geography and culture. All cultures in the world can be accessed by educators and learners. Learners of the majority know and understand with folklore from abroad packed in various forms, such as: movies, games, comics, novels, and short stories. This is what triggers a change in the mindset and character of learners who imitate the character of the characters in the folklore. Along with the enactment of the 2013 Curriculum by the Ministry of Education and Culture of the Republic of Indonesia, learning is not only emphasized in the cognitive domain, but must pay attention to the areas of attitude, and skills that can produce the work at the end of each lesson. Learners who have followed language learning are expected to master and have skills in listening, speaking, reading, and writing aspects. Therefore, with the diversity of tribes, cultures, and various folklore that exist in Indonesia, it is very important to be used as a literacy material of language learning as a material for students to work by utilizing the story in various interesting works. In addition to producing works, learners can also have a sense of pride and belonging to the diversity that exists in the archipelago.

**Keywords:** *literacy, education, language, folklore, character, Ngawi*

## **INTRODUCTION**

The life of modernity and the era of technology has an impact on the existence of folklore and the character of the Indonesian nation. Ministry of National Education Republic of Indonesia launched a national movement in the form of character education (2010-2025) through the Decree of the Government of the Republic of Indonesia by President Susilo Bambang Yudhoyono on May 11, 2010 on the national movement of character education. National movement of character education is expected to be a solution to the fragility of the nation's character during this [1].

The use of folklore as a teaching material has a positive impact on education and folklore. Folklore can be used as material in making interesting works such as comics, paintings, sculptures, and others. In addition, folklore can also be used as material in creativity such as story telling and drama. Through the world of education, the existence of folklore can be maintained from the threat of extinction in the era of modernity.

Folklore that became the object of this research is folklore in Ngawi District, East Java, Indonesia. The unknown and globally known Ngawi has many legacies, legends, myths, and traditional art. This wisdom is worth demonstrating at the international level. As the original son of Ngawi, it has become an obligation to dig wealth and show his wealth to the international world. This is the fundamental research that the wealth of local wisdom in Ngawi can be recognized by the international world and can be utilized in education as teaching materials and character education Ngawi.

This study aims to determine the value of character education on Jaka Budug folklore and folklore of Dewi Limaran and Jaka Lintang. In addition, this study also illustrates the use of folklore as an interesting material for making works.

## **LITERATURE REVIEW**

Folklore exists and belongs to every nation. Folklore is a cultural tradition passed down by generations orally and examples that belong to a group of people collectively [2]. Folklore may be defined as those materials in culture that circulate traditionally among members of any group in different versions, whether in oral or by means of customary example [3].

Folklore is very diverse. Folklore as an oral tradition encompasses a very wide range of subjects such as stories, phrases, phrases, songs, dances, customs, laws, and game puzzles [4]. Folklore is a kind of traditional literature that is found in many things such as customs, conventions, values, including stories that have been passed down from generation to generation that is not known exactly when its appearance [5].

Folklor contains the value of character education that can be imitated by students. Character education is a conscious and earnest effort of the teacher to produce value for his students [6]. Character education is an attempt to educate children to make wise decisions and practice them in everyday life, so that they can contribute positively to the environment [7].

The policy of implementing primary and secondary education is contained in the Law of the Republic of Indonesia Number 20 of 2003 on National Education System [8] and Government Regulation Number 32 of 2013 on Amendment to Government Regulation Number 19 of 2005 on National Education Standards [9]. The policy of implementation of character education in primary and secondary education is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014 on Learning in Primary and Secondary Education [10] and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 105 of 2014 on

Assistance for Curriculum Implementation 2013 on Basic Education and Secondary Education [11].

Folklore has many functions such as projection systems, authorization tools, educational tools, as well as tools of coercion and supervisors [12]. Therefore, many studies have been done as follows.

First, a research article entitled "Folk Theater-its Relevance in Development Communication in India". His research on effective communication media in rural communities in India is consistent with social, economic and cultural development programs. The result shows that folk theater in India is a traditional communication medium which is a potential source for delivering messages or to communicate. The similarity of his research with this research that is equally utilize folk to communicate. The difference lies in the object of research and the subject encountered is in rural communities, while in this study subjects are students [13].

Second, a research article entitled "Community Development Programs and Folk-Media: A Communication Model for Sri Lanka Rural Society". His research on effective communication media in rural communities in Sri Lanka is in accordance with community development programs. Based on the research that folk-media is very effective in delivering messages or communicating in rural areas away from print and electronic media. If his research examined effective communication media in rural areas, this study discusses folklor as a medium of character education and as a work in producing interesting works [14].

Third, the research article entitled "Character Education Through the Introduction of The Legend Character for Elementary School Students". The result is that there are many kinds of legends that can be used as learning materials for character education in elementary school. The similarity of her research with this

research that is equally utilize folklor as teaching material of character. However, in this study folklore type of legend is studied with its utilization as a work of art [15].

Fourth, a research article entitled "Pemanfaatan Cerita Rakyat sebagai Penanaman Etika untuk Membentuk Pendidikan Karakter Bangsa". His research studies folklore based on the character values of characters that can be utilized to shape the character of the teenagers in education. The values obtained based on the studied story that is the value of religion, the value of cooperation, the value of responsibility, and the value of honesty. His research has similarities with this research that is on the utilization of folklore as a medium of character formation of the nation. In addition to assessing the value of character education in folklore, this study also discusses the utilization of folklore as a material of work in the creation of creative works [16].

Fifth, research article entitled "Utilization of Review of Malay Folklore in West Kalimantan As Literature Learning Materials in The University". The result is that in West Kalimantan Malay folklore can be used as literary teaching materials in universities. Folklore contains cultural values, education, and entertainment. Their research has similarities with this research that are equally reviewed folklore, while the difference in this study is more specific folklor utilization [17].

Sixth, research article entitled "Pengembangan Bahan Ajar IPA SD Bermuatan Pendidikan Karakter Berbasis Tradisi Lisan Bali". The result of the research shows that the material of oral tradition that is relevant to character education is fairy tale, folklore, ritual, and habit that developed in society with the value of science theme material character: scientific attitude, energy saving, and caring to living creatures. Their research

has similarities with this research that both examine the tradition of oral and character education, while the difference of research lies in the object and approach of research [18].

Seventh, the research article entitled "Exploring The Role of Teaching Using Folklore in Developing Grade R Learner's Mother Tongue". The research reveals that myths, folktales, legends, and puzzles can be used in the teaching of the first language. His research has similarities with this research to study the utilization of folklore in teaching. The difference lies in the object of study and discussion [19].

Eighth, research article entitled "The Nearly Forgotten Malay Folklore Shall We Start with The Software?" The study identifies the forgotten type of Malay folktale. The results show that forgotten Malay folklore can be readily accepted among learners through software or applications. His research has similarities with this research that is equally utilizing folklore in learning [20].

The ninth, research article entitled "Effect of Hero Concept in Folklore Materials on Student's Response in Addressing Student Brawls". The research is about the influence of the hero concept in folklore material. The results show the acceptability level that the concept of the hero in teaching materials influences the positive behavior increase and reduces the chance of the number of student fights. The similarity of their research with this research that is equally utilize folktale as material of character education, while the difference is in handling student fights. While in this study, folklore is utilized as material for making works [21].

Tenth, research article entitled "Literary Works and Character Education". The results showed that character education should be given to students from the beginning of the educational experience through literary appreciation activities. The value of characters can be found in folklore, short

stories, fairy tales, and novels that can be used in learning Indonesian. Their research has similarities with this research that is in the implementation of character education through the utilization of folklore. Meanwhile, the difference of this study with this research is on the object studied and its utilization [22].

Eleventh, a research article entitled "Pengembangan Bahan Ajar Tematik Integratif Berbasis Kearifan Lokal untuk Meningkatkan Karakter Peduli dan Tanggung Jawab". The results showed that this teaching material is effective to improve the caring character and responsibility of the students. Based on paired t-test, the significance for the character of responsibility in the experimental class 1 is 0,00 and the experimental class 2 is 0,00 which means there is a significant difference of caring and responsibility character of the students before and after the learning by using integrative thematic teaching materials based on local wisdom. Their research has similarities with this research that is equally utilizing local wisdom as a character education medium, while the difference in the object and method of research [23].

## RESEARCH METHOD

The research method used is qualitative descriptive method. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words and observable behavior [24]. The object of research is folklore of Ngawi District which is part of folklore in archipelago and students of SMP/MTs Ngawi District. The research data is the value of character education on the folklore as well as its utilization as the material of interesting works.

## DISCUSSION

The value of character education version of the Ministry of National Education of the Republic of Indonesia

there are eighteen. The values of eighteen are (1) religion, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) the spirit of nationalism, (11) love to homeland, (12) respect for achievement, (13) communicative, (14) peace loving, (15) like to read, (16) environmental care, (17) social awareness, and (18) responsibility [25]. However, not all of these character values exist in folklore that are the object of research in this article.

### **The Character Value of Folklore Jaka Budug**

Jaka Budug is the name of Raden Hariyo Bangsal, the son of Prabu Brawijaya of Majapahit Kingdom. He was called Jaka Budug because he had scabies all over his body. The story comes from Ngawi District, East Java, precisely in Sine Subdistrict. Long story short, Jaka Budug exploring Powan Kingdom. One day Jaka Budug was told that Queen Powan would hold a contest, ie anyone who could stream the Sawur River to Golden Gedang Pupus Cinde Putri Partisari if the man was the husband of Princess Partisari and if the woman would become a Partisari sister [26]. Jaka Budug's tomb is located at Mount Liliran, Tulakan Village, Sine Subdistrict, Ngawi District, East Java, Indonesia [27].

The value of hardworking characters is the value of characters found in Jaka Budug folklore. The value of hard work character is a behavior that shows a genuine effort to overcome obstacles and complete the task as best as possible. The value of hard work is shown by Jaka Budug when overcoming the drought that occurred in Kebon Agung, where Gedang Emas Pupus Cinde is located. Despite having scabies all over his body, he remains persistent in the contest. As a result he became a champion because no other participants are able to move a large

rock that prevents the flow of the Sawur River to Kebon Agung.

Many of the obstacles he experienced to be able to follow the contest and move the big stone. Starting from the problem of skin diseases to be underestimated because of doubt of his abilities. However, with his tenacity and hard work all the obstacles that prevent him can be resolved.

### **The Character Value of Folklore Dewi Limaran and Jaka Lintang**

The story of Dewi Limaran and Jaka Lintang is a folktale that originated from Ngrayudan, Jogorogo Subdistrict, Ngawi District, East Java, Indonesia. This story tells of Dewi Limaran, a beautiful woman and Jaka Lintang, a baby found in a forest until he was grown to adulthood. This story is included in the type of legend because the main character who has extraordinary power.

Dewi Limaran was cursed by the king of the Kingdom of Gagarmayang for refusing her marriage proposal. He was condemned to be a deer who later lived in the Ngrayudan forest, Jogorogo. The curse can be lost after performing the act of tirakat tapa ngrame, which is doing as much as possible to fellow creatures of God.

He finds a baby in the Ngrayudan forest and taking care of him into adulthood. However, a deer was killed by a royal aristocratic entourage who came to hunt. That's when the curse disappears because he has passed the tapa ngrame, which is to take care of the baby to large [28].

The value of characters contained in the story of Dewi Limaran and Jaka Lintang is the value of hard work characters. It can be seen the effort made Dewi Limaran when cursed to be a deer until she recovered as normal. The effort to always do good to God's creatures until he finds the baby and cares for him into adulthood is a form of hard work done.

All forms of exams and obstacles can be solved if done with hard work and earnest. The result of the effort may not necessarily be felt immediately, but will feel the pleasure later in time. Dewi Limaran always do good like caring for baby not directly get the result. After struggling for decades he can feel the results of his hard work.

### Utilization of Folklor as Material of Work

Based on research that has been done in junior high school in Ngawi District, obtained the work obtained from the utilization of folklor Jaka Budug and folklore Dewi Limaran and Jaka Lintang. The work of the students produced in the form of works of art and in matters relating to learning Indonesian. Making these works is a way of teachers in introducing and utilizing the existing folklore in Ngawi District, East Java, Indonesia.



Figure 1. Children's Work

The work of students is very diverse. They can produce interesting works such as paintings, pencils with names of characters in the story, so they can make comics. The work of students there is mounted on the wall magazine board until exhibited in the exposition during the anniversary of the Republic of Indonesia.

### CONCLUSION

The cultivation of character education values can be done in various ways one of them through folklore. In addition to being a media in character education, folklore is taught in the world of education with the hope that learners who have followed language learning can master and have skills in listening, speaking, reading, and writing aspects. Therefore, students are required not only in the realm of knowledge but also in the sphere of attitude and skill. In the realm of skills, students can produce interesting works of the folklore.

### REFERENCES

- [1] Suyadi, Strategi Pembelajaran Pendidikan Karakter, Bandung: Remaja Rosdakarya, 2013, pp. 2.
- [2] A. Dundes, Interpreting Folklore, Bloomington: Indiana University Press, 1965, pp. 2.
- [3] J.H. Brunvand, The Study of American Folklore An Introduction, New York: W. W. Norton & Co. Inc, 1968, pp. 5.
- [4] L.Y. Fang, Sejarah Kesusastraan Melayu Klasik Jilid 1, Jakarta: Erlangga, 1991, pp. 4.
- [5] B. Nurgiyantoro, Sastra Anak: Pengantar Pemahaman Dunia Anak, Yogyakarta: Gadjah Mada University Press, pp. 163.
- [6] M. Samani and Hariyanto, Konsep dan Model Pendidikan Karakter, Bandung: Remaja Rosdakarya, pp. 45.

- [7] D. Kusuma, Pendidikan Karakter Kajian Teori dan Praktik di Sekolah. Bandung: Remaja Rosdakarya, 2011, pp 5.
- [8] Law of the Republic of Indonesia No. 20 of 2003 on National Education System, Jakarta: Ministry of Education Republic Indonesia, 2003.
- [9] Government Regulation No. 32 of 2013 on Amendment to Government Regulation No. 19 of 2005 on National Education Standards, Jakarta: Ministry of Education Republic Indonesia, 2013.
- [10] Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 Year 2014 on Primary and Secondary Education, Jakarta: Ministry of Education Republic Indonesia, 2014.
- [11] Minister of Education and Culture of the Republic of Indonesia Number 105 of 2014 on the Implementation of the 2013 Curriculum on Basic and Secondary Education, Jakarta: Ministry of Education Republic Indonesia, 2014.
- [12] W.R. Bascom, Four Functions of Folklore, Englewood Cliffs: NJ Prentice, 1965, pp. 3-20.
- [13] S. Das, "Folk Theatre-its Relevance in Development Communication in India", Global Media Journal-Indian Edition, vol. 4, no. 2, pp. 1-10, December 2013.
- [14] M.P. Jinadasa, "Community Development Programmes and Folk-Media: A Communication Model for Sri Lanka Rural Society", Global Media Journal-Indian Edition, vol. 2, no. 2, pp. 1-16, December 2011.
- [15] A. Kartikasari, "Character Education Through The Introduction of The Legend Character for Elementary School Students", Proceedings International Seminar of Primary Education, vol. 1, no. 1, Madiun: PGRI Madiun University, 2017, pp. 108-117.
- [16] M. Kristanto, "Pemanfaatan Cerita Rakyat sebagai Penamaan Etika untuk Membentuk Pendidikan Karakter Bangsa", Mimbar Sekolah Dasar, vol. 1, no. 1, pp. 59-64, April 2014.
- [17] S. Kusnita, S. Suwandi, M. Rohmadi, and N.E. Wardani, "Utilization of Review of Malay Folklore in West Kalimantan As Literature Learning Materials in The University", Proceeding The 2<sup>nd</sup> International Conference On Teacher Training and Education, vol. 2, no. 1, Surakarta: The Faculty of Teacher Training and Education Sebelas Maret University, 2016, pp. 560-565.
- [18] I.M. Maduriana and N.P. Seniwati, "Pengembangan Bahan Ajar IPA SD Bermuatan Pendidikan Karakter Berbasis Tradisi Lisan Bali", Jurnal Kajian Bali, vol. 5, no. 2, pp. 369-390, October 2015.
- [19] J. Mzimela, "Exploring the Role of Teaching Using Folklore in Developing Grade R Learners Mother Tongue", Stud Tribes Tribals, vol. 14, no. 2, pp. 129-137, 2016.
- [20] N.A. Rahim, "The Nearly Forgotten Malay Folklore Shall We Start with The Software?", TOJET: The Turkish Online Journal of Educational Technology, vol. 13, no. 3, pp. 216-221, July 2014.
- [21] N.M. Umayana, Sarwiji, Budiyo, and Andayani, "Effect of Hero Concept in Folklore Material on Student's Response in Addressing Student Brawls", The Online Journal of New Horizons in Education, vol. 7, no. 2, pp. 74-79, April 2017.
- [22] E.T. Widyahening and N.G. Wardhani, "Literary Works and Character Education", International



- Journal of Language and Literature,  
vol. 4, no. 1, pp. 176-180, June 2016.
- [23] N. Lestariningsih and S.P. Suardiman,  
“Pengembangan Bahan Ajar Tematik  
Integratif Berbasis Kearifan Lokal  
untuk Meningkatkan Karakter Peduli  
dan Tanggung Jawab”, Jurnal  
Pendidikan Karakter, vol. VII, no. 1,  
pp. 86-99, April 2017.
- [24] L.J. Moleong, Metodologi Penelitian  
Kualitatif Edisi Revisi, Bandung:  
Remaja Rosdakarya, 2012, pp. 3.
- [25] Ministry of National Education,  
Development of Cultural Education  
and National Character-School  
Guidance, Jakarta: Agency for  
Research and Development, 2010, pp.  
9-10.
- [26] T.A. Windri and W. Untara,  
Kumpulan Cerita Rakyat Indonesia  
Cerita Rakyat Jawa Timur dan  
Madura, Jakarta: Sinar Cemerlang  
Abadi, 2007, pp. 25-36.
- [27] D.I. Widodo, Ngawi Tempo Doeloe,  
Surabaya: Dukut Publishing, 2014,  
pp. 26-27.
- [28] Y.P.B. Wiratmoko, Cerita Rakyat dari  
Ngawi Jawa Timur, Yogyakarta:  
Grasindo, 2004, pp. 1-6.

**DO THE ANXIOUS EFL LEARNERS HAS LOW COMPREHENSION LEVEL  
WHEN USING CERTAIN STRATEGY IN READING?**

Syahrin, Aswandi, Ahmad Munir  
*Pasca Sarjana Universitas Negeri Surabaya*  
syahrin@pnsmail.go.id

**Abstract**

Since literacy development is rapidly raised, reading anxiety might be the prove of students' comprehension failure. The relationship of those two variables is important to adjust the best reading strategies. This assumption leads to the question of how significant the correlation between EFL learners' reading anxiety on their reading comprehension when reading strategies are controlled? To answer this question, a quantitative research has been set up by employing 54 students, which were taken using the multi-stage random sampling. The data were compiled through EFLRAI, SORS, and students' score of summative assessment and analyzed using partial correlation on the SPSS. The result showed that mostly of the high anxiety EFL learners had low score in reading comprehension although they used certain reading strategy. Otherwise, it also found that less of the low anxiety students got low comprehension when they used certain reading strategy. Hopefully, these findings may contribute to reduce the students' anxiety and adjust the best learning strategy to get the high comprehension in reading in the context of literacy demands.

**Keywords:** *reading anxiety, reading comprehension, reading strategy*

## COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACY LEVEL

Dr. Syed Adil

*Department of Languages & Translation, College of Arts & Applied Sciences  
Dhofar University, Salalah (Sultanate of Oman)*

adelzaid@gmail.com

### Abstract

Education is not a prerogative. It is a human right and those who enjoy this right in the modern times are more engaged than ever before. The students in the modern times are continuously invaded with facts, fake facts, mumbo jumbos, and rumors all suggesting as information. People are now inclined to lose concentration very fast in this increasingly digitalized life style. Staying focused is critical these days. This impacts the teacher student relationship and impacts the expectation of both the parties. "What we learn with pleasure we never forget". Teaching should be humanized. This paper argues that EFL teachers should create an environment through digital means to make the lesson more exciting, more engaging with more content to produce the end result in comfort, contentment, pleasure and sense of achievement.

**Keywords:** digital tools, attention, inattention, distraction, social media

### Introduction

"Distraction is an interruption to attention or anything that draws attention away from the task"(Nugent & PAM, April 7, 2013). This is an era of "chatter and distraction. Everything is a challenge for the ears and eyes."(Rebecca). The students of today whether they are in classroom, library or on road, they are continuously fed with fun, noise, amusement, information and divertissement. E-mails, social networks, smart phones, messages and breaking news keep their necks breaking throughout the day. This persistent flow of information puts them out of working flow and gains dominance of their attention. "The net seizes our attention only to scatter it, asserts" (Carr, 2010). Classrooms are the worst hit by these "weapons of mass distractions" (Rosen, Dec18, 2012). The students carry smart phones, a mini laptop, calculator, dictionary, web browser; voice recorder, GPS, face book, twitter and WhatsApp etc. A study based on a survey of 675

students from 26 different states, published in the journal of media of education declares that students keep on checking their digital devices more than 11 times a day on average. "Students in the study estimated that, on average, they spent 20 percent of their classroom time using digital devices for activities unrelated to class mostly text messaging but also emailing, web-surfing, checking social media and even playing games." (Reed, Jan 15, 2016).

We live today in a technology oriented culture of distractions. The continuous inflow of notifications on phones keep the students distracted, even they might not be attending to them. "Although these notifications are generally short in duration, they can prompt task irrelevant thoughts or mind- wandering, which has been shown to damage task performance, even when participants do not directly interact with a mobile device during the task."(Elish, July, 2015) Once the students' attention is diverted due to the buzzing phones, their completely focused state is hurt and the productivity is lost. Although the learning can be resumed again, the cognitive focus goes

weaker. A classroom is an area where a higher degree of concentration is needed because it is directly linked with academic success. In a

teacher survey by Emily Ram, the teachers were asked to cite the data regarding the issue of cell phone, the following data was collected

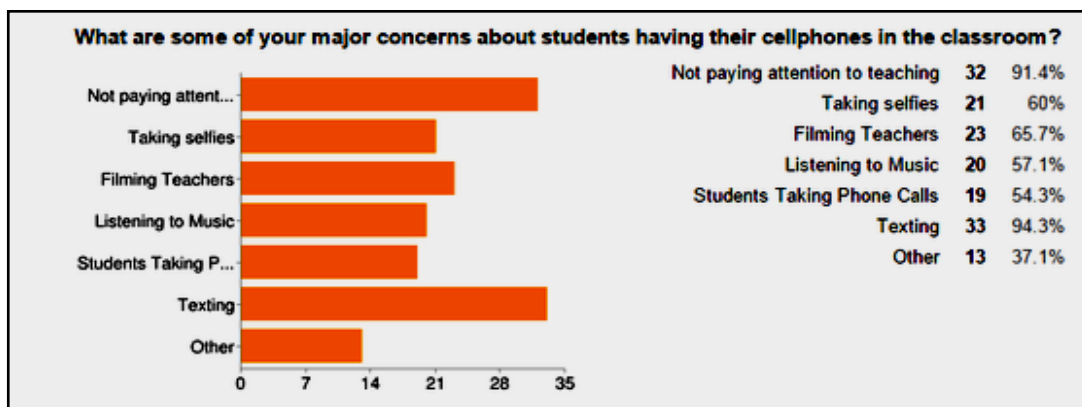


Fig. 1 Teachers’ Major Concern in classroom

A group of thirty or forty students in a classroom doesn’t only constitute thirty or forty human bodies but they epitomize an equal number of brains. The first challenge that a teacher faces entering the class is to centralize the focus of all thirty or forty students on the targeted teaching- mission. This integration of teaching mission and attention is not achieved by coincidence. It requires intellectual, digital and physical efforts on the parts of the teacher and taught. In the present study, it has been claimed that a man is originally endowed with the potentiality of learning faculty. The quest for learning is already present in humans. Adam and Eve had the natural capacity to learn the methods of farming and Cain learned with no effort and mechanism the method of killing his brother Abel and he further learned how to bury the dead body of his brother by observing a crow, digging the earth to bury a dead bird. (Samhat, 2012) This study also explores that this inborn potentiality of learner can be best utilized to transform into actuality by fusing it with curiosity, interest, thrill and diversity in the lesson and by making prudent choices of presenting the lesson with the digital technology. A proper digital planning and a judicious use of digital mechanism can reverse the problem of distraction in class. The students’ digital craving can be appeased only with a digital menu dexterously controlled,

structured and made absorbing and interesting by the teacher. “We as educators need to reconsider our roles in students’ lives, to think of ourselves as connector first and content expert second.” (Richardson, 2016) This role of a connector can be easily assumed by the present day teacher with the help of digital tools like audios, videos, text file, PowerPoint, images and music. We can capitalize on these digital devices and assist the students with productive distractions. It has been stipulated in the present analysis that we can shift the attention of the students creatively from one point to another without losing their focus. Instead of trying to eliminate their weaknesses, they are embraced and transformed into strengths. The pedagogical perceptions based on technological resources were examined and the results were studied to reach certain inferences and provide some substantial recommendations to the modern teaching pedagogy to combat the issues of distractions in EFL classes.

**Literature Review**

The issue of distraction can be traced to the late 18<sup>th</sup> century when sir Alexander Crichton begins a chapter of his book by giving a definition of distraction, “The incapacity of attending with a necessary degree of constancy

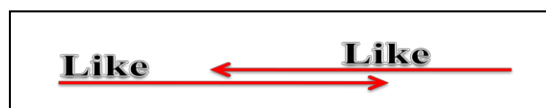
to any one object, almost always arises from an unnatural or morbid sensibility of the nerves, by which means this faculty is incessantly withdrawn from one impression to another.”(Crichton, 1798) Sir Alexander Crichton was almost two centuries ahead of time when he recorded his observation about the inattention. He approached the issue of inattention as a disease, but he also asserted that it was an influence of socio cultural factors. He was of the opinion that this state of inattention enfeebled the concentration. During the 19<sup>th</sup> century, the predicament of inattention was moralized. William playfaire concluded “the decline of moral values and the loss of attention are the strongest agents in the fall of nations” (Sachs, Playfaire, 1801). Later in the 19<sup>th</sup> century the issue of inattention became a focal point for both moral and medical reflections. The latter half of 19<sup>th</sup> century was further marked with an addiction to novel reading which was supposed to have irresistible power over the readers. The popular notion was that the novel reading makes our mind flaccid. It was stipulated that the reading of novel is not an exercise for the brain and the thought process is deteriorated. It was just for fun and amusement and the readers didn’t get any educational and moral instruction. Books like ‘Popular Amusements’ (crane, 1869) advocated for total restraint from novel reading. By the end of the 19<sup>th</sup> century, inattention was associated with racial degeneration. The social critic Max Nordau advised that “unattended and unrestrained by

attention, the brain activity degenerates without aim and purpose. (Max, 1895) Around the middle of the 19<sup>th</sup> century a shift was noted in the terminology of inattention and it was first addressed as poor or short attention span and it appeared as a subject of discussion and definition. Attention span was defined “as the length of time a person could attend continuously to one type of stimulus.” During the last decades of the 19<sup>th</sup> century, a connection between reading habits of popular fiction and short attention span was noted. Some alarmist advised to reduce the size of the novel to avoid the loss of attention. The reading public was held accountable for the death of three -volume novels in 1984. In the recent decades the inattention is not viewed something abnormal unlike in the 18<sup>th</sup> century. Today inattention is related a normal existent state. It has gripped the present-day generation. Today’s modern youth is described as “digital junkie suffering from info mania” (Zomorodi, January 19, 2016). The term info mania is defined by the Oxford dictionary as “the compulsive desire to check or accumulate news and information, typically via mobile, phone or compute.” The net is structured to be a system of unceasing interruptions. “The attention is under siege more than it has ever been in human history.”(Goleman, October 8, 2013) Maintaining focus in class is imperative but not impossible. With some workable recommendations for both the teacher and taught, the learning experience can be made enjoyable.

**Research Method**

The stimulus of present study comes from a principle of like cures like. Apparently, it looks a farfetched concept. The said hypothesis was used with the experimental groups at Dhofar University (Oman). The said principle is something akin to the law of similia of homeopathic treatment which states “that something that causes a disease can also cure.”(School of Homeopathy, 2017) The onion, for example, causes tears and irritation in eyes ((symptoms similar to cold), but it can also be employed as a medicine to cure common cold. Likewise, the same digital tools namely: images, audios, animated power point

presentations, videos with arresting music, and digital flash cards were amply used to keep the students focused towards the different components of the targeted lesson. The present day students are well equipped with the “weapons of mass distractions” (Rosen, 2012). It is very



difficult for them to refrain themselves from the wireless mobile devices. Even when they are not receiving the notifications on their apps, they are

speculating about the number of likes, comments and their statuses. Their brains are obsessed with the thoughts of “FOMO, the modern fear of missing out something.”(Oxford English Dictionary, 2013)

Fig.-2 (The Law of Similia)

A classroom is an area where we perform certain tasks that are directly linked with our academic success. The present day students not only keep worrying about their statuses, they also rapidly shift from one social net site to another. The digital world is too much with them. The people tend to lose concentration very fast. This

makes the learning process challenging and strenuous. These digital interruptions negatively affect the cognitive performance of the students. All these factors contribute to disintegrate the attention. In a 2015 study conducted by the Microsoft Corporation, it was concluded that “human attention span is just 8 seconds now which is down by 12 seconds in 2000 when mobile age began. This attention span is even shorter than that of gold fish which is nine seconds” (Statistic Brain Research Institute, 2017) T.S. Eliot’s following lines although written in 1936 do sound more applicable to the predicament of modern students

*“Neither Plenitude nor vacancy, only a flicker  
Over the strained time –ridden faces  
**Distraacted from distraction by distraction**  
Filled with fancies and empty of meaning”*

(Eliot, Burnt Norton, 1936) In a study, researchers in Maryland University concluded that “most college students were not just unwilling, but functionally unable to be without their media links to the world” (Nauert, Live science, April 23, 2010). In yet another study, “The world unplugged”, the students in ten countries, developed or developing on five continents were asked to keep away from social media for 24 hours. After passing of a full day of digital fasting, the students were advised to write down their success and failures. Surprisingly, the responses were remarkably homogeneous as far as the use of social media is concerned. They spoke eloquently about their reliance on media particularly the mobile phone. “Media is my drug; without it I was lost,” said one student from the UK. “I am an addict. How could I survive 24 hours without it?” A student from the USA noted: “I was itching, like a crack head, because I could not use my phone.” A student from Argentina observed: “Sometimes I felt dead,” and a student from Slovakia simply noted: “I felt sad, lonely and depressed.” It

is very clear now that the students cannot be isolated from the social net sites even for a single moment. At the same time, this is also an undeniable fact that a teacher cannot talk to the walls in the classroom, if the students are preoccupied with the thoughts of guessing what is happening to their statuses on social media and at the same time they exhibit signs of deficit attention or causeless blackouts of minds, this poses as a teaching challenge. Throughout the duration of class, the teacher wants to be assured of the student’s engagement either through their facial expressions or through their responses and participation in the learning process. This state of confirmation which is highly needed for teacher’s motivation primarily depends on the students behavioral pattern .Their facial expression conveys to the teacher that his lesson planning and class preparation is being valued and appreciated. This acts like a tool for the teacher to measure the level of comprehension. Faces exhibits significant amount of information about an

individual's personality. They reflect the emotions expressed or non-expressed. Facial gestures are the main source of information in ascertaining an individual's internal emotional make-up. Physical behavioral pattern of students are intimately linked to their emotional pattern. These emotional frames of minds ultimately signify the level of comprehension or distraction. The present research was conducted at Dhofar University. On the whole 4 groups consisting (4x40=160) students with the same course materials and curriculum were selected for the study. Let us call the two groups consisting of (2x40=80)

The present study deployed a quantitative method with a survey model to examine the efficacy of digital tools like audios, videos, text file, PowerPoint, images and music etc. The purpose of the present study was to explore, how far these tools can be utilized in combating the attention deficiency or short attention span of our modern youths afflicted with a digitized way of life due to the all time presence of digital devices with them. The questionnaire was composed of 13 items based on a Lickert scale commencing from

### Discussion

The present study outcomes suggest combating the issue of distractions with a maximum use of digital tools like audios, videos, images, digital flash cards, interactive diagrams, short text files, power point presentation, and last but not the least, is the video music as it is evident from a higher percentage of response to question - 2. The mean of which comes to 3.83%. It was learned during the experimental study that the teacher's intensive preparation and attitude for the class is the first and fundamental step to encounter the

students each as experimental group and controlled group. Two complete units of reading writing, listening and speaking from the text book Unlock -4 (Sowton & Lewis, 2014 Cambridge University Press) were selected. The experimental groups were taught the two units using digital media in all its paraphernalia. The other two groups (controlled groups) were taught the same units in traditional style without using power point, flash cards, images and graphics. To ascertain the validity of the results two other groups of 40 each were taught randomly for a week using the traditional and the digital based technology.

1 (strongly disagree) to 5 (strongly agree) which later became 15 after a validity test by experts and authorities where items were added and some were deleted. The questionnaire was first trial tested on an extensive sample at the Dhofar University, and two items were deleted due to its being low corrected items. On receiving the questionnaire back, only 219(91%) were found valid. For the data investigation the descriptive statistics independent -Sample t Test, and the Pearson correlation coefficient were conducted to respond the research questions. The graph that emerged after the study is produced below.

classroom distraction as reflected from the response no.12 which is 3.60%. It was also noticed that the spirit of excitement, enthusiasm and inspiration inculcated by the teacher was well picked up by the students as evidenced by the reply to question no.7 which is 4.1%. The rule of thumb was discerned as investing greater energy for the lesson preparation. The lesson was not only prepared well but the several items in the folder were placed serially and a digit was given in continuing order to avoid a moment's delay in switching over to the next file.

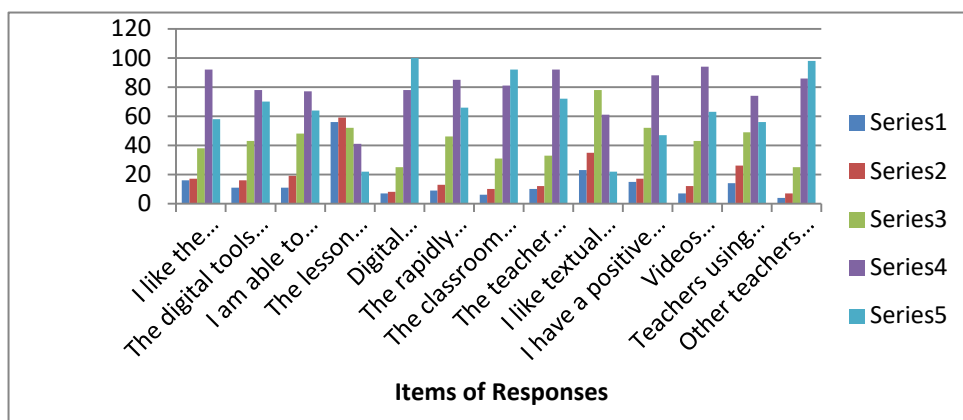


Fig-3  
(Graphic Representation of Students' Response)

The following (SAQ) self administered questionnaire was designed to evoke the responses of the students. The following data was collected and analyzed Table-1 Share of Responses for Each Statement

Questions	SD	D	N	A	SA	Mean
I like the technology supported class.	16	17	38	92	58	3.72
The digital tools like audio, videos, power point Presentations arrest my attention. I can retain more information now.	11	16	43	78	70	3.83
I am able to concentrate due to the engaging presentations.	11	19	48	77	64	3.77
The lesson presented was not engaging.	56	59	52	41	22	2.63
Digital vocabulary cards flashing at a rapid pace keeps me mentally and orally busy.	7	8	25	78	100	4.17
The rapidly moving images supporting the content of the lesson demanded more attention.	9	13	46	85	66	3.85
The classroom atmosphere was made alive, exciting and exhilarating by the use of multimedia.	6	10	31	81	92	4.1
The teacher keeps us engaged throughout the period with different digital devices.	10	12	33	92	72	3.93
I like textual presentations with digital technology.	23	35	78	61	22	3.16
I have a positive thinking about using digital tools.	15	17	52	88	47	3.6
Videos embedded with vocabulary words and music captures my attention.	7	12	43	94	63	3.89



Teachers using digital technology are better organized.	14	26	49	74	56	3.60
Other teachers should also use the digital media in their classes.	4	7	25	86	98	4.21
Mean						3.728
SD						0.43

**Conclusion**

The current study arrived at conclusion that the students using social media apps on mobile devices are basically visual learners as reflected from the response to question no.1 that is 3.72%. The slides of power point presentations were designed to serve as a visual treat. A picture quote was preferred over a text quote. The idea is further reinforced by a study that “the human brain processes images 60,000 times faster than text and 90% information transmitted to the brain is visual.”(Thermopylae, 2014) The age old saying resounds in minds. “A picture is worth a thousand words.” It was also discovered that a teacher should teach the students the way which is their strength as evidenced from response no.13 which is 4.21%. A series of fast swinging images related to the teaching materials were shown to evoke a desired response of item -6, 3.85 % A treat to their eyes was more than a tool to discourage them from going distracted.

On encountering difficult words, the students might give an excuse to use their mobiles for looking up a particular word. Although teacher tries to explain the word in English, they might say they will be comfortable with bilingual dictionary. In such a situation, a strong possibility exists that they might sneak into social media files to check their statuses or the number of likes accumulated over a particular posting. This obviously makes the whole learning process weaker. The strategy of giving the bilingual translation through the digital dictionaries was adopted. It was also discovered that a shift from the other to the mother tongue is made possible through online dictionaries. This strategy left no chance for the students to reach out to their mobiles saving a situation of distraction. The teacher can make an ample use of online dictionaries and can facilitate the students with a word in their mother tongue. The resultant effect of such a move is a higher degree of comprehension without letting the students to think of their cell phones to use them as dictionaries. It was also felt during the course of teaching that a teacher can give the equivalent word in the mother tongue through a judicious use of on line dictionaries.

**References**

1. Nugent, Pam MS. (2013). Distraction: Psychology Dictionary Retrieved from <https://psychologydictionary.org/distraction>
- 2.
3. Nicholas Carr. (2010). “The Web Shatters Focus, Rewires Brains, Magazine” (Retrieved) <https://www.wired.com/2010/05>
4. Rebecca Pidgeon,(2017).More famous quotes.com retrieved from <http://www.morefamousquotes.com/authors/rebecca-pidgeon-quotes/>
5. LarryD.Rosen, (2017) “The Psychology of Today”, Sussex Publishers, Retrieved from <https://www.psychologytoday.com/about-psychology-today>
6. Jill Elish, (2015) “The Attentional Cost of Receiving Cell Notifications”. Journal of Experimental and Performance, July 9, 2015.
7. Manal Samhat, (2013) “Interpretations Inspired by Quran”
8. Will Richardson, retrieved from <https://www.pinterest.com/pin/75927943689019026>
9. Alexander Crichton, (1798). “The History of ADHD” Part 1

10. Jonathan Sachs and William Playfaire, (1801) “Statistical Graphics, and the Meaning of Event”, Retrieved from [www.branchcollective.org](http://www.branchcollective.org). Jonathan Townley Crane, (1869). “Popular Amusements”
11. Max Nordau,(1895) “Degeneration”
12. Manoush Zomorodi, (2016) Los Angeles Times, January19, 2016. Retrieved from <http://www.latimes.com/>
13. Margaret Wheatley,(2013).“Living in the Age of Distractions” FOMO Definition (2013 ).Oxford English Dictionary Retrieved from <https://en.oxforddictionaries.com/definition/fomo>
14. (Statistic Brain Research Institute, 2017) retrieved from <http://www.statisticbrain.com/attention-span-statistics/>
15. Eliot Burnt Norton ,(1936)
16. Nauert, Live science,( 2010). <https://www.livescience.com>
17. The world Unplugged Retrieved from <https://theworldunplugged.wordpress.com/>
18. (Sowton & Lewis ,(2014 ).Unlock -4 Cambridge University Press
19. Thermopylae, (2014) retrieved from <http://www.t-sciences.com/news/humans-process->

## USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADE STUDENTS

Tati Iramaya<sup>1</sup>, Rita Inderawati<sup>2</sup>, Ismail Petrus<sup>3</sup>

*Sriwijaya University, Palembang, Indonesia*

<sup>1</sup>tati\_maya22@ymail.com, <sup>2</sup>ritarudisaid@yahoo.com, <sup>3</sup>ismailpetrus@yahoo.com

### Abstract

This research aimed at finding out whether or not there was any significant difference in narrative reading comprehension and writing achievements of the eleventh graders between before and after they were taught by using Reader Response strategy, and between those who were taught by using the strategy and those who were not. It also aimed at finding out if there was any significant contribution of reading comprehension and writing aspects to the students' reading comprehension and writing achievements after they were taught by using Reader Response strategy. The population was 191 eleventh graders and 64 of them were involved as the sample of the study. The students were divided into experimental and control groups in which only the experimental group was given the treatment. In the teaching and learning process, the researcher led the students to give responses to seven aspects of the reader response strategy by using a ready-made question guide. The results of paired samples t-test showed that there were significant differences in reading (Md=12.26, p=0.000) and writing (Md=10.39, p=0.000) in the experimental group. Then, the results of independent samples t-test showed that there were significant differences in reading (Md=8.42, p=0.000) and writing (Md=2.93, p=0.005) of both groups. Lastly, the results of stepwise regression analyses showed that all aspects of reading comprehension and writing showed significant contributions with the significance values <0.05.

**Key words:** readingcomprehension, writing achievement, narrative text, reader response strategy

### INTRODUCTION

Reading and writing are parts of language literacy skills which are important to be mastered. Students need literacy to deal with the information and to enlarge their knowledge. Reading and writing skills are certainly needed in all aspects of life and education. Those two important skills are often called literacy skills: the ability to read and write with understanding (UNESCO, 2008). They are practically needed in every discipline. For example, if a student is good at reading and writing, it would be much easier for

him/her to learn other academic subjects in school.

Reading skill, as one of the literacy skills, is very important for the success in school and work. It is a basic requirement to progress in life since it is not only necessary for students to learn language and study literature, but also to learn other subjects (Geske&Ozola, 2008). Alderson (2000) states that reading is built from two components: word recognition and comprehension.

These two components gained through reading will foster learners' language competence. The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be an empty and meaningless activity (Gunning, 1996).

Unfortunately, the fact shows that reading proficiency level of Indonesian students was still low. Based on the data taken from English Proficiency Index (EPI) in 2014, Indonesia was in the 28th rank out of 63 countries with the score of students' English reading proficiency was 52.74.

Writing skill is also important; it is closely related to reading skill. Through reading, students get the ideas about what need to be explored and help them to become better writers (Kingwell & Clark, 2002; Krashen, 1993). Writing is a complex process that is essential for extending learning, thinking and communicating with others (Dunsmuir & Clifford, 2003). It means that through writing, people can definitely broaden their knowledge, be more critical, and get more engaged with others. However, writing is considered as the most difficult skill of the four skills. For numerous EFL learners, English writing appears to be challenging (Harmer, 1992).

Reading and writing are commonly known as two interrelated language skills that influence each other (Graham & Hebert, 2010). Krashen (1993) mentions that every good writer must have done a great deal of reading. Students need to read more to get the idea what they want to express in written text. Further, Tavares (1990) states that the type and amount of reading materials will influence ones' choice of topic, writing style and vocabulary while writing. In short, by connecting reading and writing, they can incorporate the idea of real communication in which readers and writers interact.

Based on the facts presented above, reading and writing skills are considered very important and should be mastered by students. The students need to get used to

reading and writing and get trained with strategies for those two skills. Good teaching media and strategies are needed by English teachers in teaching and learning process especially for teaching reading and writing skills. White and Arndt (1991) see that reading can be used to prepare learners for more realistic forms of writing.

The reader response strategy is one of the strategies that can be used for teaching reading and writing. Beach and Marshall (1991) state that the *reader-response* approach emphasizes the reader's role in creating meaning and stresses the importance of the reader's own interpretation of the texts. It rejects the idea that there is a single fixed meaning inherent in every literary work and holds that the individual creates his or her own meaning through a 'transaction' with the text based on personal associations. It is also believed that the readers bring their own emotions, concerns, life experiences and knowledge to their reading to make each interpretation subjective and unique (Rosenblatt, 1978).

### ***Reader Response Strategy***

The reader-response approach emphasizes the reader's role in creating meaning and stresses the importance of the reader's own interpretation of the texts. Beach (1993) states that the reader-response approach comes up as the reaction to the *new criticism* and *structural* approach which is featuring the structuralism and text-oriented. He also said that reading, discussing, and writing about literature helps students to better understand what texts mean and how texts mean. Furthermore, Van (2009) argues that the principles of the Reader-Response approach include attention to the role of the reader and a process-oriented approach to reading literature. Reader-Response supports activities that encourage students to draw on their personal experiences, opinions, and feelings in their interpretation of literature. The role of the reader in the act of reading has not been sufficiently and properly addressed. Reader-

Response addresses this problem by making the learners as “active participant in the learning process”. So, each reader attaches his or her own personal interpretation to a work.

Although the reader-response strategy is often used for literature, it can also be integrated into assignments in other subject areas such as in literature and composition writing where the particular type of creative writing is required (Adeyemi, 2011). Students would rather learn to construct their own meaning by connecting events and situations in print to issues in their lives and describing what they experience as they read than rely on a teacher to give them a single standard interpretation of a text (Mora & James, 2010, in Adeyemi, 2011). This written description of events, reactions, and responses can be exploited extensively to help students put their thoughts and ideas together in logical forms to develop their writing skills. This strategy is also effective and applicable to the writing activity in the classroom, as Inderawati (2011) mentions that the application of reader response strategy consists of concept, interpretation, and application.

Beach and Marshall (1991) propose seven responses to apply by the readers in order to better comprehend the text of literary works. They are (1) *engaging*: involving the readers' feeling and emotional reaction in reading literary works;(2) *describing*: retelling what the readers have read including the character, characterization, and plot of the story;(3) *conceiving*: understanding the character, characterization, background of the story and language used by the characters; (4) *explaining*: explaining the reasons of character in doing something; (5) *connecting*: connecting their personal experience to things happens to the characters in the story;(6) *interpreting*: defining the symbolic meaning, theme, or point of specific events in the text;and(7) *judging*: evaluating the literary text's quality and value, then react to

the text in range of ways, both intellectually and emotionally.

#### ***Previous Related Studies***

Al-Bulushi (2011) did a study aimed to investigate the effect of the reader response strategy into teaching English reading comprehension in EFL context. In her study, she proved that students who were taught by applying and integrating the reader response theory on the teaching and learning process of short stories did better on the reading comprehension tests than those who were not taught by using the reader response strategy. The statistical analysis revealed that while the application of the reader-response strategy to teaching short stories could significantly improve the skill of reading comprehension of the students in comparison with the traditional method.

Likewise, Apriani (2015) conducted a study which was designed to investigate whether Reader response strategy and sociogram would increase the reading comprehension of the tenth grade students. The findings showed the substantiated benefit of reader response strategy as it fostered learners' reading motivation and enhanced their reading comprehension skill as well as to build a close bonding between teachers and learners. The reader response strategy could increase the students' reading comprehension. The students made gains not only in their comprehension, but also in their ability to work in groups, discussion, and motivation.

#### **METHODOLOGY**

An experimental research method was conducted in this study by applying pretest-posttest non-equivalent group design. The teaching activities were conducted for 18 meetings, including the pre-test and post-test. One meeting was conducted for one teaching hour (45 minutes). The population of this study was the 191 eleventh graders of one of public schools in Rejang Lebong, Bengkulu. The sample of this study was 64 students taken from two classes with the same amount and same level of comprehension. Then, based on the students'

daily academic records, the sample was divided to one control group and one experimental group.

For reading test, the writer used 30 multiple choice questions for. For writing test, the students were given an instruction to write a narrative text. To assess the students writing, the writer used two raters who used the same writing rubric with five aspects with the score range was 1-5 per aspect.

To measure the validity of the test, the writer used content validity. For reading comprehension test, the writer firstly asked judgments from some experts to know the content validity. Then, before giving the test to the sample the writer tried out 50 multiple choice questions to other group of students in the same grade with the sample. From the result of validity calculation, there were 30 valid items for reading test. Meanwhile, for writing test, the writer focused on content validity. The writing test in this research was focused on the students' ability to write anarrative text.

To check the reliability of the students' reading comprehension test, the writer calculated the data by using the Cronbach Alpha value in SPSS 21. It was found that the reliability coefficient was .902. Since it was higher than 0.70, the test was considered reliable. For writing test, the writer used inter-rater reliability test. There were two raters who scored the students writing. The writer calculated the data by using Pearson Product Moment correlation. It was found that the reliability coefficient was .834. Since it was higher than 0.70, the test was considered reliable.

**RESULTS**

**Statistical Analyses**

Based on the score distribution of reading and writing of both groups, it is shown that there was an improvement made by students in experimental group. The results of the students' reading comprehension in the pretest of experimental group showed that there were 9 students (28.1%) in poor category, 22 students (68.8%) in average category and 1 student

(3.1%) in good category. The highest score was 19 and the lowest score was 8 with the mean score 13.84. The posttest of experimental group showed that that there were 8 students (25.0%) in average category, 23 students (71.9%) in good category and 1 student (3.1%) in very good category. The highest score was 25 and the lowest score was 14 with the mean score 19.09.

For writing, the results of the students' writing achievement in the pretest of experimental group showed that there were 16 students (50%) in very poor category, 12 students (37.5%) in poor category, and 4 students (12.5%) in average category. The highest score was 14.5 and the lowest score was 5 with the mean score 9.38. Meanwhile, the posttest of experimental group showed that that there were 1 student (3.1%) in very poor category, 17 students (53.1%) in poor category, 11 students (34.4) in average category, and 3 students (9.4%) in good category. The highest score was 19 and the lowest score was 9.5 with the mean score 13.72.

Table 1  
Summary of Paired Sample and Independent sample T-test for Reading Comprehension of Experimental and Control Groups

Reading Comprehension Aspects	Mean of Experimental Group		Mean of Control Group		t-value and sig. between pre and post of exp. group	t-value and sig. between pre and post of control group	t-value and sig. posttest between group
	Pre	Post	Pre	Post			
Total	13.84	19.09	11.50	14.34	12.257 .000	9.131 .000	8.417 .000
Main Idea	2.59	3.91	2.22	3.00	7.000 .000	4.876 .000	2.688 .009
Detail	2.59	3.44	2.75	3.22	5.638 .000	4.676 .000	.794 .431
Reference	2.38	3.19	1.66	1.91	5.131 .000	2.104 .044	5.849 .000
Vocabulary	2.28	3.00	1.28	1.72	5.268 .000	3.699 .001	5.920 .000
Cause & Effect	2.56	3.28	2.38	2.81	4.243 .000	4.385 .000	1.773 .081
Sequence	1.44	2.28	1.22	1.69	5.190 .000	3.950 .000	2.246 .028

Based on the calculation in paired samples of the experimental group in pretest and posttest, the researcher found out that the t-value was 12.257 and the significance value was 0.000. Besides, all the reading aspects showed the significance. Thus, it means that the students in the experimental group got a

significant improvement in their reading comprehension achievement. Meanwhile, the t-value of the control group was 9.131 with the significance value 0.000 which means that the control group also got a significant improvement in their reading comprehension

achievement. However, the mean score of experimental group was still higher than that of the control group.

Next, from the results of independent samples t-test, the value of t-obtained in the posttest between both experimental and control groups was 8.417 with the significance value was 0.000. It means that there was a significant difference in reading comprehension between the students who were taught by using the Reader Response Strategy and those who were not. Then, on the basis of the independent samples t-test, there were significant differences in term of posttest for total achievement and some aspects of reading comprehension between the experimental and control groups, except

Table 2  
Summary of Paired Sample and Independent Sample T-test for Writing of Experimental and Control Groups

Writing Aspects	Mean of Experimental Group		Mean of Control Group		t-value and sig. between pre and post of exp. Group	t-value and sig. between pre and post of control group	t-value and sig. posttest between group
	Pre	Post	Pre	Post			
Total	9.63	13.84	8.63	11.91	10.393 .000	9.659 .000	2.926 .005
Exposition	2.38	3.28	2.03	2.81	8.718 .000	5.887 .000	2.933 .005
Techniques & Development	1.97	2.97	1.84	2.56	7.043 .000	6.997 .000	2.304 .025
Organization and Cohesion	1.91	2.91	1.69	2.44	7.043 .000	6.819 .000	2.669 .010
Style and Conventions	1.97	2.91	1.88	2.41	8.569 .000	5.299 .000	3.063 .003
Conclusion	1.81	2.66	1.66	2.88	9.270 .000	6.387 .000	2.035 .046

in detail and cause-effect.

Based on the calculation in paired samples statistical table of the experimental group in the pretest and posttest, the researcher found out that the t-value was 10.393 and the significance value was 0.000. Besides, all the writing aspects showed the significance. Thus, it means that the students in the experimental group also got a significant improvement in their writing achievement. Meanwhile, the t-value of the control group was 9.659 with the significance value 0.000 which means that the control group also got a significant improvement in their writing achievement. However, the mean score of experimental

Table 3  
The Contribution of Each Aspect of Reading Comprehension Achievement in the Experimental Group

Aspect of Reading Comp.	R Square	R Square Change	Sig. F Change
Main Idea	.412	.412	.000
Sequence	.738	.326	.000
Cause & Effect	.816	.078	.002
Vocabulary	.872	.057	.002
Detail	.920	.047	.001
Reference	1.000	.080	

group was still higher than that of the control group.

Next, based on the results of independent samples t-test, the t-value in posttest between both experimental and control groups was 2.926 with the significance value 0.005. Since the significance value was lower than 0.05, it means that there was a significant difference in writing achievement between the students who were taught by using Reader Response Strategy and those who were not taught by using Reader Response Strategy. Then, on the basis of the independent samples t-test, there were significant differences in term of posttest for total achievement and all aspects of reading comprehension between the experimental and control groups.

Based on the results above, all the reading comprehension aspects were significantly contributed to the reading comprehension achievement in experimental group. The highest contribution was main idea (41.2), followed by sequence (32.6%), reference (8%), cause & effect (7.8%), vocabulary (5.7%), and detail (4.7%).

Table 4  
The Contribution of Each Aspect of Writing Achievement in the Experimental Group

Aspect of Writing	R Square	R Square Change	Sig. F Change
Techniques and Development	.662	.662	.000
Exposition	.814	.152	.000
Conclusion	.870	.056	.002
Organization and Cohesion	.919	.049	.000
Style and Convention	.936	.017	.014

Based on the results above, all aspects of writing were significantly contributed to the writing achievements in the experimental group. Techniques and development contributed (66.2%), followed by exposition (15.2%), conclusion (5.6%), organization and cohesion (4.9%), then style and convention (1.7%).

## DISCUSSION

Based on the findings of the study, some interpretation could be drawn. First, from the results of paired sample t-test of the experimental group, it can be inferred that the students of the

experimental group gained enhancement on their reading comprehension and writing achievements after they were taught by using Reader Response Strategy. This is in line with Apriani (2015) who found that the reader response strategy could increase the students' reading comprehension, and Al-Haba (2013) who stated that the reader response strategy could increase the students' writing achievements.

Next, from the results of independent sample t-test, it can be inferred that there were significant differences in students' mean score of reading comprehension and writing achievements between the students who were taught by using the Reader Response Strategy and those who were not taught by using the Reader Response Strategy. The results indicated that the use of Reader Response Strategy in teaching reading and writing to the students had enhanced the students reading and writing achievements, although it was not satisfactory yet since most of the students' score was still below the school standard for English subject. However, it was proved that Reader Response Strategy was effective to enhance students' reading comprehension and writing achievements. The researcher assumed that this might happen because the students were familiar with English texts and discussed deeply about the texts for reading comprehension. As for writing, the students gained enhancement because they had more time to practice and discussed mistakes they had made to their teacher and class mates. Therefore, by having more time to practice their writing and discussing the mistakes, the students in experimental group gained enhancement in their narrative writing.

In reading comprehension, although it was found that there was a significant difference in the total score between experimental and control groups, it was found that there was no significance difference found in detail aspect. It means, the Reader Response strategy did not optimally help the students' reading comprehension since one of the aspects was found no significance difference. The limited teaching time was considered as the reason of why this strategy cannot improve all of the aspects of the comprehension. The same results was also found on Khatib (2011) who found out that there were no significance difference in reading comprehension aspects between experimental and control groups. He said that the

application of the reader-response to teaching short stories did not significantly improve the comprehension skill of the students, yet it displayed an equal level of understanding of a literary text in students of both groups. He added that the results would be more satisfying if it was done in longer period of time and stressed the teacher, especially those who involved in teaching literature by using the strategy should carefully choose the activities since no specific technique serves teachers' intended purpose.

Furthermore, from the results of the independent sample t-test, it is showed that there was significant difference in both experimental and control groups' posttest mean scores, in which the experimental group mean score was higher than the control group. The writer assumed that it can be happened because at the same time when the writer did the research, the students in the control group also studied the same material so the results from both groups were in the similar range. However, the total score of experimental group was still higher than the control group.

The last, the result of stepwise regression analyses showed that all aspects significantly contributed to the reading and writing achievements. In reading comprehension, main idea was contributed the most followed by sequence, reference, cause effect, vocabulary, and detail. It might be caused that in the treatment, the guiding questions given by the researcher were mostly about describing and interpreting, because the questions mostly lead to narrative common pieces. It was in line with Pardo (2004) who states that in describing the stage of Reader Response Strategy, the students described the literary elements that are common across narrative pieces such as plot, characters and setting. These students' learning outcome was supported by their active enough participation to respond questions to guide them interacting with the text they read. This reflected Yilmaz (2013) who states that in the learning process, this strategy could develop the reader with creative skill and role of their own background to the text. It could be said that this strategy produced an autonomous reader who was capable to understand the text and express their own feeling and interpretation in responding the text. Then, as for writing, technique and development was contributed the most followed by exposition, conclusion, organization and cohesion, then style and



convention. It might be caused that during the treatment, the students were explained and confirmed how important to develop the narrative writing by using at least one dialogue and multiple plot lines. They were also being guided to create the events on the story logically. In writing exposition, the students were emphasized to always write and introduce the developed characters, setting, events or conflicts. Meanwhile, organization and cohesion along with style and convention were considered as the least contributed aspects. The students did have very few familiar English phrases so they intended to make mistakes in creating English phrases and had difficulties to decide certain words in past tense. They also had lack a sequence of events and did not follow the techniques such as flashback and suspense.

Further, from the results of independent sample t-test for reading comprehension, the researcher found two aspects that were not significant; detail and cause-effect. This is because during the treatment, the discussion of the reader response's guiding questions were mostly about describing and interpreting, so the students intended to discuss what happened to the characters, the characterization, the theme and setting. They were also asked about their opinion towards the story, so it was seldom to discuss about the story's details. In addition, as can be seen from the results, the highest score of writing test in experimental group was 19 and the lowest score was 9.5 in which if we convert to scale with 100 for the excellent score, the highest score was 76 and the lowest score was 38 with the mean score was 54.88. Even though there were significance differences in the results of paired sample and independent sample t-test, the score enhancement of students' writing achievements in the experimental group was still below the school's minimum achievements standard (70). Over all, it still can be concluded that the Reader Response strategy was effective to enhance the eleventh grade students' reading comprehension and writing achievements, with the longer treatment for the optimal and better results.

## CONCLUSIONS

Based on the findings and discussion, it can be concluded that the Reader Response Strategy could help students to enhance their reading and writing achievements. It is also highly recommended to apply this strategy in a longer treatment for better results.

To future works, it is possible to explore more about the impact of using Reader Response Strategy in other language skills such as speaking and listening and more deeply concern of the aspects being enhanced.

## REFERENCES

- Adeyemi, D. A. (2011). Reader-response approach: An intervention in composition writing at junior secondary schools in Botswana. *International Journal of Scientific Research in Education*, 4(1), 1-7.
- Al-Bulushi, Y. (2011). Teaching short stories in the Omani context: The use of the reader response theory. *Literacy Information and Computer Education Journal (LICEJ)*, 2(3), 450-455.
- Al-Haba, M. (2013). Reader response theory in the phenomenology of reading with the text and the reader as its focal point. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 8(6), 83-86.
- Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- Apriani, E. P. (2015). *Using reader response strategy and sociogram to enhance narrative reading comprehension of the tenth grade students of SMA Negeri 3 Palembang*. (Unpublished magister's thesis), Sriwijaya University, Palembang.
- Beach, R. (1993). *A teacher's introduction to reader-response theories*. Springfield, IL: NCTE Teachers' Introduction Series.
- Beach, R. W., & Marshall, J. D. (1991). *Teaching literature in the secondary school*. Orlando, FL: Harcourt Brace Jovanovich-Inc.
- Dunsmuir, S., & Clifford, V. (2003). Children's writing and the use of ICT. *Educational Psychology in Practice*, 19(3), 171-187.

- Geske, A., & Ozola, A. (2008). Factors influencing reading literacy at primary school level. *Problems of Education in the 21st Century*, 6, 71-77.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation time to act report*. Washington, DC: Alliance for Excellent Education.
- Gunning, T. G. (1996). *Creating reading instruction for all children* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Harmer, J. (1992). *The practice of English language teaching*. London: Longman.
- Inderawati, R. (2011). The application of reader response approach and the use of Facebook as a medium to appreciate literary works. Paper presented at HISKI Conference in Indonesia, 2011.
- Khatib, S. (2011). Applying the reader-response approach in teaching English short stories to EFL students. *Journal of Language Teaching and Research*, 2(1), 151-159.
- Kingwell, G., & Clark, D. (2002). *English as a second language: Senior high school guide to implementation*. Alberta, AB: Alberta Learning.
- Krashen, S. D. (1993). We learn to write by reading but writing can make you smarter. *Ilha Do Desterro*, 29, 27-28.
- Pardo, L. S. (2004). What every teacher needs to know about comprehension. *International Reading Association*, 58(3), 272-280.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Springfield, IL: Southern Illinois University Press.
- Van, T. (2009). The relevance of literary analysis to teaching literature in the EFL. *English Teaching Forum*, (3), 2-17.
- White, R. & Arndt, V. (1991). *Process writing*. London: Longman.

**SIKAP TERHADAP INTEGRASI KAUM DALAM KALANGAN PELAJAR  
SEKOLAH MENENGAH : TINJAUAN DI SMK TENGGU MAHMUD II, BESUT,  
TERENGGANU**

1Wan Ahmad Abd Hakim Bin Wan Dagang PhD 2Hamisah Bt Tahrin  
*1Institut Pendidikan Guru Kampus Sultan Mizan, 22200 Besut, Terengganu*  
*2SMK Tengku Mahmud,22200 Besut, Terengganu*  
*wanhakim@ipgmksm.edu.my*

**Abstrak**

Malaysia merupakan sebuah negara yang mempunyai masyarakat majmuk. Cabaran yang paling utama ialah mengekalkan hubungan baik antara penduduk di Malaysia. Umumnya, selepas mencapai kemerdekaan, Malaysia sering digambarkan sebagai sebuah Negara yang aman dan masyarakatnya bersatu padu. Namun, gambaran ini musnah akibat berlakunya peristiwa 13 Mei 1969. Kepentingan peristiwa tersebut menjadi titik tolak kepada pemikiran semula dasardasar negara dan proses penstrukturan semula masyarakat yang meliputi bidang ekonomi, sosial dan politik. Situasi dan cabaran semasa negara membawa kepada sasaran pembinaan negara bangsa menjadi sebahagian matlamat pendidikan negara. Tujuan kajian ini adalah untuk mengenal pasti sikap pelajar terhadap integrasi kaum serta faktor-faktor yang mempengaruhi sikap tersebut. Sekolah kajian ialah SMK Tengku Mahmud II. Sekolah ini merupakan satusatunya sekolah menengah harian biasa dalam daerah Besut yang mempunyai pelajar berbilang kaum. Konstruk sikap dibina melalui dimensi persepsi, interaksi dan budaya. Kajian ini juga mengaitkan faktor-faktor luaran yang mempengaruhi sikap pelajar seperti factor bahasa, patriotisme, sekolah, guru dan ibu bapa. Kajian ini menggunakan kaedah tinjauan dengan borang soal selidik digunakan sebagai instrumen kajian. Sampel kajian seramai 30 orang pelajar menengah atas yang dipilih secara strata. Mereka terdiri daripada 15 orang pelajar Melayu dan 15 orang pelajar bukan Melayu. Data dianalisis menggunakan statistik inferensi dengan menggunakan SPSS (Statistical Package For The Social Science). Analisa statistic deskriptif dan inferens digunakan termasuk Korelasi Pearson dan Regresi Pelbagai. Hasil kajian mendapati bahawa sikap pelajar terhadap integrasi kaum berada di tahap tinggi. Manakala, factor yang paling mempengaruhi sikap pelajar ialah faktor sekolah.

**Keywords:** Sikap, persepsi, interaksi, budaya, bahasa, sekolah, guru, ibu bapa, pelajar

**UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS:  
LITERACY FUNCTION**

Wening Sahayu  
*Yogyakarta State University*  
[weningsahayu@uny.ac.id](mailto:weningsahayu@uny.ac.id)

This paper answers two things: (1) What things from German textbooks can be used to improve the character of the learner; (2) what steps can be taken to improve the character of the learner.

To answer the two things above used a qualitative approach. The data source is focused on Studio d A1 textbook. Categorization and contextual analysis are used to find meaning features that learners need to know. Features that provide inspiration and motivation learners can function as a medium to improve the character of learners.

The results of the analysis show that the substance contained in the textbook can improve the character of the learner. The substance of textbooks that are culturally charged can be an inspiration and motivation to improve the character of learners. The teacher should invite the learner to jointly explore the cultural content present in the text. Furthermore it provides an opportunity for the learner to internalize the cultural content. It is expected that learners can benefit from other cultures to strengthen their character.

**keywords:** german textbooks, character and literacy function

**Introduction**

Learning and textbooks are two aspects that are inseparable. Learning may refer to a program, action or effort deliberately designed for learners to obtain learning experience. That experience is related to the cognitive, affective and psycho-motoric aspects. One of the success measurement of a learning process is the learners' positively-oriented behaviors. Textbooks have a significant role to actualize the success of a learning process.

The significant role of a textbook in a learning process is undeniable. A textbook contains learning materials needed by teachers as well as learners. By having it, teachers have some guidance of the cognitive, affective and skill implementation to be transferred to learners.

A textbook contains materials based on the national curriculum instruction. Therefore, it helps teachers carry out their duty to transfer the knowledge, values and skills. A textbook also has a significant role

in influencing the learners. By having it, learners are able to learn independently. By having it, learners are able to prepare themselves before the teaching and learning process in the class starts. They are also able to do the exercises they have in it. Besides, they can observe as well as analyze the affective and psycho-motoric aspects in the textbook. By having these kinds of learning activities, the interaction between learners and teachers becomes more effective.

In the learning process of German Education in the Faculty of Languages and Arts of Yogyakarta State University, Studio d A1, A2, B1 and B2 are the main textbooks used by teachers and learners. These books are arranged by a team from Germany. As how a textbook is characterized, Studio d contains the knowledge to develop the skills of speaking, listening, reading and writing in a balanced manner. Besides, Studio d also provides interactions in German cultures covering German grammar and vocabularies. Related to textbooks Studio d especially A1, this paper intends to answer two things. (1)

What unsure of a German textbook can be used to develop learners' characters?, (2) What action can be taken by teachers to develop learners' characters?

### Literature Review

A textbook commonly contains interaction in the form of texts, graphics, tables and images. The main characteristic of a textbook for foreign language learners, including German learners, is the being communicative. Permendikbud No. 22 Year 2016 states that a language learning process is designed to give to learners experience of using texts. The word experience in this case refers to the activity of understanding and implementing the knowledge, concept, and procedure to the skills of speaking, listening, reading and writing. These kinds of experience are then applied and used in the learners' real life.

From the Permendikbud above, it can be implied that the literacy in the context of reading ability may support the achievement of the national education goal to improve the quality of learners in terms of cognitive, affective and psycho-motoric aspects. In relation to the development of learners' characters through textbook substances, Anderson and Krathwohl (2001) give several steps that can be done by teachers in the learning process. They are as follows.

- (1) Developing the skill of understanding texts. Next, associating the understanding to self-experience
- (2) Developing the skill of critical thinking
- (3) Managing the creativity in relevance to the texts

From those three steps, teachers are expected to be able to develop the cognitive, effective and psycho-motoric aspects.

### Method

A qualitative method was used to study the elaborated problem. The sources of the data were textbooks studio d A1. The objects of the study were contents of texts that contains the cultures of German society.

The data were the analyzed descriptively by using categorization and contextual analysis.

### Discussion

Textbooks Studio d A1 is the main textbook used by teachers and learners in German Education Study Program in Faculty of Languages and Arts, Yogyakarta State University. Studio dA1 is used as the main textbook in semester. This textbook use knowledge arranged systematically through themes – 12. Each theme contains knowledge used to develop the skills of speaking, listening, reading, and writing German. Besides, the textbook also contains supporting knowledge i.e vocabularies and grammars. Each topic is provided on colorful pages completed by exercises at the end of each theme.

From the themes, the readers can identify what knowledge and cultures are provided. In studio d A1, the themes are Café d (*Café d*), at Course (*im Sprachkurs*), Cities, States, and Languages (*Städte-Länder-Sprachen*), Humans and Houses (*Menschen und Häuser*), Appointment (*Termine*), Orientation (*Orientierung*), Jobs (*Berufe*), Seeing Berlin (*Berlin sehen*), Holiday (*Ferien un Urlaub*), Eating and Drinking (*Essen und Trinken*), Clothes and Climates (*Kleidung und Wetter*), Bodies and Health (*und Körper und Gesundheit*).

The learners obtain the cognitive aspects from the knowledge and skills provided and practiced through the materials. Other than the aspects of knowledge and language skills (cognitive and psycho-motoric), the aspects of value or affection are also mediated by these textbooks through texts containing cultural values such as the one on page 16 in Studio d A1 that provides the theme *Treffen im Café* (Funk, Kuhn, Demme, 2015: 16). In the provided dialog, it can be identified that in German culture, there is a good attitude i.e saying "thank you" when someone is asked about his/ her condition. The intended saying-thanks culture is a good model as this kind of

behavior may result in harmony in society especially in the communication.

Other German cultures that are in line with the norm in Indonesian society are, among others, punctuality, the habit of not littering, and independence. These cultures can be collaborated with Indonesian daily cultures. This collaboration is intended to complete the learners' daily habit in order for them to develop their good characters. Besides, through cross cultural understanding, they are expected to be able to respect other people.

What can the teachers do to make the most of the texts containing cultural values to improve the learners' characters? First, the learning process is filled with the transfer of knowledge and skills of German. Does the topic being discussed relate to the texts, teachers may improve the text substances by involving learners' individual experience. One of the ways to invite learners to think critically is by asking them to compare the similarities and differences between German and Indonesia society's way of thinking. On this step, learners learn to choose what are suitable to their personalities as well as to respect differences.

Next, teachers give a chance for learners to express themselves through their creations. Teachers can stimulate the learners by giving them tasks to present their opinions on texts through a written form. After that, they can arrange their tasks in a digital album such as blog. This kind of stimulation can be delivered as a model especially when learners have no ideas yet. The steps above are the modification of the steps proposed by Anderson and Krathwol (2001).

### **Conclutions**

From the elaborated discussion above, there are several points that can be concluded as follows. 1. Cultural themes in texts can be used to improve learners' characters. 2. The steps that can be taken by teachers to improve learners' characters are inviting them to learn, and giving a chance for them to think critically and make some creation as

the follow up. Learners need to be invited to get used to choosing which culture is appropriate to their personality as well as learning to respect differences.

### **References:**

- Anderson, LW and Krathwohl, D.R., et al (Eds.). *A Taxonomy for Learning, Teaching, and Assesing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon. 2001. Boston: Peason Education Group.
- Depdikbud. Permendikbud No 22 .2016. Jakarta.
- Funk, Kuhn, Demme. *Studio d AI* . 2015. Jakarta: Katalis

**PEMBELAJARAN MEMBACA PEMAHAMAN DENGAN STRATEGI *COGNITIF*  
*ACADEMIC LANGUAGE LEARNING (CALLA)* BERBASIS KEARIFAN LOKAL  
SISWA KELAS VII SMP NEGERI 18 PADANG**

Witri Annisa dan Rio Rinaldi  
*Universitas Bung Hatta*  
witrianisa78@gmail.com

**Abstract**

The result of the research "Programme for Student International Assesment (PISA)" states that student reading interest get in 57<sup>th</sup> position from 65 countries. It means that the students reading interest in Indonesia is still low. It will influence the ability of student reading comprehension Like what happen in SMP Negeri 18 Padang. One of the causes is that the teacher has not implemented strategies that can foster interest in reading students. Besides the material given is not suitable for the students level and the the thopic is not interesting, so the students get difficulties in understanding the text. One of the way to solve this problem is CALLA strategy based on local wisdom. This strategy is carried out through five stages: preparation, presentation, practice, evaluation, and follow-up. The aim of this research is to describe the learning process and the ability of student reading comprehension in class seven in SMP Negeri 18 Padang using CALLA strategy based on the local wisdom. This reasearch is quantitative and description method. The result of this research is the ability of student reading comprehension class seven in SMPN 18 Padang progresses, pretest mark is 73,53 and posttest mark is 84,03. It means that CALLA strategy based on the local wisdom can increase the ability of student reading comprehension. Learning by applying this strategy can make student easier understanding the text because it is closed to their life.

**Keywords:** *CALLA strategy, reading comprehension learning, local wisdom*

TEACHING WRITING TO YOUNG LEARNERS, NOW OR LATER?

Yohana Ika Harnita Sari  
*Sekolah Vokasi Universitas Gadjah Mada Yogyakarta*  
yohanaikahs@ugm.ac.id

**Abstract**

Children learn many things, including being literate, faster in their golden age. In Indonesia the term “literate” is associated with the ability of reading, writing, and counting or we call it “calistung (the abbreviation of *membaca*, *menulis*, and *berhitung*)”. Based on Surat Edaran Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Nomor 1839/C.C2/TU/2009, in Indonesia “calistung” is not allowed to be taught in preschool directly through fragmented subjects. Preschool children may learn “calistung” that involves all their development aspects based on their milestones through game approach. One of the skills needed in “calistung” is writing, and this paper focuses on describing writing skill that is learned by preschoolers in Palm Kids Pre-School & Kindergarten and Kinder Station Preschool Yogyakarta. This paper has two objectives. First, it aims to describe method used in teaching writing to young learners in Palm Kids Pre-School & Kindergarten and in Kinder Station Preschool Yogyakarta. Second, it is to find the most important aspect needed by young learners in learning writing. The finding is that activities done in teaching writing at those schools are playing with play dough, pinching, squeezing, nipping, stamping, and tracing. The schools adapt Montessori Method that employs various teaching media. Above all, fine motor readiness is the most important factor for young learners in learning writing.

**Keywords:** *literate, young learners, writing skill*



**THE USE OF PEDAGOGICAL TRANSLATION FRAMEWORK TO IMPROVE READING COMPREHENSION IN JUNIOR HIGH SCHOOL**

Yunita Wulansari, Oikurema Purwati, Aswandi

**Abstract**

The use of translation in language teaching has regained its popularity after being underestimated as an outdated learning methods for decades. Many researches have showed the benefits of translation in language teaching. Translation is the natural tendency of second or foreign language learners. The purpose of this research is to find out whether the use of Pedagogical Translation Framework (PTF), as suggested by Vanessa Leonardi, cause a higher increase in reading comprehension of junior high school students if compared to the conventional method that the teacher usually performed in the classroom. This is an experimental research which uses experimental and control group. Both groups took a similar reading comprehension pretest and the result showed that they are equal. After given treatment, the two groups took a posttest, and the score of both groups increased. However, experimental group showed a higher increase if compared to control group. Thus, translation activity can be used as one, but not the only alternative in language teaching.

**WEBSITE-BASED LEARNING TO INCREASE STUDENTS' INTEREST AND  
MOTIVATION IN LANGUAGE LEARNING**

Muhammad Agus Muwafiqi1 and Yusuf Yuliyanto2  
*Tidar University*

fiqajah70@gmail.com1; yusufyuliyanto901@gmail.com2

**Abstract**

There are a lot of factors that influence student's interest and motivation in language learning. One of them is the use of website during the process of language learning. The purpose of this study is to explain whether or not website-based learning is able to increase student's interest and motivation in language learning. The participants of the study are the second semester until sixth semester students of English Department at Tidar University. The result of this study indicates that the students will more likely for having high interest and motivation in language learning by using website-based learning.

**Keywords:** *language learning, website-based learning, students' interest and motivation*

CHILDREN HOME LITERACY: ANIMATED FILMS AND ENGLISH SPEAKING  
SKILL

Zuvyati A. Tlonaen  
*Artha Wacana Christian University, Kupang*  
[aryanietlonaen@yahoo.co.id](mailto:aryanietlonaen@yahoo.co.id)

**Abstract**

This study is about the use of animated film in developing children's speaking skill at home. The research question addressed is what are the effects of animated films toward children's speaking skill?. Respondent in this study is a 4 year-male child. The data is analyzed qualitatively to describe the result. Researcher uses video recorder to record the child speaking activity and conducts direct interview with the child's parents. The result indicated that animated films highly affect speaking skill. The effects of animated films toward speaking skill are that 1) helping children to use grammar correctly. Sentences are structurally correct such as a) The use of Wh-question for asking, b) Sentences with adjective and noun construction c) subject and verb agreement. 2) enriching children's vocabulary, 3) helping children to pronounce English words correctly, 4) helping children to interact using English with others.

**Keywords:** Home Literacy, animated film, speaking skill.

**1. INTRODUCTION**

"The Home is where children learn much of their literacy skills" [3]. Much research had proven that children literacy comes from home. Most of children under the school age spend their time much at home. There are a lot of activities that are enjoyable for children such as playing game, looking at books that have pictures, drawing, singing, watching, listening to music (created for children) and so forth. Watching may become one of the most likeable activities for them, particularly in animated movie.

Children, nowadays, are so close to animated movie because it is designed solely to entertain children worldwide. Animation movie is included in audiovisual, equipment and materials involve both recorded sound and pictures. This is the reason why children are interested in watching it even they can spend almost half day to their favourite one. Animated movie usually presented in bilingual, for example, in Indonesia, it is presented using Indonesia as a whole or English as a whole, or can be both (with Indonesian or English subtitles).

Parents can have this way to practice their children in speaking skill. Animated movie plays on children emotion meaning that children's emotions are involved as the effect on watching. They can feel what the animated characters feel, they have their animated idols, they can memorize every single movement of their idol, they memorize what characters saying, etc. Children, sometimes, begin to sounds some words they hear from the movies. Children are very enthusiastic about animated films because it suits to their cognitive progress.

Children who are active in watching and experiencing as well as imitating the cartoon behaviour in television programs can shape their perception. They can record the stories and short and easy words such as 'hei look, oh no, yes, etc. This depends on children's cognitive mature and intensity of time used to a process of observation. Children with a well-mature cognition tend to memorize quickly. They do not much time to remember what they observe whereas children with low-cognition tend to need more to observe or more practice to

record and memorize what they observe in television such as speaking skill.

Speaking skill for children should become a habit early on, one of many ways can be applied is watching animated movie. There are a few children can speak English well because they watching animated movie presenting in English. Writer is interested to conduct a research relating to 4 year-child who can speak English fluently. Therefore, this research intends to see the effect of English animated movie and children speaking skill as home literacy.

## 2. LITERATURE REVIEW

### 2.1. Home literacy

It is not only at school that the children can practice their literacy but also at home [3]. Asforementioned that children mostly begin their literacy skill at home. School can be said as the second place for children to improve literacy skill. Many research have encourage educators to bridge up the gap between home and school by meeting the parents and listen to their experience and resources. In this sense, home literacy plays important role involving parents help. Therefore, educators need to provide forms of text for school literacy practice from home-literacy practice as a research in American family [9]. His ethnographical studies suggest that how parents brought a strong diversity of literacies with incorporated different identity and narratives. Those narratives should be used to tell school how to teach literacy [9].

When staying at home, children feel more comfortable to learn many things in which they can do all activities freely such as asking friend to play together, drawing, creating something they like freely, and watching animated films. Literacy is not only limited to ability to read and write but also to link visual communication practice to forms of literacy such as writing or speaking and listening [3]. This freedom makes children easier to demonstrate their emotion through the playing activities. Moreover, children are easier to build their knowledge, though it is abstract, it still

affects the children's cognitive progress. However, children are more sensitive toward emotional and social progression. Feeling angry when something happens out of what it is supposed to be, imitating certain actor's roles, i.e. acting like mother, doctor, etc. The point is that the freedoms they have at home make children more expressive and enthusiastic to improve their skills. Children spends more their time at home than at school. Therefore, it is possible for children to create or produce what they have or what they can do at home. There are a number of activities that can bring children to their literacy skill home literacy.

### 2.2. Animated movie and speaking skills

TV programs such as animated films become the food for children at home, even sometimes they can spend much of their time sitting in their chair, waiting their favourite and watching patiently the animation they like. This activity is done and is very enjoyed by most of children, as television serves them with many programs. A thing tends to be forgotten is that children who are learning at home are not slumped away from the emotional intervene. They do not feel shy because they are alone and just accompanied by parents who tend to give positive support to their positive activity. Based on the 'freedom they have, children is more dominant to express what they are observing to their concrete action. "At home children may watch television, draw and play act with more freedom" [3].

Animated movie is a cartoon which is made using animation instead of live actors, especially humorous film intended for children [2] and mainly animation accompanies with movement, with gesture and with words [3]. Some researchers have used animated films (animation), though for different purpose, to examine children's improvement in language learning and digital literacy. For instance, informed that cartoon animation has great impact on children's mind [5]. The objective is to

create a good habit of positive thinking in social life. The research revealed that there is a sign or trend that children's aggressiveness in mind decreased in short term, and has the potential to be changed in long term. Another research relating to speaking is as conducted by [10]: The research using animated movie to examine whether animation movie is able to improve students' speaking skills. The research also revealed that using animation is very helpful to improve students' speaking skill, and is helpful to minimize students' passiveness.

Speaking is one of language skill [8]. Speaking can be learnt through many ways. In a speaking practice, particularly English language, there are some skills should be mastered such as vocabulary, pronunciation, grammar.

Elements of speaking skills [7]:

- a. Accuracy refers to the ability of to produce grammatically correct sentences.
- b. Grammar refers to the structure of the language.
- c. Vocabulary refers words or lexemes. One's must have ability to use a range of vocabulary. In foreign language in useful ways.
- d. Pronunciation refers to the way a certain sound or sounds are produced. It mainly stresses more the way sounds are perceived by the hearer.

### 3. Method

This research used descriptive qualitative approach. Researcher described the correlation between animated movie and children speaking skill. Respondent is a 4 year-child. Data was collected using documentary study and direct interview with his parent. The documentary data are video recorders whereas the data from interview with the child's parent is from conversation process done by researcher directly to his parent. The data was analyzed qualitatively to find how English animated

movie intervene toward child's English speaking.

### 4. FINDING AND DISCUSSION

Casey is 4 years old-male child. Based on indirect interview with his parents, Casey spends his time more or less 10 to 12 hours a day to watch animated films in TV Channel Nick Junior and Zoo Moo. There are some animations that he really likes to watch *Paw Petrol*, *Dora*, *Blaze* and *The Monster Machine*, *Bubble Guppies*, *Dinosaurus Train*. If he is watching, he really concentrates on the films; he does not talk much as well. There are some emotional expressions he shows as a sign that he understands the films' story such as feeling upset or laughing.

#### 4.1. *Animated films can help children to use grammar correctly*

Speaking skill of course relates to the grammar. Grammar is essential element of structuring sentence. Even though Casey does not understand what is grammar, because he does not require knowing in his age, but he can use grammar correctly in his sentence.

These are the sentences produced by Casey grammatically correct (Video 1)

1. "it's a white coffee", (after his father mentioned 'white coffee')
2. "it's a tea coffee",
3. "I like to drink tea coffee", (he used his own "tea coffee")

(When his father said 'I love to drink coffee' Casey replied:)

4. "I love to drink coffee too father",  
(When he pulls the pillow's rope' he asks)
5. "What is this?, (Father : what is that?)  
he replies 'a triangle", he explained that "a triangle looks like this (he was shaping the pillow's rope)
6. He continues 'it's like people; it's like people father.

When he held the pillow he asked:

7. what is this father' (Father: what is that?), Casey replied it's a pillow

(When he was hiding his head under the pillow, his father asked *'what are you doing'*

8. *'I am hiding father'*

(When he was holding the white coffee packs, Casey asked his father but his father returns back the question to him, the he replies?)

9. *I ask "what is that"*

10. *I am happy*

11. *It's so funny*

12. *It's morning*

13. *I want to see the medicine*

(When he showed his father the medicine, his father asked "what is that?")

14. *It's a medicine*

15. *Oh no, the medicine is closed*

16. *Where is the spoon father?*

Those sentences are structurally correct such as 1) The use of Wh question for asking; what is that?, *where is the spoon father?*. 2) Sentences with adjective and noun construction such as *'I am happy'*, *'it's so funny'*, *'it's morning'*, *'it's a white coffee'*, *'it's tea coffee'*, *'it's a medicine'*, *'it's a pillow'* 3) subject and verb agreement such as *'I like to drink tea coffee'*, *'I love to drink coffee too father'*, *'a triangle looks like this'*, *'it's look like people father'*, *'I want to see the medicine'*, *'the medicine is closed'*, *'I am hiding'* (present continuous tense).

#### 4.2. Animated films enrich children's vocabulary

Animated films can help children to adopt their English Vocabulary [11]. Casey has a number of vocabularies that he memorizes from the animated films. Most of the vocabularies using in the video comes to the memorization of animated film words.

Table 1. Vocabularies

Adjective	Noun	Verb
Happy	Medicine	Falling
Funny	Spoon	down
Morning	Coffee	Is hiding
Blue	Train	Ask

Triangle	Box	Love
Square	Container	Drink
	Buttons	Want to
	Door	Look
	Container	

#### 4.3. Animated films affect on children's English pronunciation

Children's world is imitation world, whatever they see and observe, they will try to imitate those. It can be applied also in pronouncing English words from English animated films. Casey is very clear to pronounce English words correctly. Casey can record sentences well because he spends much of his time to concentrate to the animated films, 10 to 12 hours a day is more than enough to memorize well words even sentences uttered by animated actors. Not only to memorize words or sentences but also to record how to pronounce the English words he had heard correctly. Term of pronunciation children can learn better than adults, it is because children just pick up the sound pretty much as the native speaker makes them, seemingly without much effort [6]. Casey, in the two of his videos, sounds those words very easy and clear. This memorization is possible to Casey (or other children) to be able to do further interaction with others using English.

#### 4.4. Animated films can help children to interact using English with others

Animated films also affect children to make communication. When playing around, English may their language to interact with. Casey also speaks English when he interacts with his father (sometimes with other people around him). Casey usually asks his father to tell something that he does not know, that's why in the video; Casey seems often to ask his father, he actually already knows what he asks for. When his father returns the question back to him using English, he can answer the question. He is able to understand English sentences. It can be seen

from his action and his reply to the questions. This interaction can be very helpful for Casey to enrich his vocabularies. For instance, when Casey asked his Father ‘*apa itu tombol?*’ his father replied telling him a new word ‘*tombol is button*’, then Casey used the word and pointed at buttons in his toy car.

Table 2. Casey and his father conversation

Video	
1	
Casey	: <i>What is this?</i> (when he was holding a pillow’s rope and shaping triangle from the rope)
Father	: rope)
Casey	: What is that?
	: <i>A triangle, it’s a triangle, a triangle looks like this (the rope he shaped)</i>
Father	: <i>What are you doing?</i>
Casey	: <i>I am hiding father</i>
Father	: Please, take mama’s handphone? (after asking him for thrice), (He, then, took the phone)
Video	
2	
Casey	: <i>Can you fix the door please?</i> (asked his father to fix the container’s door)
Father	: Sorry, I can’t
Casey	: <i>I did it</i> (He tried to fix himself)
Father	: Good job

5. CONCLUSION

The findings prove that there is a correlation between English animated films and children’s English speaking skill. Casey Hoinbala is fluent in speaking English because of watching animated films in his favourite channels. He spends more or less 10 to 12 hours to watch English animated films. The effect is that he is able to speak English in his early age 4 years old. Therefore, it can be inferred that there is correlation between animated movie and speaking skill 1) Animated films can help children to use grammar correctly. Those

sentences are structurally correct such as a) The use of Wh question for asking, b) Sentences with adjective and noun construction c) subject and verb agreement. 2) Animated films enrich children’s vocabulary, 3), Animated films affect on children’s English Pronunciation 4) Animated films can help children to interact using English with others.

REFERENCES

[1] B.M. Islam and A. Ahmed, and A.K. Shamsuddin, “Child education through animation: An experimental study,” Computer Graphics & Animation, vol. 4, no. 4, pp. 43-52, 2014.

[2] K. Habib and T. Soliman, “Cartoons’ Effect in changing children mental respon and behaviour,” Open Journal of Social Science, vol. 3, pp. 248-264, 2015.

[3] K. Pahl and J. Rowsell, Literacy and Education, 1<sup>st</sup> ed, London: Paul Chapman Publishing, 2005.

[4] M. Ismaili, “The effectiveness of using movies in the efl classroom: A study conducted at South East European University,” Academic Journal of Interdisciplinary Studies, vol. 2, no. 4, pp. 121-132, 2012.

[5] S. Iamurai, “Positive cartoon animation to change children behaviours in primary schools, Proceeding of HKIED International Conference on Primary Education, King Mongkut’s University of Thonburi, Bangkok, 2009,

[6] E. Leaver and Shekhtman, Achieving Success in Second Language Acquisition. Cambridge: Cambridge University, 2005, pp. 32-32.

[7] H.C. Liao, “Cooperative learning and efl education: The past, the present, and the future,” Journal of National Taichung University. Humanities & Art, vol. 23, no. 2, pp. 87-108, 2009.

[8] J.C. Richard and R. Schmidt, Dictionary of Language Teaching &

Applied Linguistics, 4<sup>th</sup> ed, Great Britain: British Library, 2010.

[9] D. Tylor, Family Literacy: Young Children Learning to Read and Write, Portsmouth, NH: Heinemann, 1983.

[10] Rosdalina, Rahayu, & Eripuddin, "Improving student's speaking skill through animation movie at sixth grade SDN 002 Ujungbatu Kabupaten Rokan Hulu Provinsi Riau, "e-Journal Mahasiswa Program Studi Bahasa Inggris, Vol.1, no.1, 2015.

[11] M.B. Islam, A.Ahmed, M.K. Islam, and A.K. Shamsuddin, "Child Education Through Animation:An Experimental Study", vol. 4, no.4, 2014.



It is shared among us that literacy in its broad sense is something certain for the advancement of the human life today and in the future. Meanwhile, literacy is never separated from the problem of language. That is why the culture of literacy must always be fostered, especially through education.

In response to this, this second International Conference on Linguistics and Language Teaching is held. It is expected that this conference enables the cultivation of the insights of literacy, linguistics, and language teaching from various perspectives up to the praxis. Therefore, in this seminar the experts who have been discussing different topics related to the three items mentioned before to gain recognition among the community. Participants are also invited to develop a synergy.



**icollate**

The 2<sup>nd</sup>  
International Conference  
on Linguistics and Language Teaching  
Yogyakarta, October 20 - 21, 2017

**FAKULTY OF LANGUAGE AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2017**