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Title

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

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Abstract

The objectives of this research were: (1) to find out the grammatical errors commonly occur when students are speaking in English; and (2) to find out the

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

Keywords: *speaking, grammar, errors*

Introduction

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

Literature review

Error Analysis

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

Grammar

Grammar derives from the Greece *grammatikē*; gram, which means something that is written, and *tikē* from the word *technē* which means art. Therefore, etymologically grammar is the art of writing. The book of R. Lowth *Short Introduction to English Grammar* pioneered

the era of perspective grammar, where grammar is a set of regulation of proper usage; the function is to decide the wrongs and the rights from the real usage. A more modern opinion emerged in the late 19s, which is descriptive grammar. In this opinion, grammar is a language structure, a system of words arrangement of certain language in certain period of time. The next opinion, or transformational-generative grammarians, grammar is a mechanism of sentence arrangement, therefore grammar is defined by its' pragmatic factors. Therefore, in those understandings, there are two types of grammar: practical and theoretical. Practical grammar is a practical language structure that follows the linguistic structure, while theoretical grammar analyzes structure that is used in linguistic principle and approach (Valeika, 2003).

Challenges in Speaking English

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

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

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

Methodology

Data collection is a process of providing primary data as the needs of research. Data collection is an important step in scientific method. There is a systematic and standard procedure to collect data. There is always connection between assembling method and the

cases to solve (Nazir, 2014). Methods used to collect the data for this research were observations and interviews.

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

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

Findings and discussion

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

Table 1: *Grammatical Errors*

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

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

Most of the students were not able to use Past tense correctly. The changes in the verb forms did not occur in their utterances, even though they were aware of the different time

expressions. This kind of error may interfere with the understanding. As in the following quotation,

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

Or in the following,

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

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

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

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

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

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

Conclusion

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

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Title

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

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Abstract

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

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

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

Introduction

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

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

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

There are some experts and researchers (Paracha et al, 2005; Sadaati, 2009; Datu, 2009; Jauhara, 2009, Kuo, 2009) who suggest to use the internet as online media to accomplish the students' comprehension both performance and competence. The use of internet in teaching is a great choice. However, it remains one quite big problem for it needs

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

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

The Teaching of Listening Comprehension

Objectives

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

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

Before conducting a listening comprehension class, a lecturer should clarify the directions of the course by considering the characteristics above. These characteristics can help the teacher in clarifying or stating the objectives of the listening comprehension course. They meet the listening goals which involve people, settings, and tasks/purposes.

Material

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

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

Methods and Strategies of Teaching Listening

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

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

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

In conducting these activities the students are involved in some tasks. Doff and Backet (1991, in Field, 2008) describe some activities that can be done for independent listeners such as form-filling and labeling, completing a grid, comparing and contrasting, putting events in order of occurrences or facts in order of mention, making notes on specific topics, filling in gaps in a paraphrase summary or in a paraphrase set of notes, and explaining connections between topics or completing a mind-map. These activities or tasks can be applied by compiling them with the macrostrategies in each stage of listening activities.

Strategies of the Listening Comprehension Course

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

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

The Teacher's Role in Listening Instruction

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

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

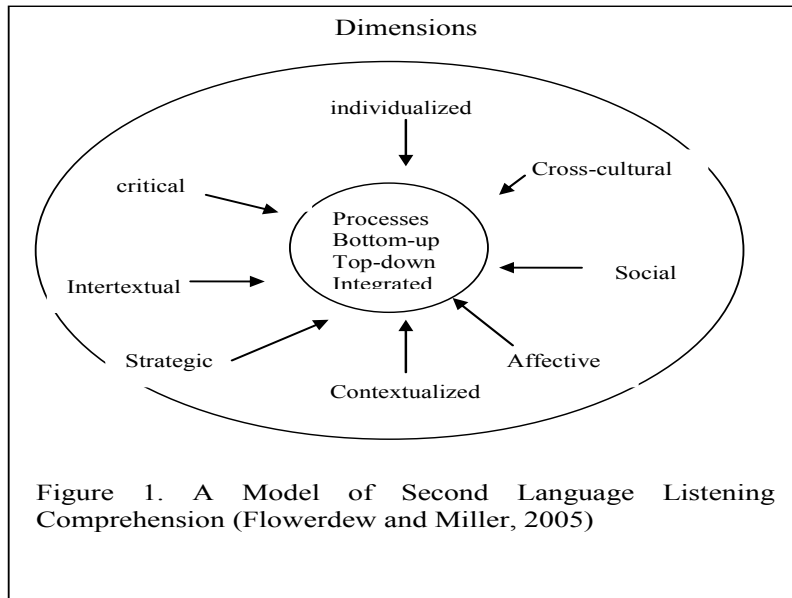
The Models of Teaching Listening Comprehension

Experts such as Flowerdew & Miller (2005), Field (2008), Lynch (2004) have proposed some models of teaching listening comprehension. The models are posed based on logical considerations of the concepts of listening and the concepts of teaching listening as the component of language teaching. Commonly, the models of their listening instruction are similar in terms of stages of the listening instruction. The typical stages are pre listening stage, while listening stage, and post listening stage.

Flowerdew's and Millers' model

Flowerdew & Miler (2005) proposed a new model of teaching listening. They suggested to integrate the implementation of these strategies by considering dimensions of

listening. The dimensions are individual variation, cross-cultural, social, contextualized, affective, strategic, intertextual, and critical dimensions, Flowerdew & Miller explained that these dimensions are applicable in any type of listening process, top-down, bottom up, or interactive model.



Field's model of listening instruction strategy (2008, 316)

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

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

1. Pre-listening

Establish context. Create motivation for listening.

Pre-teach only critical vocabulary.

Extensive listening (whole recording)

General questions on context and attitude of speakers.

2. Intensive listening 1 (first 20–30 seconds of recording)

Learners take notes of the words or chunks which they recognize.

Learners compare notes in pairs.

3. Intensive listening 2 (replay)

Learners revise the words they have written and add to them.

Learners compare notes in pairs.

They discuss (in L1 or L2) their interpretation of what they have heard.

4. Intensive listening 3 (replay)

Learners check their interpretation and discuss it.

Pairs discuss their interpretation with the whole class.

(Teacher does not provide answers.)

5. Intensive listening 4 (replay)

Class discusses interpretations and chooses between them.

Teacher gives pointers and/or feedback.

6. Awareness raising

Successful individuals report on why they chose a particular interpretation.

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

7. Final listening

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

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

Lynch Model

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

Method of the Research

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

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

Findings and Discussion

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

The model of the Instructional Process

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

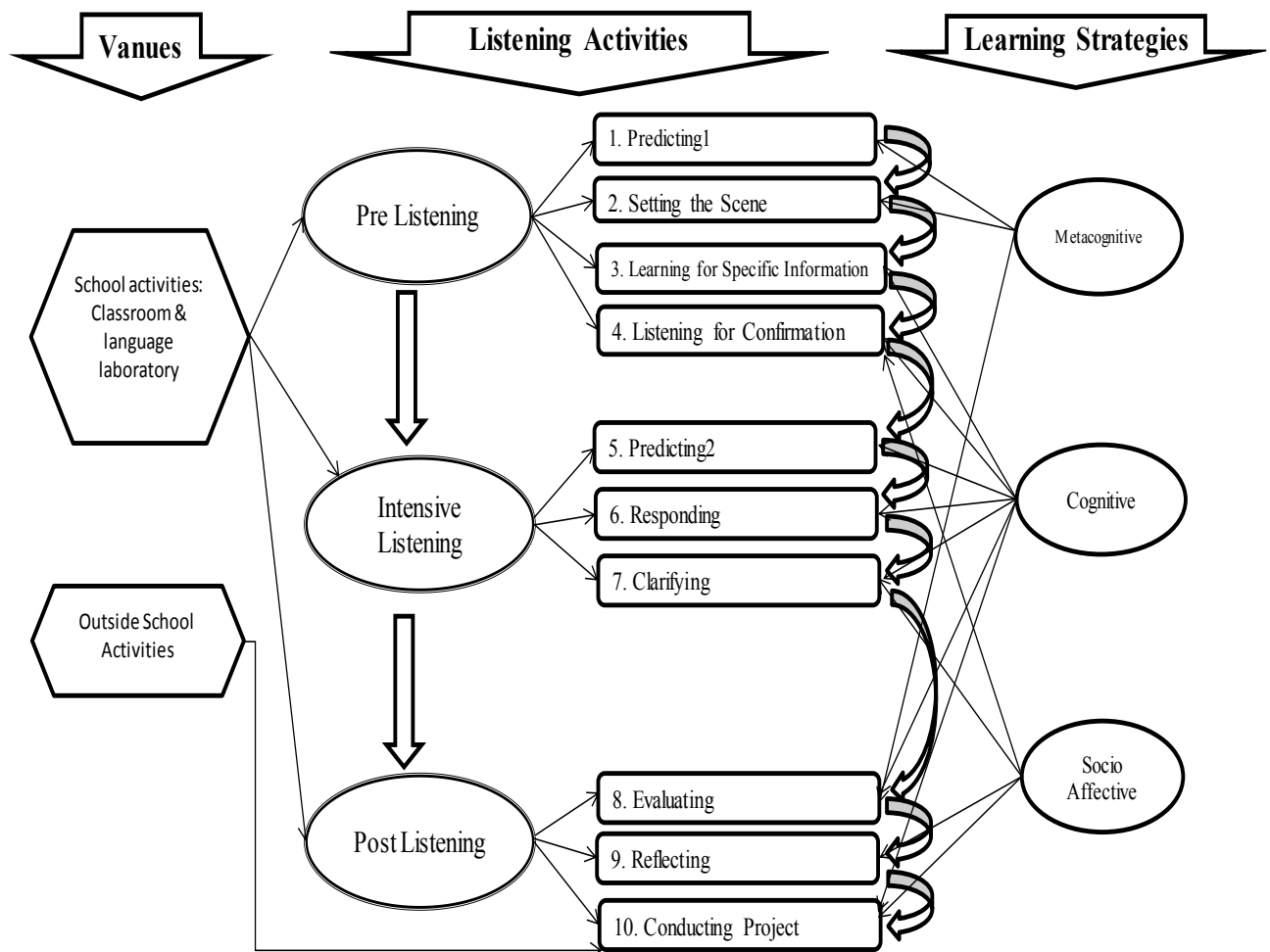


Figure 1 The Model of Instructional Process of YouTube-Based Materials for Listening Comprehension 1 Course

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

1. Pre-listening.

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

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

- b. Setting the scene (Task 2). This task also involves the students into a metacognitive strategy of learning. A picture of place or situation is shown up to the students. The picture is related to the video which are going to be displayed. The activity aims at setting the students' mind about the situation which they are going to watch on the video.
 - c. Learning for specific information (Task 3). In this activity, the students are shown some still pictures of people and things that will appear in the video. The students are asked to make guesses about them. Another activity is by studying some words or expression which the students might find in the conversation. This activity aims at making the students ready to focus on some words which may appear in the video.
 - d. Listening for confirmation (Task 4). In this activity, the students confirm and fix their answers for Task 1, task 2, and task 3 after watching video which is downloaded from YouTube. In some units of the book, the students are assigned to conduct the task in pairs or in groups. Therefore, this activity involves the students not only into cognitive strategy but also in metacognitive and socio-affective strategies.
2. Intensive listening
- a. Predicting² (Task 5). Through this task, the learners are expected to pay attention to the video which is downloaded from youtube.com. Then they are allowed to predict what actually happens in the video. The aim of this activity is to train the students' cognitive strategy by predicting and answering the questions through comprehending the messages that they watch in the video.
 - b. Responding (Task 6). This task involves the students to a cognitive strategy of learning. In this activity, the learners are watching the video again and answering some questions related to the video. The questions which are designed here may be in terms of essay test, close test, or matching test.
 - c. Clarifying (Task 7). In this task, the students are assigned to clarify their answers in task 5 and task 6. The strategy which is assigned here is not only cognitive strategy but also socio-affective strategy. In the cognitive strategy, they are assigned to do some activities like note taking, deducting, visualizing information, and others cognitive activities. In the socio affective strategy, they are assigned to do activities like asking clarification from teachers, working with fellow-students if they are involved in groups or pairs tasks, and self-talking if they are involved in individual task.
3. Post-Listening
- a. Evaluating (Task 8). The aim of this task is to train the learners in three activities of learning metacognitive strategy, cognitive strategy, and socio-affective strategy. This

activity assigns the learners to evaluate their comprehension after watching the video in four times in the previous tasks. Their comprehension over the video is evaluated here.

- b. Reflecting (Task 9). This activity assigns the learners to reflect or review the effects of the activities which they have conducted through some tasks. This activity involves the learners to train their metacognitive strategy and socio-affective strategy. They are invited to give some opinion, view, and comments towards the activities that they have done. They are also given chances to evaluate their own ways of learning or comprehending the video and think about the ways to cope the problems.
- c. Conducting Project (Task 10). This task involves the learners to cope with cognitive strategy and socio affective strategy. They are assigned to find any similar video and make the summary of it.

These tasks are intended to train the students to achieve the learning goals and the specific objective of teaching *Listening Comprehension 1* subject. The students conduct these tasks by involving them not only in cognitive strategy but also in metacognitive and socio-affective ones.

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

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

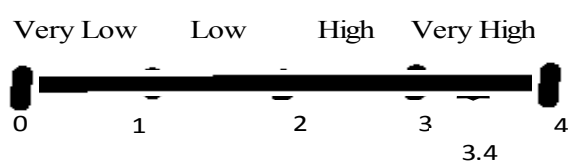


Figure 2 The Validity Level of the Model

After getting data from the expert, the researcher analyzed the data by using Likert Scale classification, as shown in Figure 2. This figure reveals that the average of the validity score of the model reaches 3.4, which is located at very high level. It means that, based on the expert's point of view, the model of the YouTube-based materials for Listening Comprehension course which has been designed possesses a very high level of validity.

Conclusion and Suggestion

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

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Title

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

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Abstract

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

Keywords: Teacher education, teacher cognition, intentionality

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Introduction

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

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

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

Literature Review

Teacher cognition research: Towards the unifying of cognition and action

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

found, the research changed its focus which is to investigate how classroom events, including students, environment, and social factors, shapes the teachers plan, judgements or decision-making (Borg, 2006). This shift toward social ontology was then extended to the sociohistorical ontology, where wider views of social, historical, and cultural across time and space are taken into account (Lantolf, 1994; Johnson & Golombek, 2011).

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

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

Collective Intentionality: Broadening the view

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

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

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

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

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

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

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

Methodology

Approach

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

Methods

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

Context

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

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

Findings and discussions

Shared Intentionality

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

TRANSCRIPT 1

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

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

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

It is not until line (11) that she shared her intention to students by asking them to join the activity, helping her to find the motive of the murder. She did this after she positioned herself as someone who was clueless and needing helps. Interestingly, in line (12) until line (19) she positioned herself as the authority, checking whether the students have already understood clearly her order to find the motives. This contrasting positioning is functioning as the shift from the role play to the classroom activities.

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

TRANSCRIPT 2

- (34) T: Hmm. What else? Let's see other reasons from this table? ((pointing to another group))
- (35) S: The victim hadn't attended Doctor's lecture
- (36) SS: ((laugh))
- (37) T : Hadn't attended doctor's lecture...hmm. That sounds quite possible. But.. is that it? ((saying to Dr papotsky))
- (38) P : No ((shaking his head))

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

TRANSCRIPT 3

- (47) T: Come on, come on, come on, we're running out of time. Who can nail it?
Yes, your table please.
- (48) S: Oh, yeah. May be he.. um he...
- (49) SS: ((laugh))
- (50) S: He couldn't finish his homework. So he...
- (51) T: Fukimoto hadn't finished his homework?
- (52) S: Yes, and he's upset
- (53) T: Fukimoto hadn't finished his homework, so he killed him. Is that why? ((pointing to Dr Papotsky))
- (54) P: ((Shaking his head))
- (55) T: No. Okay.

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

Teacher's inner lives

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

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

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

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

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

Two main things: one is common sense because everyone likes to have fun and everyone likes to discuss mystery. So it's very attractive to a lot of different people. The second thing from my experience, of course, because I have done

lessons before. I did role play on the topic of tactics and mystery and I remember students were really getting into it.

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

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

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

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

Shared intentionality and grammar teaching

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

TRANSCRIPT 4

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

That's our aim to try some practice

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

So we use the past perfect in what situation?

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

(101) S: In the past

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

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

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

TRANSCRIPT 4

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

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

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

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

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

(106) Okay, so, what happened first?

(107) SS: ((mumbling))

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

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

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

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

(108) SS: ((Mumbling))

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

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

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

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

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

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

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

Conclusion and Pedagogical Implication

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

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

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

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Title

Improving Writing Skills by Using Authentic Materials in
Indonesian Vocational School

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Abstract

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

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

Introduction

Writing, as one of the productive skills includes speaking, was categorized as the difficult subject but required very much in the workplace. Ratnah (2013) points out that

writing skill is the second most used skill in the workplace and also the second most difficult skills to be mastered. Many students and employees considered writing skill as the most difficult language skill to acquire and should be given special attention because it is highly complex activity.

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

Literature Review

1. The concept of writing

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

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

2. The Concepts of Authentic Materials

According to Jacobson et al (2003,p.1) "authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their class". So, authentic materials are the materials which are not prepared for instructional purposes but produced for communication purposes in real-life

situations. Biber (1996) cited in Maroko (2010, p.6) points out some characteristics of authentic materials that can be used in the classroom, namely: objective, allow for verification of classroom facts, and pedagogic. Therefore, authentic materials should bring variety of learning methodology to the classroom in order to enhance the students' interest and motivation.

Methodology

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

Findings and Discussion

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

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

Classification	Score	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
Very Good	85 – 100	0	0	3	9.4	0	0	1	3.3
Good	71 – 85	4	12.5	6	18.8	0	0	6	20
Average	55 – 70	22	68.8	20	62.5	8	25	10	33.3
Poor	41 – 55	3	9.4	1	3.1	20	62.5	10	33.3
Very Poor	0 - 40	1	3.1	0	0	2	6.3	3	10
Total		30	100	30	100	30	100	30	100

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

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

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

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

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

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

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

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

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

Conclusion

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

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Title

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

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

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

Introduction

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

Literature Review

Lexical Density and Grammatical Intricacy

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

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

Research Method

This study employed qualitative content analysis. Cohen, Manion and Morrison (2007) argue that qualitative content analysis is the process of summarizing and reporting

written data – the main contents of data and their messages. The source of the data was 6 thesis abstracts (3 linguistics and 3 literatures) submitted to English department of faculty of cultural sciences, University of Sumatera Utara (USU) in 2014.

Findings and Discussion

In order to find out the findings, the data have been analyzed and separated clause by clause. The first analysis will be through *grammatical intricacy analysis* as the following;

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

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

Table 1. *Grammatical Intricacy Characteristics of Abstracts*

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

These low grammatical intricacy characteristics simply indicates that both of abstracts have the tendency of written language. Then, the grammatical intricacy of linguistic thesis abstract is higher than literature thesis abstract. To make sure that the characteristics of written language appear in both abstracts, grammatical intricacy is not enough without checking lexical density score.

Abstract 1 (Linguistics): Thesis entitled “An Analysis of Code Switching and Code Mixing Used by Front Office Department Staffs of Grand Elite Medan” is about code

switching and code mixing between Indonesian and English in daily conversation when they were working.

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

Table 2. *Lexical Density Characteristics of Abstracts*

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

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

Conclusion

From the analysis, it can be concluded that in linguistic thesis abstract has the average score of GI index 1.83 and LD index 0.67 while the literature thesis abstract has GI index 1.79 and LD index 0.6. In terms of LD and GI, linguistic thesis abstract is higher than literature thesis abstract. Then, those abstracts are characterized as written language because of having high degree of LD which is more than 0.4 and written in simple language because of low degree of GI.

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Title

Lexical Bundles and Keywords in Psychology Research Articles

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Abstract

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

Keywords: *lexical bundle, keyword, discourse, corpus*

Introduction

Academic discourse has been studied over the course of time. The current study focuses on discourse in social psychology research articles. Discourse is built by word choices that convey functions of the language. Some words tend to frequently occur together that result in lexical bundles. Lexical bundles are “the most frequent recurring lexical sequences” (Biber and Conrad, 1999, p.168).

Besides lexical bundles, keywords have important roles in discourse. Keywords are words that are more significant in a corpus being studied than in a reference corpus. The results of keywords analysis uncover what topics or issues the writers mostly concern about (Baker, 2004). Even though lexical bundles and keywords are two different things, they can be complement to each other in discourse study (Partington in Flowerdew, 2012). They can be the basis to identify moves in the texts. When they co-occur, they carry specific contexts (Thornbury, 2010).

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

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

Literature Review

Lexical bundles

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

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

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

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

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

Keywords:

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

Methodology

The study is a combination of text and corpus analyses. The study corpus consists of 50 social psychology journal articles written in English. The size is 312,860 words. The

articles were published in 2009-2010. They were downloaded and converted to txt files. All sections of the articles except references were included in the corpus.

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

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

Findings and discussion

Lexical bundles

There are five lexical bundles which occur as follows:

Table 2: *The occurrence of lexical bundles*

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

By using *participants were asked to*, participants' involvement to do some tasks in this field of research can be seen. It tells a part of research procedure that the participants did. *The extent to which* shows measurement in quantitative studies. *As a function of* gives more detailed explanation. *Are more likely to* shows writers' personal point of view towards the

topics. It illustrates writers' certainty. The use of *in the context of* means the writers set up the scope of the studies. It specifically limits the research.

Keywords:

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

Table 3: *The occurrences of keywords*

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

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

he fact that there are gender differences in religiosity has obvious
at there would be no gender differences in the relationship between
We also did not find gender differences in relationships between
ares, 2008); likewise, gender differences in tentative language v
ditional factors induce gender differences in language style, the r
(2003) argue that gender differences in language use have e
er. When significant gender differences in sportscaster talk arise

Figure 1: Concordance lines of gender differences

In the collocation of *interaction* and *significant*, some sentences begin with *there was* as can be seen in the following concordance lines.

target. There was a significant interaction of target and dimen
riables. There was a significant interaction of target and dir
Finally, there was a significant interaction between target re
: was qualified by a significant interaction between perpetra
s also a marginally significant interaction between perpetra
nces to emotion. A significant interaction emerged between
ologies. We found a significant interaction between participa
event. There was a significant interaction with sex and use c
on. There was not a significant interaction effect, DR2 = .002

Figure 2: Concordance lines of significant interaction

The words *perceive* that collocates with *individual* mostly occur in relative clauses as in the following concordance lines.

-cies are. This result suggests that individuals who perceive differences with the
nt opportunities. For instance, individuals who perceive race and ethnicity as
ersuasive than shorter, verbal ones. Individuals perceive longer written arguments as
claim that they are racist. Therefore, individuals who do not perceive situations as
a longer explanation. Hypothesis 2: Individuals who perceive the situation as less

Figure 3: Concordance lines of perceive and individual

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

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

Figure 4: Concordance lines of neural and self

Co-occurrences of lexical bundles and keywords

The co-occurrences exist in the very limited scope, i.e. in a research article or in the larger scope, i.e. in several research articles. *Face* and *the extent to which* co-occur seven times in one research article as in ... *cultural differences in the extent to which negative and positive face threats would ...* . It shows the focus of the research. Co-occurrences of *negative* and *the extent to which* in 5 research articles were found as in ... *negative evaluations or reactions toward the grandparent but rather the extent to which grandchildren ...*

Conclusion

The discourse functions of lexical bundles are attitudinal/modality stance (directive), quantity specification, impersonal stance, and tangible framing attribute. The main topics in social psychology research articles are gender (differences and gender of participants of the study), interaction (how significant), theory/hypothesis prediction, social event (the Olympics games), nervous system related to one's self, and individual perception. Some lexical bundles co-occur with keywords.

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Title

Teachers' Assessment on Students' Speaking Ability in Vocational School

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Abstract

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

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

Introduction

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

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

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

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

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

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

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

Literature Review

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

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

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

1. Imitative

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

2. Intensive

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

3. Responsive

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

4. Interactive

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

5. Extensive (monologue)

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

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

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

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

Methodology

Qualitative is the design of this research. It deals with the understanding of social phenomena emerged in natural setting. This design tries to examine the phenomenon in detail. Moreover, Creswell (2012: 16) states that the qualitative research is used because the

researcher needs to investigate the participants or subject of study to get more information about a phenomenon of study. In other words, qualitative research focuses on describing a phenomenon from participants of the study in order to get deeper understanding and information about it.

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

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

Findings and Discussion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher B, a teacher who is experienced in teaching English for several years also mentions, *"To collect more complete and accurate information on students' speaking ability, I use not only my assessment, but also pair assessment and self assessment. Those are*

combined.” He often require the other students to give assessment on their friends’ performance. Besides, he also instruct the students to assess themselves. Nevertheless, both of the assessments are still guided by the teacher.

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

Conclusion

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

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Title

Enhancing the Students Speaking Interest
through News Reporting Technique

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Abstract

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

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

Introduction

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

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

Review of Related Literature

1. Speaking Skill

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

2. Writing skill

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

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

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

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

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

3. News Reporting

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

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

1. straight news reports
2. investigate or interpretative reports

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

4. Students' interest and motivation

Learning a language needs effort and motivation that comes from every individual. Motivation is a key term that frequently being used by language teachers to describe the successful or unsuccessful learners (Cambridge, 2001). Learners can achieve success in learning when they show enthusiasm, commitment and persistence. Most study found that apart from their language aptitude or other cognitive characteristics, students can achieve a working knowledge of an L2 with sufficient motivation (Brophy, 2004).

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

5. Research Method

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

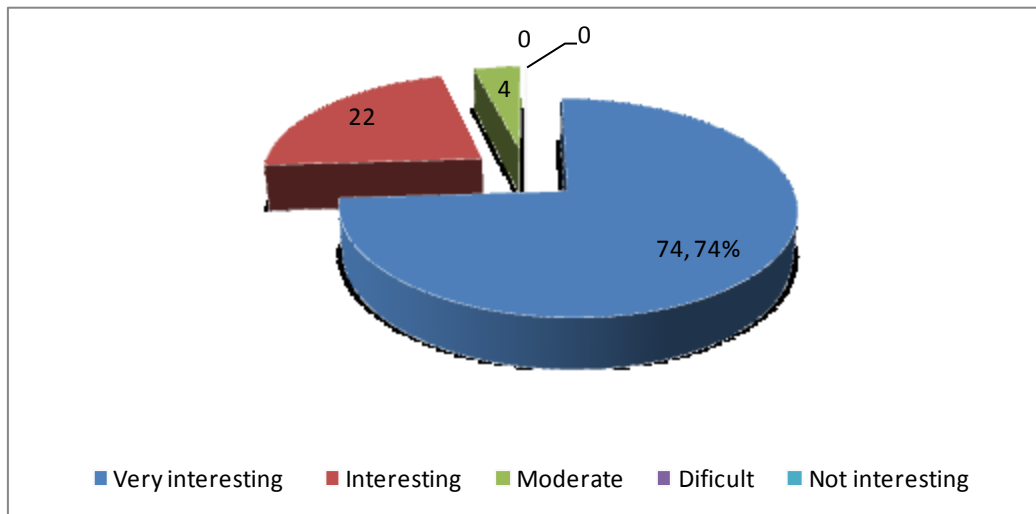
6. Subjects

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

7. Data and Discussion

Figure 1

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



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

Figure 2

Questionnaires on the application of news reporting technique

No	Questions	Respond
1	What did you think of this class?	a. Very interesting b. Interesting c. Moderate d. Dificult e. Not interesting
2	What did you think of the textbooks/materials?	a. Very interesting b. Interesting c. Moderate d. Dificult e. Not interesting

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

What are the good points about having this course (speaking with reporting news technique)
1. interesting texts 2. good teacher 3. the class helped me to improve my speaking skills 4. I feel motivated to speak 5. I enjoy speaking in front of the class with my peer 6. Others (specify.....)

Thus, news reporting showed appropriate technique to the students in terms of raising their speaking proficiency. They learn from utilizing words and sentences they built within writing task. This is confirmed by Thornbury (2005) that learners can benefit from utilising real-life language, practising greater range of register and exercising formal language in classroom. In terms of teaching and learning speaking, the things should be considered as important factors are among others; class atmosphere, materials, teachers' performance and the method used.

The materials taken from everyday use should also trigger students motivation to learn as described by Harmer (2001) that to motivate students, they can be involved in various common everyday styles such as writing postcards, letters, narrative compositions, reports, newspaper and magazine articles. Writing tasks and dialogue are within the scenario of teachers' choice. As supported by Thornbury (2005, pp.63-88) that at least eight appropriation activities for speaking such as Practiced control, Drilling and chants, Writing tasks, Reading aloud, Assisted performance and scaffolding, Dialogues, Communicative tasks and Tasks repetition. Teachers can choose the suitable activities that match with students' capability.

Figure 3

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

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

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

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

Figure 3 showed how the teachers, the class and students motivation have portion in speaking class. Motivation is also a great factor in raising students interest. Successful learners possess high motivation in learning. This is in line with what Cambridge (2001) and Brophy (2004) statements that students achieve their working knowledge of L2 learning when they show

enthusiasm, commitment and persistence. In addition, teachers' role is found essential in stimulating the learning process, which in turn can make the activities more interesting and enjoyable (Cambridge, 2001, Brophy, 2004). When students involved within the interesting activities they will find themselves more motivated and simply reach the learning outcomes.

8. Conclusion

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

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Title

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

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

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

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

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

1. Introduction

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

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

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

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

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

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

Based on the background, this study aims to determine; 1) the competence of multilingual lecturers in English teaching at the University of Iqra Buru; 2) the factors influenced the multilingual lecturers' competence; and 3) the students' perception of

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

2. Literature Review

2.1. Multilingual Lecturers' Competence

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

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

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

Personal competence show on the teacher's personality is intact, virtuous, honest, mature, faithful, morality; capabilities such as self-discipline, responsibility, sensitive, objective, flexible, resourceful, able to communicate with others; the ability to develop a profession such as creative thinking, critical, reflective, willing to learn throughout life, can take decisions etc. Personal competence further concerns the identity of a teacher as a good person, responsibility, open, and willing to learn to move forward (Mulyasa, 2009).

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

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

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

2.2. Factors Affecting Lecturers' Competence

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

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

to the success and the failure of teachers in teaching due to the low of students' achievement that should be explored to the surface.

3. Method

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

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

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

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

1) Observation

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

2) Interview

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

3) Examining Records

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

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

4. Finding

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

4.1. Multilingual Lecturers' Competence

Based on observations and interviews for both lecturers during four times meeting of English teaching in the classroom, we found that the two lecturers have an established personality, morality, and can serve as a role model for the students. In addition, the two lecturers were able to make social contacts in teaching and learning with students inside or outside the classroom well, they were able to establish good cooperation with leaders, staff, peers, and communities on campus. While the lack of both lecturers is that they do not

develop learning materials; they do not take advantage of information and communication technology, and they are less evaluate the achievement of student learning well. This can be illustrated in Table 1 below:

Table 1: Multilingual Lecturers' Competence

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

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

4.2. Factors Influencing Multilingual Lecturers' Competence

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

Table 2: Factors Influencing Multilingual Lecturers' Competence

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

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

"What we have applied in teaching and learning in the classroom was the result of experience, educational background and the result of interaction with colleagues or

professional in this field as well as interaction with others who have the different educational and cultural background".

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

4.3. Students' Perception of Multilingual Lecturers' Competence

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

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

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

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

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

5. Discussion

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

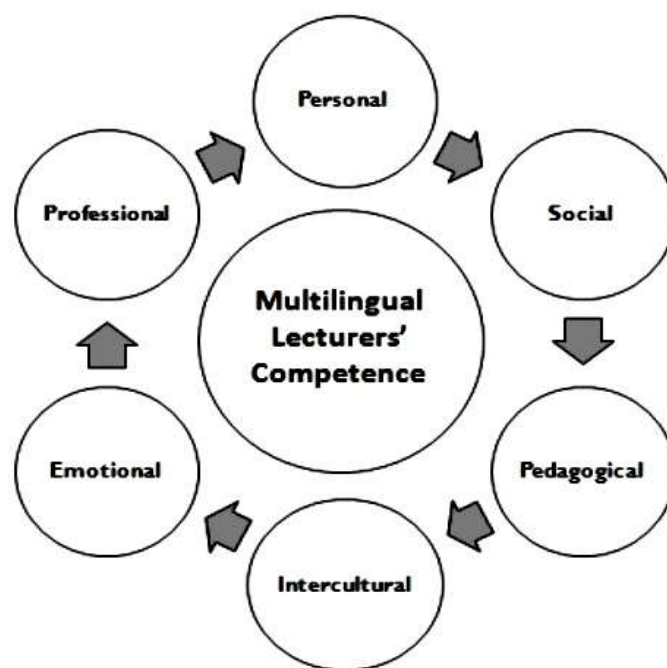


Figure 1: Syllogism of Multilingual Lecturer' Competence

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

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

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

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

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

6. Conclusion

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

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

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

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

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Title

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

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Abstract

In this paper, the authors will offer a model of Foreign Language Anxiety (FLA) that is context-based so as to promote understanding of its dynamics in the English as Second Language environment in an Asian context. Since the anxiety that is associated with acquisition of a second language is recognised to have debilitating effects in the linguistic performance of speakers for whom English is a foreign language (FL), the paper gives an overview of relevant literature associated with FLA. The authors attempt to examine the various dynamics that relate to FLA including its situational specificity. In this paper the

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authors have proposed a context-based model of ESL in Asia. FLA is regarded to be highly pertinent variable in the field of language acquisition. Hence the context based model aims at studying various factors which may lead to higher FLA. Finally, the authors propose a further research insight into devising anxiety neutralizing means to alleviate FLA.

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

Introduction

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

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

Literature Review

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

Methodology - Conceptual model

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

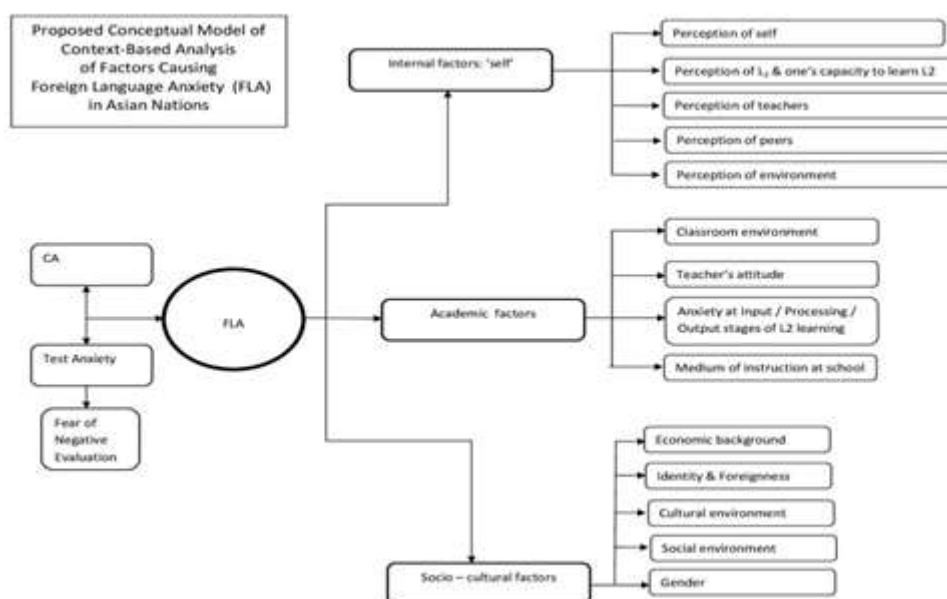


Figure 1 – Conceptual Model of Factors Causing FLA

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

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

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

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

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

Conclusion

This paper presents a novel context- based model of Foreign Language Anxiety (FLA) so as to promote understanding of its dynamics in the English as Second Language

environment in an Asian context. The model considers various factors to capture the root cause of the FLA. The model will open new dimensions for learners, educators, academicians and practitioners to understand and alleviate FLA. In future research work, author will attempt to propose a FLA measurement tool for an Asian context.

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Title

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

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Abstract

This research discusses about the six months integrated English teaching program in EFL setting; vocabulary, speaking and grammar and the students' reflection of their engagement at Irsyaadul Ibaad Islamic Boarding School Pasir Sakti, East Lampung, Lampung, Indonesia academic year 2015/2016. The research questions are: 1). what are the students' vocabulary mastery level?; 2). To what extent do the students speak English ?; 3). how far do the students achieve their speaking level?; and 4). what is the description of the students' reflection?. The subject is the grade 7 students of K-12 program; 40 males and 47

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

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

A. Preface

1. Glimpse of Irsyaadul 'Ibaad islamic Boarding School

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

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

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

gradually conveyed to the students, and English language delivered in the first year of junior high school.

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

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

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

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

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

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

4. problems that are encountered in english learning?

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

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

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

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

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

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

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

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

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

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

7. glimpse of learning theory that is used?

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

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

The objectives of this research are to find out:

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

B. Methodology

The research method using descriptive qualitative research, the research seeks to uncover the actual circumstances and in accordance with the facts that are supported by quantitative data. Flow conducted by researchers in this study was preceded by collecting data, analyzing the data, interpret the data and ends with a conclusion based on the analysis of the data.

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

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

1. Questionnaire

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

2. Document

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

Data gathering techniques.

1. Students fill the closed and open reflection
2. Teacher fills Reflection
3. Looking back student progress document during the six months

Data processed by:

1. Researchers collect pieces reflection of students
2. Incorporate into the database according to category
3. Make quantitative data
4. Make a percentage
5. Incorporate all datas from students into the results table
6. Open the learning documents
7. Comparing the three sources of data and draw conclusions
8. Make deskriptive good statistical charts, and bar.

C. Findings And Discussion

1. Results of Questionnaire Closed Table

Speaking	Speaking How well the ability to speak with you before 6 months (when signing)			
	a. Could not speak at all	62	72%	
	b. Can speak despite stumbling brick	21	24%	
	c. Can speak fluently, although not a true	4	4%	
	d. Can speak fluently and correctly	0	0%	
	TOTAL	87 Students	100 %	
	How good is your ability to speak after 6 months?			
	a. Could not speak at all	2	2%	
	b. Can speak despite stumbling brick	20	22%	
	c. Can speak fluently, although not true	61	72%	
	d. Can speak fluently and correctly	4	4%	
	TOTAL	87 Students	100 %	
	Grammar	How do you assess the ability grammar quality before 6 months?		
		a. Do not know grammar at all	74	86%
		b. Know grammar though not yet able to use	8	9%
c. Know grammar and know how penggunaannya although not perfect		5	5%	

	d. Know grammar and know how to use properly	0	0%
	TOTAL	87 Students	100 %
How do you assess the quality of grammar abilities after 6 months?			
	a. Do not know grammar at all	0	0%
	b. Know grammar though not yet able to use	10	11%
	c. Know grammar and know how to use although rudimentary	71	82%
	d. Know grammar and know how to use properly	6	6%
	TOTAL	87 Students	100 %
Vocabularies	How long had you memorized vocabulary 1000?. (Select one)		
	a. 1 to 2 week	4	4%
	b. 3 weeks	20	23%
	c. 1 months	14	17%
	d. 2 months	20	24%
	e. 3 months	12	14%
	f. Months	6	6%
	g. 5 months	4	4%
	h. 6 months	7	8%
	TOTAL	87 Students	100 %

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

2. Open Results Table

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

A. Subject Material namely : Grammar, Speaking, vocabularies

B. Supporting Material : Listening and pronunciation

No	How do you learn English?	Presentase
1.	Practice and english area (8 students)	8%
2	Motivation (5 students)	6%
3	Focus and enterprising learning (33 students)	38%
4	Fun, better not get bored (32 students)	37%
5	Memorizing 1000 vocab, english area, and deepening of grammar (5 students)	6%
6	Difficult (4 students)	5%
7	Total (87 children)	100%
No	What do you feel while studying English in irsyaadul ibaad?	Presentase
1.	Very happy (20 students)	23%
2	Happy (37 students)	42%
3	Comfortable, fun, proud, happy (8 students)	9%
4	Exciting dan challenging (4 students)	5%
5	Dizziness, less enthusiastic, mediocre (13 students)	15%
6	Diligent, focus, confidence (5 students)	6%
7	Total (87 students)	100%
No	What do you like the best in learning English?	Presentase
1.	Speaking (33 students)	38%
2	Grammar (21 students)	24%

3	Vocabularies (6 students)	7%
4	No (2 students)	2%
5	All (4 students)	3%
6	a. Grammar and vocabularies, (6 students) b. Grammar and speaking (6 students) c. Vocab and speaking (9 students)	26%
7	Total (87 students)	100%
No	What do you most dislike in English learning?	Presentase
1	Grammar (33 students)	38%
2	Speaking (16 students)	18%
3	Vocab (20 students)	23%
4	No thing (18 students)	21%
5	Total (87 students)	100%
No	What have not you done in order to achieve the target of English?	Presentase
1	English area (18 students)	19%
2	Increased vocabularies Peningkatan vocabularies (11 students)	13%
3	Improving the quality of learning Peningkatan kualitas belajar (40 students)	45%
4	INSIGHT speaking (12 students)	15%
5	INSIGHT grammar (7 students)	8%
6	Total (87 students)	100%
No	How can You improve learning English to achieve results better?	Presentase
1.	Englis area (18 students)	21%
2.	Improving the quality of learning (64 students)	73%

3.	Deepen grammar (5 students)	6%
4.	Total (87 students)	100%

2. Result Of Basic English Program

RESULT OF BASIC ENGLISH PROGRAM OF IRSYAADUL 'IBAAD ACADEMIC YEAR 2015/2016

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

STUDENTS RESULT OF ENGLISH PROGRAM

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

SCORE RANGE

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

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

D. Conclusion

From the results, the author concludes that:

1. Irsyaadul 'Ibaad is one institution that was founded in 2014, is located in Pasir Sakti, East Lampung District, Lampung, Indonesia. Irsyaadul 'Ibaad developed systems of Islamic Boarding School, in order to prepare students whose international competitiveness irsyaadul' ibaad has five pillars of education, namely the Quran, English, Science, Islamic Litteratur and Characters
2. Basic English Program that is held at Irsyaadul 'Ibaad Islamic Boarding School uses acceleration theory and program completed and delivered to the private system for six months with a range of material speaking, 1000 vocab and grammar both for development speaking and for writing.
3. Irsyaadul 'Ibaad in Basic English program also has an evaluation system that gradually, the daily evaluation, evaluation weekly, monthly evaluation, program evaluation and the final exam (munaqasyah) and pick-test in front of the public
4. According to data that is got by author, although almost all students of 2015/2016 generation do not know about English. and added many problems faced by the teaching team, they were still able to finish well which reached 77%, from 87 students there are 67 students were able to complete the program well, and there are 20 students who had not passed.

E. Suggestions

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

1. If the standard that is used is different from English language learning in formal educational institutions other than Irsyaadul 'Ibaad must hold special training to

prospective faculty so that they are able to know the purpose of achieving the targets set in Irsyaadul' Ibaad

2. Immediately hold a language laboratory to support the knowledge of the students
3. Often bring native speaker for the adaptation of Listening
4. Repaired and improved formulation of the basic material that is speaking, grammar, vocabularies, listening and pronunciation.

F. Acknowledgements

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3. To Islamic students Parents who have supported all activities of students, including English programs
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Title

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

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Abstract

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

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

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

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Introduction

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

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

English language also has the rule of adjective in degree of comparison. Turkel and Peterson (1982:60) describe that the comparative degree shows relative value, and is usually formed by adding *-er*, *more* or *less*; the superlative degree is usually formed by adding *-est*, *most* or *least*. The use of adjectives in constructing English sentence is necessary as one of language foundation which needed to be mastered by the students at the college level.

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

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

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

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

made by the management students of STIM SUKMA Medan in their comparative degree sentence construction; and evaluating the seriousness of the error occurred.

Literature Review

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

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

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

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

error evaluation procedure, which was considerably needed to answer the research question of the seriousness of errors.

Research Methods

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

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

Findings and Discussion

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

Identifying Errors

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

Describing and Explaining Errors

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

Table 1: *Example of rule confusion errors*

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

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

Table 2: *Example of doubling up errors*

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

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

Table 3: *Example of unbalanced comparison errors*

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

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

Table 4: *Example of omission of articles errors*

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

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

Table 5: *Example of addition of articles errors*

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

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

Table 6: *Errors distribution in comparison degree sentence*

No.	Types of errors	Number of occurrences
1	Rules confusion	94
2	Doubling up	4
3	Unbalanced comparison	45
4	Omission of article	32
5	Addition of article	3
Total number of occurrences		178

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

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

Error Evaluation

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

Table 7: *Analysis of seriousness of errors*

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

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

Conclusion

The analysis has been done toward the data; it is found that the students of STIM Sukma Medan still commit making several errors within writing the simple sentences of comparative degree. It is shown from the result of number of errors which respectively described as followings; the confusion of applying rules occurs for 94 times (52,9%); the error of unbalanced comparison, occurs for 45 times (25%); the omission of article 'a/an' occurs for 32 times (18%); doubling up comparison occurs for 4 times (2,3%); and the addition of article 'a/an' occurs for 3 times (1,8%). This findings lead to a level of seriousness which is important to be evaluated. The evaluation reveals that the errors employed in comparison degree sentences constructed by the students tend to be local errors. By means of the errors are not completely causing language problems as global errors are. The local errors occur for only 213 times toward the entire 300 sentences. Moreover, the global errors occur for 98 times. Though the seriousness of errors are not so alarming, but in order to enhance the English acquisition of Indonesian students, there should be in-depth pedagogical investigation applied.

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Title

Zooming in Gate-Keeping: Ameliorating Writing

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Abstract

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

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

Introduction

This study aims to investigate the perceptions of Indonesian journal editors of rhetorical elements needed in a good manuscript. It departs from the concerns of a number of Indonesian academics, such as Djodibroto (2004), Mirahayuni (2002), about insignificant contribution of Indonesian academics to the global academic sphere. The Competitive Research Grant Manual

for International Publication has also thoroughly and convincingly presented data indicating the lack of contribution of Indonesian academics in shaping the world's body of knowledge.

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

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

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

With the attributes described above, writing practices of Indonesian academics are very likely caused by the practice of gate-keeping (Basthomi, 2015; McGinty, 1999; Swales, 2004) which is typically Indonesian. Fundamentally, gate-keeping always takes place anytime and anywhere because we always establish communication on a daily basis as well as in academic contexts (Bergh, 2008; Cormode, 2013; Pearson, Mullen, Thomason, & Phillips, 2006). It is part of the usual practice of tutelage, the curricular norms of which are passed down from the more experienced community members to the next generation (Eden, 2008; McGinty, 1999). Despite the fact that the research done by McGinty (1999) is very much influential to the research reported in this article, the primary consideration of the theoretical foundations McGinty took into account, namely Coser's and Lewin's model, does not have direct link to this study. It happened because the two models referred to by McGinty are less relevant to the situation in Indonesia as the setting of this research.

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

The concept of space is associated with staging (Renkema, 1993). The concept of staging is similar to the concept of thematization which Brown and Yule (1983, p. 134) define as the

organization of the text, namely that any clause, sentence, paragraph, episode, and discourse is developed from an element serving as the central point of development. In this regard, the importance of the thoughts proposed by Brown and Yule (1983, p. 124) is the emphasis on certain elements as a result of the manipulation of a linear structure. In spite of the slight difference from the concept of linearization by Brown and Yule above, Renkema (1993) has a similar conception. Renkema's (1993) idea is open to the use of rhetorical devices such as the selection of lexis, repetition, metaphor, and so forth. The selection of lexis, in particular, has frequently become the locus of analysis in the field of corpus linguistics (see Guswenda and Basthomi, 2013; Shitadevi and Yannuar, 2013; Wijayanti and Widiati, 2013).

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

The concept of staging and move which tend to refer to the same issue has been indicated by several researchers in the field of discourse/genre analysis (see Ahmad, 1997; Safnil, 2000). The practice of staging and move analysis is in line with the text analysis widely used in several types of qualitative research (Titscher, Meyer, Wodak & Vetter, 2000). The application of staging and move analysis is bottom-up (Titscher, et al., 2000; Swales, 2004). Moreover, it must be underlined here that the results of move analysis undertaken by a number of researchers such as Ahmad (1997), Mirahayuni (2002), Rakhmawati (2014), Safnil (2000), and Swales (2004)

have gone through the process of editing or gate-keeping. Thus, the schematic model of rhetorical structure generated by Swales (1990; 2004) can be considered as a rhetorical standard for international publications suggesting the use of English. It is also consistent with the results of the analysis done by Flowerdew (2001) concerning international journal editors' conception of rhetorical issues of English non-native speakers. In this regard, Basthomi (2007) identified that Indonesian academic discourse gate-keepers have not oriented the gate-keeping practices (scientific publications in journals) towards international publications. It is also indicated by an insignificant number of Indonesian journal publications indexed in international leading indexing institutions such as Scopus and Thomson (KOPERTIS12, 2016).

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

manuscript. It is the purpose of this study to provide empirical-based description on this, which, in turn, can lead to founded recommendations on what can be improved with the current practice of academic gate-keeping in Indonesia.

Methodology

This research is a case study involving editors from various journals participating in a training programme for editors. A questionnaire was used to gather data about the scientific journal editors' perceptions of rhetorical elements of manuscripts. The questionnaire, consisting of open-ended questions, was intended to find out the journal editors' understanding of what elements are required in the Introduction, Method and Discussion sections of a manuscript meant for publication in scientific journals, why they think the elements should be included, and how the elements should be presented. Prior to distribution, the questionnaire was piloted and revised. In collecting the data, the questionnaire was distributed in a journal publication workshop attended by editors of different journals in Indonesia.

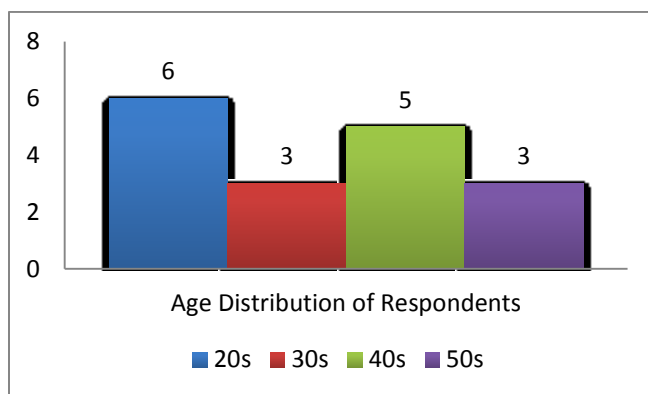


Figure 1: *Age Distribution of Respondents*

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

Figure 2 shows the duration of the respondents' experience as journal editors with a span of 1 year or less up to 3 years, 4-6 years, and 7-10 years or more. Figure 2 shows that 70% of respondents have been working as an editor for 1 – 3 years.

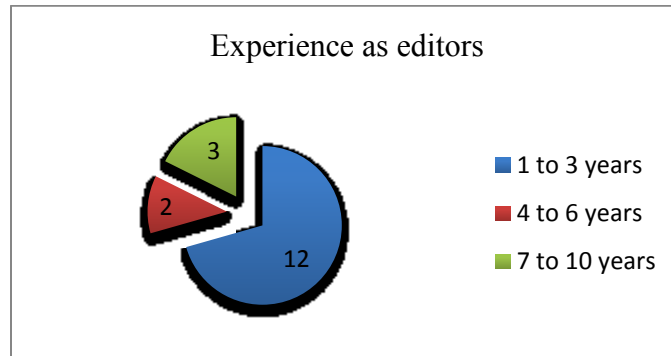


Figure 2: *Duration of Experience as a Journal Editor*

The data analysis was carried out through several steps, i.e. organising data, classifying data into specific units, searching for patterns, discovering what is important and what is to be learnt, and deciding what to tell others (Bogdan & Biklen, 2005). Thus, the data analysis process moved from a rough draft to a research product. There are two methods of data analysis employed: quantitative analysis and qualitative analysis. The quantitative analysis used is descriptive analysis to come up with percentages, while the qualitative analysis applied is content analysis, domain analysis and taxonomic analysis.

Findings and Discussion

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

The first question is about what elements should be included in the introduction section. Almost all the editors responded that the introductory part in an article should contain background, problem, and objective. R3, R16 and R17 show that the introduction section needs to pay attention to the importance of the topic proposed and the contribution of the article to the body of knowledge. However, almost none of the respondents emphasised the significance of

reviewing previous research in the introduction section to demonstrate criticality (establishing a niche) and positionality (occupying the niche) (Swales & Feak, 2004).

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

- as a support to give a reason/message of the importance of topic under study
- as the trigger to further read the issue under study
- for building knowledge of the field, but it is better to bring/compare with previous research
- so that there is a common perception between the author of the article and the reviewer
- to explain theories that will be used by the writer.
- to ensure there is a common perception regarding the content of the manuscript between the writer and the reader
- as a study to analyse.
- as a foundation of research in order to be aware of the continuity of the existing research, and development or novelty to the body of knowledge
- as the foundation of research. A study is considered correct if the theoretical definition is clear and accountable
- to clarify the problem
- as explanation for possible ambiguity
- as a reference (foundation)
- to direct researchers to be able to formulate research problems based on the issues under investigation

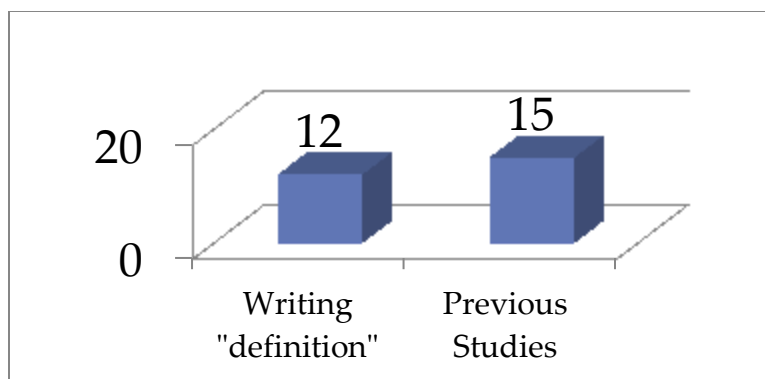


Figure 3: Respondents' Opinions on the Importance of Definition and Previous Studies in Introduction

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

Therefore, we would see that editors need to be critical to see whether the author only includes definition that is necessary to build argument for the need to do research which the writer is reporting, or the other way around, fills up the introduction section with normative definitions which are not really informative in the sense of building arguments for the significance of the project under study. This issue is related to studies on the analysis of research articles composed by Indonesian writers, in which it was found that the introduction section was crammed with concept elaboration rather than an explanation to identify a gap, fill the gap, and demonstrate the position of the present research among the previous research in the body of literature related to the topic (Basthomi 2007, 2009, 2012; Cahyono, 2007; Rakhmawati, 2014; Widiati, Basthomi & El Khoiri, 2010).

The participants did not emphasize the importance of reviewing previous studies when they were asked an open-ended question of what needs to be included in the introduction section. However, after the issue was raised in the questionnaire through a yes/no question, fifteen out of

the twenty respondents agreed that previous research need to be included in the introduction section. The aims, according to the respondents, are as follows.

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

It can be inferred that to a certain extent the respondents have some understanding that previous research is important for inclusion in the introduction section as a reference to determine the significance of the topic proposed, as a comparison, to show the development of research on that specific topic, and to demonstrate the gap and the novelty of the topic. However, as discussed earlier, the articles published in Indonesian journals did not seem to provide evidence that editor have applied this understanding on their gate-keeping practice.

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

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

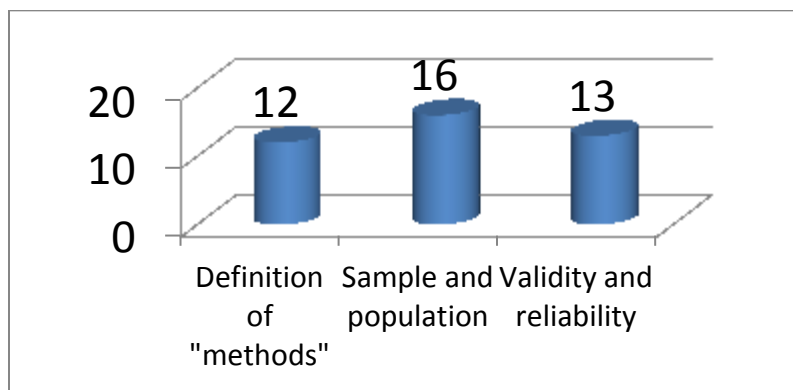


Figure 4: *Respondents' Answers to Questions about the Content of Method*

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

- describing the research, linking with the results of related previous research
- displaying— descriptive answers to the issues proposed
- elaborating research variables, research findings and theoretical underpinnings to understand the findings
- adjusting data to suit the research objective or problem, theoretical support to the problems posed.
- The use of the findings for practical purposes and writer interpretation of the findings

- description of samples, discussion of the linkage of theory with the data obtained.
- Description of data, literature review, and theory
- Presentation of research findings and analysis supported with the existing theory
- Research findings compared to previous studies done by other researchers, comparison with previous studies, the novelty invented, and the relation to the hypothesis.
- Discussion between the research results with the existing theories. If any, previous supporting studies should be included. Moreover, hypothesis testing results and discussion should be presented.
- The reference and research findings
- The main problem analysis, analysis of findings and compared with previous studies and showing that the research we discussed will produce something new and different.
- In this section, discussion is done by comparing the problems with former studies and possibility to develop in the future study.
- Presenting main research data, examining data obtained in accordance with the existing problems using the theories used.

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

Conclusions and Suggestions

As a result of the analysis of the questionnaire as a whole, it can be concluded that the journal editors involved in this study have had more or less some understanding and awareness of what important elements should be included in the introduction, method and discussion sections. However, it is quite clear that the editors did not give enough emphasis on the importance of previous studies particularly in the Introduction and Discussion sections of articles, which is likely to relate with the results of studies on analysis of texts published in Indonesian journals. Indonesian journal editors are in need for more training programmes to

further sharpen their understanding of rhetorical elements of manuscripts so as to be able to apply their understanding and awareness in their editorial practice. This is mainly related to how Introduction should be written with the orientation of international publications, in terms of disciplinarity, criticality, positionality, and the importance of discussing the research findings with reference to relevant previous studies. Through effective training concerning article substance, not just on technical issues as editor trainings usually focus on, editors will be able to contribute more toward educating authors and improving their journal quality.

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Title

Demotivational Teaching Practices in EFL classroom: Perceptions
of English among Indonesian Learners

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Abstract

This study aimed at identifying (1) the types of demotivating teaching practices in EFL classroom in Indonesia, and (2) the most frequently demotivating factors mentioned by the students. There were eighty four English learners as participants of this research. There were sixty two students from senior secondary school and twenty two students from junior secondary school in 2015/2016 academic year. The instrument of this research is questionnaire of 24 5-point Likert type questions about demotivation. This study reveals that all four factors and their items become demotivating teaching practices in the classroom setting, and the top ten items that would cause students demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples does not fit with students' interest, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.

Keywords: *Demotivation, EFL, Perceptions, Indonesia*

Introduction

There are some influential factors contributing to the achievement of learning outcomes. One of those factors is students' motivation. If students have high motivation, they will achieve the curriculum target or learning outcome. Motivation in the EFL classroom is formed by a wide variety of aspects, such as culture and might be religious values (Sahril, 2016). Motivation is also influenced by biological drive (Shell, 2010).

In Indonesia, English is taught at secondary schools to tertiary level as a mandatory subject, and currently some elementary schools places English as a local content and becomes compulsory subject. Even though, students have learnt English for approximately ten years, but they have low English proficiency. Students' low English proficiency is influenced by many factors. One of those factors is students' demotivation. Students are not interested to be involved in the teaching – learning process. Students become demotivated and lost their motivation to study because many influencing factors, such as, the teacher, lecturer, and the educational policy maker do not design interesting and motivational teaching practices in the classroom setting. The teacher is usually not well prepared, he or she teaches in monotonous teaching method, he or she cannot explain the material clearly, he or she is not moderate, he or she is boring, and he or she does not have sense of humor. The topics is also monotone and it does not arouse students' attention to take role in the teaching – learning process. The classroom management also contributes to the low of learning outcome. This is because the classroom is too large and students do not concentrate to follow the lesson.

Nowadays, an increasing number of researches have been conducted on demotivation. Some of those researches are as follows:

Dörnyei, Zoltán & Ema Ushioda (2011) stated that 'demotivated' learners is someone who was once motivated but has lost his or her commitment/interest for some reason. Similar to 'demotivation,' Dörnyei, Zoltán & Ema Ushioda (2011) also speak of 'demotives,' which are the negative counterparts of 'motives:' a motive increases an action tendency whereas a demotive decreases it. They also argue that negative teacher behavior were perceived as central to students 'demotivation' and this is fully consistent with the results obtained in the L2 field, as illustrated in Ushioda's investigation (1998) in Dörnyei, Zoltán & Ema Ushioda (2011) asked the

participants to identify what they found to be demotivating in their L2-related learning experience. As Ushioda summarizes, almost without exception, these demotives related to negative aspects of the institutionalized learning context, such as particular *teaching methods* and *learning tasks*.

Kikuchi, Keita, et al (2009) reported that using factor analysis, five factors were extracted: (a) Course Books, (b) Inadequate School Facilities, (c) Test Scores, (d) Noncommunicative Methods, and the Teachers' Competence and Teaching Styles.

There are two main research questions in this research, they are as follows: (1) What are the types of demotivating teaching practices in EFL classroom in Indonesia?, and (2) Which demotivating factors are the most frequently mentioned by the students?

Literature Review

What is Demotivation?

Dörnyei in Sakai, Hideki and Keita Kikuchi (2009) defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.

Dörnyei, Zoltán & Ema Ushioda (2011) argued that demotivation concerns with various negative influences that cancel out existing motivation and they gave some hypothetical examples as follows:

- Jack became demotivated to learn Spanish after his language class was split into two groups, the more and the less able ones, and he found himself among the ‘slow’ students.
- Jill lost her commitment to French when she did not understand something and the teacher talked to her in a rather brusque and impatient manner.
- For Ruper the final straw was when he suffered an embarrassing experience of having to speak in front of the class.

Related concept to ‘demotivation’ is ‘amotivation.’ Deci and Rian in Dörnyei, Zoltán & Ema Ushioda (2011) defined amotivation which refers to relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and helplessness when faced with the activity.

According to Vallerand’s overview in Dörnyei, Zoltán & Ema Ushioda (2011) that amotivation can have four sources and people be amotivated because:

- They think they lack the ability to perform the behavior ('capacity-ability beliefs');
- They do not consider the strategies to be followed effective enough ('strategy-beliefs');
- They think the effort required to reach the outcomes is far too excessive ('capacity-effort beliefs');
- They have the general perception that their efforts are inconsequential considering the enormity of the task to be accomplish ('helplessness beliefs').

Demotivational research findings

Christophel and Gorham cited by Dörnyei, Zoltán & Ema Ushioda (2011) reported that approximately two-thirds of the reported sources of demotivation in their studies were 'teacher-owned,' that is, the lack of motivation was attributed to what the teacher had done or had been responsible for. They also presented a rank order of the frequency of the various demotives mentioned by the students. The first five categories were as follows:

- (1) Dissatisfaction with grading and assignments.
- (2) The teacher being boring, bored, unorganized and unprepared.
- (3) The dislike of the subject area.
- (4) The inferior organization of the teaching material.
- (5) The teacher being unapproachable, self-centered, biased, condescending and insulting.

Sakai, Hideki and Keita Kikuchi (2009) showed in their study that learning contents and materials and test scores were demotivating factors for many Japanese high school students, especially for less motivated learners. In other words, lessons that focused on grammar, lessons that used textbooks which include long or difficult passages, and obtaining low test scores were all perceived as strongly demotivating for those learners.

Sugino, Toshiko (2010) revealed that the least motivating items are related to teaching material and discrepancy in student abilities through many responded that 'No consistency in curriculum with clear goals' would demotivate then further. The results also showed that culturally specific and school specific factors may lead to demotivation as well.

On the other hand, demotivating teaching practice also occurs in the teacher side. Sugino's pilot study identified five factors that may demotivate the teachers: students' attitudes, teaching material, teaching method, working conditions including facilities, and human relationships (Sugino, 2010). Sugino's study results showed that students' attitudes such as sleeping in class and forgetting homework were the most crucial factors for demotivating

teachers. The results also showed that culturally specific factors such as a lack of student participation and students' speaking to one another in Japanese are factors that cause frustration in native speaker teachers.

Method

Participant

To explore demotivating factors in the EFL classroom practices, the authors conducted research on this topic at secondary school and university in Indonesia. There were eighty four English learners as participants of this research. There were sixty two students from senior secondary school, *SMA Negeri 7* Makassar Indonesia in 2015/2016 academic year, and there were twenty two students from junior secondary school, *SMP Negeri 36* Makassar Indonesia in 2015/2016 academic year, Indonesia as revealed in table 1.

Table 1. Participants' Information

School Level	Major	Grade/Semester	N	Gender
Senior Secondary School	Mathematics and Natural Sciences	2 nd Grade	62	24 males, 38 females
Junior Secondary School	-	3 rd Grade	22	10 males, 12 females

Instrument

The instrument of this research is questionnaire of 24 5-point Likert type questions about demotivation (see the appendix). All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree).

Procedure and Analysis

The questionnaire items were written in Indonesian. This means to give opportunity to students from secondary school respond the questions easily. The data obtained from the questionnaire then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics.

Results and Discussion

Demotivating factors in EFL Classroom for secondary school students

Table 2 shows the descriptive statistics results for each item (item no. 1 – item no. 24). From the results, we can see that most of the means were higher than 3.00. This analysis based on the students' perception towards questionnaire items in the study. This study revealed that in the first factor related to students' perception on the demotivating English teachers, the items 'The teacher does not encourage students to participate in the classroom activity,' 'The teacher is miserly in scoring,' 'The teacher does not stimulate students to communicate in English,' 'The teacher is not friendly,' 'The teacher tends to teach, without considering students' learning outcomes,' and 'The teacher is unconscious and is not energetic,' demotivate the students the most. Table 2 reveals the mean differences of the students' perception on the demotivating teaching practices (DTP).

Table 3 shows the results of the questionnaire items related to students' perception on the demotivating materials. The mean differences of the students' perception are presented ranging from the highest to the lowest. The items are 'Learning topic examples does not fit with students' interest and environment,' 'Material is not varied,' 'The exam questions given are not suitable with the material explained,' and 'The teacher does not offer various materials which stimulate students' English skill.'

As revealed in Table 4, the results of the items related to students' perception on the demotivating classroom management showed that 'The number of students is too large,' 'The teacher cannot manage the class well,' and 'The classroom rule is too strict, far from democratic practices' are demotivating teaching practices in EFL classroom dealing with the classroom management.

Therefore, table 5 presents the students' perception on the demotivating method. The mean differences of the students' perception dealing with the demotivating method in the classroom setting employed by the teachers which demotivate students to learn English as a foreign language (EFL). Those questionnaire items ranging from the highest to the lowest are as follows: 'The teacher does not approach the students proportionally,' 'The teacher does not use learning aids, such as LCD, and other learning aids,' 'The teacher does not give opportunity to students to interact with their friends,' 'The teacher explains material monotonously,' and 'The teacher focuses on the grammar.'

The overall results revealed that the top ten items that would cause students' demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples do not fit with students' interest and environment, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.

The chart 1 below illustrates the top ten items in the study which points out the demotivational teaching practices in the EFL classroom in Indonesia. The first rank was placed by DTP-2: The teacher does not encourage students to participate in the classroom activity, under the demotivating English teachers. The second rank was placed by DTP-8: The teacher is miserly in scoring, under the demotivating English teachers. The third rank was placed by DTP-9: The teacher does not stimulate students to communicate in English, under the demotivating English teachers. The fourth rank was placed by DTP-10: The teacher is not friendly, under the demotivating English teachers. The fifth rank was placed by DTP-19: The number of students in the classroom is too large, under the demotivating classroom management. The sixth rank was placed by DTP-7: The teacher tends to teach without considering students' learning outcomes, under the demotivating English teachers. The seventh rank was placed by DTP-11: The teacher is unconscious and is not energetic, under the demotivating English teachers. The eighth rank was placed by DTP-12: Learning topic examples do not fit with students' interest and environment, under the demotivating material. The ninth rank was placed by, and the tenth rank was placed by DTP-17: The teacher cannot manage the class well, under the demotivating classroom management, and the tenth rank was placed by DTP-22: The teacher does not approach the students proportionally, under the umbrella of demotivating method.

From this information, we can see that lots of demotivating teaching practices in the classroom setting come from the teachers, followed by classroom management and method employed by the teachers.

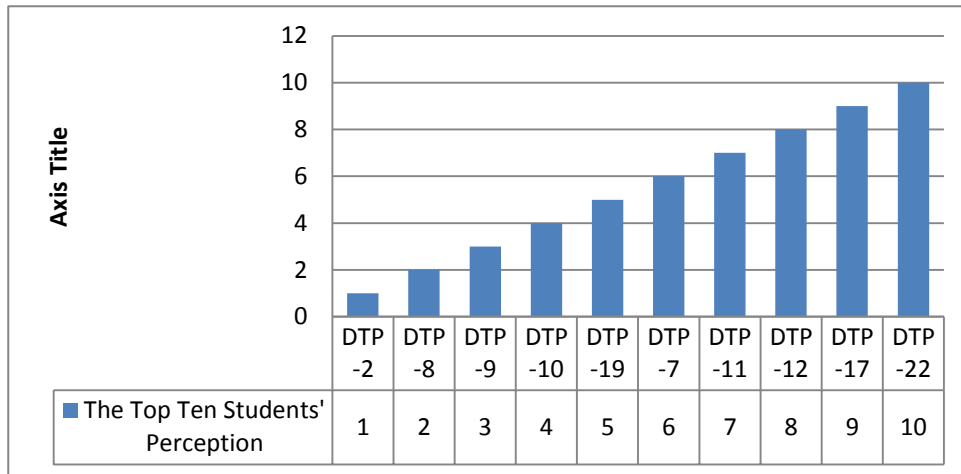


Chart 1. The Top Ten Students' Perception in the Study

Table 2. Students' perception on the demotivating English teachers (N= 84)

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-1	The English teacher cannot explain material clearly.	3.1786	.90728	1.2	20.2	47.6	21.4	9.5
DTP-2	The teacher does not encourage students to participate in the classroom activity.	3.7262	.96131	4.8	6.0	16.7	57.1	15.5
DTP-3	The teacher is not creative to present the material.	3.0476	.84888	2.4	20.2	53.6	17.9	6.0
DTP-4	The teacher does not give feedback to students' assignments.	3.1905	1.09188	4.8	20.2	42.9	15.5	16.7

DTP-5	The teacher only gives opportunity to certain students to ask, answer, and comment.	3.1905	.91146	2.4	17.9	46.4	25.0	8.3
DTP-6	The teacher is not fair to evaluate the students' task.	3.2857	1.04791	2.4	20.2	40.5	20.2	16.7
DTP-7	The teacher tends to teach without considering students' learning outcomes.	3.3810	1.00486	3.6	14.3	35.7	33.3	13.1
DTP-8	The teacher is miserly in scoring.	3.5476	1.06878	4.8	8.3	35.7	29.8	21.4
DTP-9	The teacher does not stimulate students to communicate in English.	3.5238	1.16656	9.5	2.4	38.1	26.2	23.8
DTP-10	The teacher is not friendly.	3.4405	1.17557	7.1	11.9	33.3	25.0	22.6
DTP-11	The teacher is unconscious and is not energetic.	3.3810	.99280	6.0	13.1	41.7	26.2	13.1

Table 3. Students' perception on the demotivating material (N= 84)

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-12	Learning topic examples does not fit with students' interest and environment.	3.3810	.99280	0	20.2	38.1	25.0	16.7
DTP-13	The teacher does not offer various materials which stimulate students' English skill.	3.0833	1.03211	7.1	19.0	40.5	25.0	8.3
DTP-14	The exam questions given are not suitable with the material explained.	3.1429	1.05446	6.0	16.7	48.8	14.3	14.3
DTP-15	Material is not varied	3.2976	1.19012	8.3	14.3	36.9	20.2	20.2

Table 4. Students' perception on the demotivating classroom management (N= 84)

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-16	The teacher tends to dominate the classroom.	3.1429	.92023	7.1	7.1	57.1	21.4	7.1
DTP-17	The teacher cannot manage the class well.	3.3810	1.21144	8.3	16.7	22.6	33.3	19.0
DTP-18	The classroom rule is too strict, far from democratic practices.	3.3333	1.06797	4.8	15.5	36.9	27.4	15.5
DTP-19	The number of students in the classroom is too large.	3.4167	1.24386	8.3	15.5	26.2	26.2	23.8

Table 5. Students' perception on the demotivating method (N= 84)

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-20	The teacher focuses on the grammar.	3.2024	.99128	2.4	22.6	38.1	26.2	10.7
DTP-21	The teacher does not give opportunity to students to interact with their friends.	3.2619	.90672	2.4	14.3	47.6	26.2	9.5
DTP-22	The teacher does not approach the students proportionally.	3.3810	.98059	3.6	14.3	33.3	38.1	10.7
DTP-23	The teacher does not use learning aids, such as LCD, and other learning aids.	3.3095	1.05255	8.3	10.7	31.0	41.7	8.3
DTP-24	The teacher explains material monotonously.	3.2619	1.15246	9.5	13.1	33.3	29.8	14.3

Discussion of findings

As stated in the results of the study that there were top ten items that would cause students' demotivation from four different factors. In the first factor dealt with students' perception on the demotivating English teachers, item 'The teacher does not encourage students to participate in the classroom activity' places the highest rank with mean score 3.7262. This means that the teacher as a facilitator in the classroom setting needs to encourage students to participate in a wide variety of classroom activities.

The second rank placed by item 'The teacher is miserly in scoring' with mean score 3.5476. This means that the teacher should avoid unfairness in giving score to his or her students. The third rank was item 'The teacher does not stimulate students to communicate

in English' with mean score 3.5238. This illustrates that the teacher fails to arouse students to express their ideas in English, so that the teacher is expected to be hard working to create good atmosphere in other his or her students can communicate in English well. Item 'The teacher is not friendly' with 3.4405, this shows that the teacher is unfriendly in the classroom and he or she should be friendly to maintain good interaction with his or her students. Item 'The teacher tends to teach, without considering students' learning outcomes' and 'The teacher is unconscious and is not energetic' respectively with mean score 3.3810. This means that learning and teaching success depends on the learning outcomes, therefore the teacher should consider the learning outcomes and the teacher hopefully be energetic or enthusiastic.

The second factor, students' perception on the demotivating material, item 'Learning topic examples does not fit with students' interest and environment' with mean score 3.3810. This reveals that the topics should be interesting and talks about students' interest and environment. The third factor, students' perception on the demotivating classroom management, item 'The teacher cannot manage the class well' with mean score 3.3810. This means that the teacher should manage the class well. This is because the teacher is a manager in the classroom, so that he or she should be a good manager. The fourth factor, students' perception on the demotivating method, item 'The teacher does not approach the students proportionally' with mean score 3.3810. This means that the teacher should approach students without seeing their different social background.

Conclusion

From four factors of demotivating teaching practices in EFL classroom, which focusing on demotivating English teachers, demotivating materials, demotivating classroom management, and demotivating methods employed by the teachers, the study reveals that all four factors and their items become demotivating teaching practices in the classroom setting, and the top ten items that would cause students demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples does not fit with students' interest and environment, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.

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Title

Knowledge Sharing Practices in EFL Classroom
at Higher Education in Indonesia

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Abstract

This study aims to explore the knowledge sharing practices in English as a Foreign Language (EFL) classroom at university level in Indonesia. To explore knowledge sharing practices in the EFL classroom, the author conducted research on this topic at undergraduate program State University of Makassar in Indonesia in 2015/2016 academic year. There were sixty five students from English Literature Study Program and Graduate Program Universitas Negeri Makassar as subjects of this study. The subjects of the study were chosen purposively and the instrument was close and open ended questionnaire in which the subjects were asked to write down their perceptions of the knowledge sharing practices in EFL classroom at higher education and the subjects were asked to respond the questionnaire. This study has sought to explore knowledge management practice as the most intriguing issue in the industry and needs to be implemented in educational domain. The pedagogical implication of this study is to encourage teachers, lecturers, educational practitioners, educationists, policy makers in education to implement the knowledge sharing in the classroom and they hopefully will conduct the study on the same topic in knowledge management process. For further

studies, we will focus on knowledge acquisition, knowledge creation, knowledge utilization, and knowledge storage.

Keywords: *Knowledge sharing, EFL classroom, higher education, Indonesia*

Introduction

Education is future investment and the governments who place education in first priority will achieve prosperity. Good condition of a nation depends on how the government pays attention on the quality of education. The quality of education in many aspects is also determined by a wide variety of aspects. One of very important aspect is the teacher at a schools and the lecturer at tertiary levels.

Weda (2016) argues that the most intriguing element is the role of the faculty members (lecturers) at higher education to employ good method in transferring knowledge to students. This is because lecturers take very vital role in enhancing students' knowledge. Weda therefore adds that, higher education in Indonesia is very much hope to adopt the learning management as the industrial company implemented. In the international context today, various management practices have been employed by large industries in other they can achieve their goals. Those management practices are management strategic, knowledge management, knowledge leadership, and strategic planning under the umbrella of learning organization.

As a learning organization, university needs to adopt knowledge management practices at teaching-learning processes in the classroom setting. The knowledge management (KM) has a wide variety of tasks, those are: knowledge creation, knowledge sharing, knowledge utilization, and knowledge documentation. Knowledge management enables individuals, teams and entire organizations to collectively and systematically create, share and apply knowledge to achieve their strategic and operational objectives (North, Klaus and Kumta, Gita, 2014 in Weda, 2016). One of the most important parts of KM is knowledge sharing. Therefore, the objective of this study is to explore the knowledge sharing practices in the EFL classroom at higher education in Indonesia.

Review of Literature

Knowledge management (KM) may simply be defined as doing what is needed to get the most out of knowledge resources (Fernandez and Sabherwal, 2010). They therefore argue that KM is viewed as an increasingly important discipline that promotes the creation, sharing, and leveraging of the corporation's knowledge.

Knowledge management enables individuals, teams and entire organizations to collectively and systematically create, share and apply knowledge to achieve their strategic and operational objectives (North, Klaus and Kumta, Gita, 2014 in Weda, 2016). KM involves systematic approaches to find, understand, and use knowledge to achieve organizational objectives (Moffett and Walker, 2015). Moffett and Walker therefore add that KM is based on the idea that an organization's most valuable resource is the knowledge of its people, the essence of KM is 'getting the right information to the right people at the right time' (Davenport and Prusak, 1998 in Moffett and Walker, 2015).

LEE, Chi-Lung, et al (2010) propose procedures of the knowledge management process model for schools, which include knowledge generation and acquisition, knowledge sharing, and the SECI model: externalization of knowledge, internalization of knowledge, socialization of knowledge, and combination of knowledge

With regard to the relationship of people, when knowledge creation depends on information being shared between and among people, it is very availability depends on communication, interpretation, and meaning (Nasiripour, 2012).

Methodology

Participant

To explore knowledge management practices in the EFL classroom, the author conducted research on this topic at undergraduate program and graduate program at State University of Makassar in Indonesia. There were eighty English learners as participants of this research. There were two classes or sixty students from English Literature Study Program, Faculty of Languages and Literature State University of Makassar and one class or twenty students from Teaching English as a Foreign Language (TEFL) Study Program of Graduate Program State University of Makassar in 2015/2016 academic year as revealed in table 2.

Table 2. Participants' Information

Program	Major	Semester	N	Gender
Undergraduate Program	English Literature	2 nd	50	10 males, 40 females
Graduate Program	TEFL	3 rd	15	5 males, 10 females

Instrument

The instrument of this research is questionnaire consisting of Likert scale and showing 23 5-point Likert type questions about knowledge sharing practices in EFL classroom. All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree). The second instrument is the questionnaire consisting of open questions in which the subjects are asked to write down their perceptions towards the knowledge sharing practices in the EFL classroom at the Faculty of Languages and Literature Universitas Negeri Makassar.

Procedure and Analysis

The questionnaire items were written in Indonesian. This means to give opportunity to students or participants respond the questions easily and comprehensively, especially for the open questionnaire. The data obtained from the questionnaire then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics. Additional information obtained through open questionnaire is coded and analyzed to find out the knowledge sharing practices in EFL classroom at higher education.

Results and Discussion

Results on Students' Perception

Table 1. Students' Perception on the Knowledge Sharing (N= 66)

Code	Knowledge Management Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KSP-1	In learning English in	4.3333	.70892	0	1.5	9.1	43.9	45.5

	EFL classroom, knowledge sharing exists among students in the classroom.								
KSP-2	In learning English in EFL classroom, knowledge sharing exists from students to community outside the university.	3.7576	.84235	0	6.1	31.8	42.4	19.7	
KSP-3	In learning English in EFL classroom, knowledge sharing exists from other organizations or communities to students at the university.	3.8030	.84525	0	6.1	28.8	43.9	21.2	
KSP-4	In learning English in EFL classroom, knowledge sharing exists from students as individuals to other students in the classroom.	4.0152	.86811	0	7.6	13.6	48.5	30.3	
KSP-5	In learning English in EFL classroom, knowledge sharing exists from class learning to students as individuals.	4.0909	.71742	0	1.5	16.7	53.0	28.8	

KSP-6	In learning English in EFL classroom, knowledge sharing exists from other people or organizations outside the university.	3.8333	.77625	0	3.0	30.3	47.0	19.7
KSP-7	In learning English in EFL classroom, knowledge sharing exists from outside the classroom.	4.0455	.73237	0	1.5	19.7	51.5	27.3
KSP-8	In learning English in EFL classroom, knowledge sharing exists from classroom to other organizations or people outside the university.	3.6364	.77730	0	6.1	36.4	45.5	12.1
KSP-9	In learning English in EFL classroom, knowledge sharing exists from among students as learners.	4.5152	.58815	0	0	4.5	39.4	56.1

As revealed in table 1 above and chart 1 below that the highest mean score is Knowledge Sharing Practices (KSP-9): “In learning English in EFL classroom, knowledge sharing exists from among students as learners.” The second mean score is KSP-1: “In learning English in EFL classroom, knowledge sharing exists among students in the classroom.” The third mean score is KSP-5: “In learning English in EFL classroom, knowledge sharing exists from class learning to students as individuals.” The fourth means

score is KSP-7: “In learning English in EFL classroom, knowledge sharing exists from outside the classroom.”

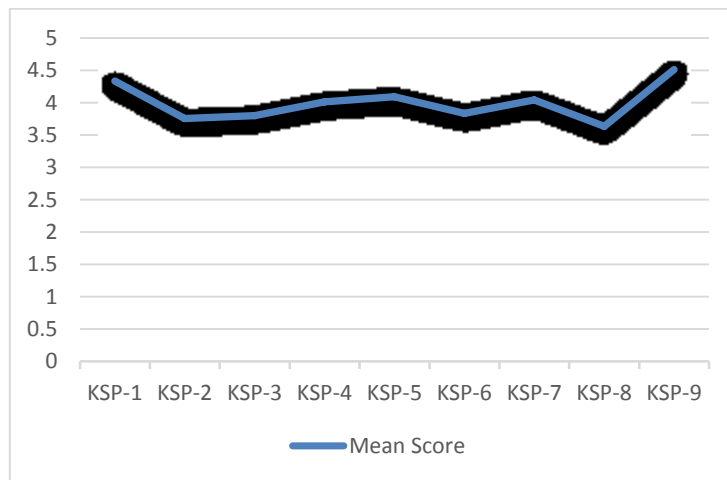


Chart 1. Mean Score of Knowledge Sharing Practice (KSP)

The question as revealed in the questionnaire “Is there any knowledge sharing in your classroom?,” there were 58 or 89.2% of the students said “yes” and 7 or 10.8% said “no.” This information reveals that the knowledge sharing practices have been implemented by classroom members (students and teacher) as stated in chart 2.

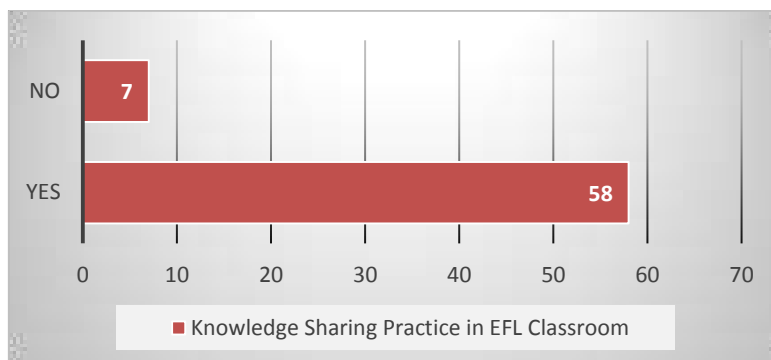


Chart 2. Knowledge Sharing Practice in EFL Classroom

Generally, the analysis has shown the following, which reveals the students’ perception on knowledge sharing in the EFL classroom, either between students and teacher or students and students. The students who gave reasons toward the types of knowledge sharing in the classroom, there were 28 (43.07%) students gave reasons that the knowledge sharing practices in the classroom setting was “discussion.”

Excerpt (1) “Knowledge sharing in the classroom emerged when the lecturer gave explanation and when the discussion took place in the classroom.”

Excerpt (2) “Knowledge sharing in form of discussion in which the students were involved in the discussion as place for exchanging ideas to others.”

Excerpt (3) “Knowledge sharing emerged when we maintained classroom discussion. Not only from lecturer to students, but also from students to students.”

Excerpt (4) “We always share knowledge in the discussion in the classroom setting.”

Excerpt (5) “For example discussion, forming group to complete the task and sharing knowledge in doing individual task.”

Excerpt (6) “After receiving knowledge in the classroom, my friends and I then discussed the materials that had been explained by the lecturer.”

From these reasons, we can see that the students notably responded that discussion in a wide variety of forms in the classroom illustrate that if we would like to nurture students’ knowledge sharing, discussion will be the first priority to implement. This is because the students can share with others about the subject materials.

As previously stated in the Procedures of the Knowledge Management Process Model for Schools through a KMS, the documented knowledge is announced and shared. An environment that allows the “internalization and socialization” of inter-member discussions and observations is provided. In order to provide the school with the necessary correct knowledge, the senior knowledge managers determine what knowledge is to be shared, and these documents are only shared after being approved by the knowledge management team (LEE, Chi-Lung, et al (2010). Clearly, the term sharing and discussion are illustrated as two sides of coins which intertwined each other. There is no one side without the existence of the other.

The second priority was the question and answer session in which the members of the classroom can share knowledge. The students who gave reasons toward the knowledge sharing practice in the classroom through question and answer session were 9 or 13.85% students. The following excerpts illustrate the students’ reasons.

Excerpt (7) “Through question and answer session or sharing knowledge with lecturer or friends.”

Excerpt (8) “Question and answer between lecturer and students, or between students and students.”

Excerpt (9) “ There is question and answer session for friends who present their paper and they therefore answer the questions.”

Excerpt (10) “Question and answer between lecturer – students in the classroom, and from students to students.”

Excerpt (11) “Sharing between lecturer and students, which usually takes place in question and answer.”

Excerpt (12) “Knowledge sharing when the question and answer process exists in the classroom in which the students ask the lecturer or the students ask their friends who presented the material. In this activity, knowledge sharing emerged about the responses from the audiences.

Excerpt (13) “If there are some students do not understand the material and they ask other students to explain again.”

Some students gave responses that the knowledge sharing practices in the classroom setting when the lecturer presents the material in front of the classroom. There were 4 or 6.15% students said that the knowledge sharing emerged in the classroom through subject presentation by the lecturer as revealed in the following excerpts.

Excerpt (14) “Whe the lecturer presents the material subject.”

Excerpt (15) “Knowledge sharing based on the existing data or facts, through explanation or material presentation in the classroom.”

Excerpt (16) “Classroom presentation by the lecturer or between students and students.”

Excerpt (17) “Knowledge sharing from lecturer or teacher to learners or knowledge sharing among students and via internet.”

Traditionally, the teacher is a facilitator in the classroom, so that he or she should be competent in transferring knowledge to his or her students. In other the students can understand what the teacher explains, he or she needs to employ good teaching strategies.

Since the material presentation places the third rank of students’ responses toward students’ perception on the knowledge sharing practices in the classroom setting, the teacher should have good competence (knowledge, skill, and attitude). This is because, the teacher becomes very vital role model in the classroom.

Some other reasons of knowledge sharing practices in the classroom based on the students’ persepction are presented below:

Excerpt (18) “Sharing knowledge among students in doing the tasks.”

Excerpt (19) “Knowledge sharing emerged through interaction between teacher and students or among students in the classroom.”

Excerpt (20) “The way of understanding the material in the classroom by each student is different and this causes various knowledge. If there is different opinion, the students exchange their thought with explanation according to the theory.”

Excerpt (21) “Knowledge sharing between lecturer and students. So we can know something which we do not know and we can maintain mutual understanding and understanding each other.”

Excerpt (22) “Clearly, knowledge sharing through other students’ opinion.”

Excerpt (23) “Knowledge sharing from the lecturer and the students.”

Excerpt (24) “Mutually knowledge sharing by offering opinion.”

Excerpt (25) “Knowledge sharing practices when student explain his experience and other students listen to the explanation.”

Excerpt (26) “Knowledge sharing in the learning teaching processes, from teacher, book, browsing internet, and among students.

Based on the students’ perception on open and close questionnaire, the results on table 1 and the results on qualitative data analysis as previously stated indicate that the knowledge sharing in the classroom exists through interaction between teacher and students, and students and students through discussion, material presentation from the lecturer, and question and answer session after presentation, either presentation from the lecturer or presentation from the students through group discussion.

Conclusion

The objective of the study has been to provide an analysis of students’ perception of knowledge sharing in the EFL classroom at higher education. In particular, the data obtained from the students support the following conclusions.

The study reveals that there were 58 or 89.2% of the students said “yes” and 7 or 10.8% said “no,” towards the question “Is the knowledge sharing employed in your classroom?. If the student’s answer “yes,” it is followed by the following question “How is the knowledge sharing employed in the classroom setting?. The answers of this question are varied. Most students responded that the knowledge sharing in the classroom setting was ‘discussion’ in various discussion activities, followed by question and answer session, material presentation from the lecturer, and other knowledge sharing activities done by the students as members of the classroom.

As one of very vital parts of knowledge management, knowledge sharing needs to employ through discussion based on intriguing topics or issues in the society. This knowledge sharing provides opportunity to all students to be involved in the classroom activity in other they can nurture their motivation and learning outcome. Therefore, the pedagogical implication of this study is that the students' knowledge sharing is the most intriguing issue to develop in the classroom, so that the lecturer, teacher, educational practitioner, and educational policy maker need to employ knowledge sharing in the curriculum, syllabus, and teaching-learning process in the classroom.

Other researchers are recommended to conduct other researchers on the same topics in different locus or focus on knowledge acquisition, knowledge creation, knowledge utilization, and knowledge storage.

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Title

Designing Worksheets of English Academic Word for English Education

Department Students at IAIN Palopo

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Abstract

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

allotment for each format is allotted appropriately. In short, the product is found acceptable for the English education students as the media to enhance their vocabulary mastery.

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

Introduction

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

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

Further, Carter (1974: 114) points out that crossword puzzles can be utilized as a language teaching activity – the methodological approach can be cognitive, behavioral, or both. He also views crossword puzzles can not only be utilized for one subject such language teaching but also can be integrated with a variety of course objectives. One of the advantages of using crossword puzzles for educational purposes is able to be utilized for either full-class or small- group situations. Moreover, this kind of puzzle has been developed

in accordance to technology development. Many puzzles that have been computerized can be downloaded freely. One of the new crossword puzzle generations being developed is WebCrow-generation (Regutini et.al, 2011). One of the advantages of this new generation is able to create new crosswords objectively with no human intervention. It is totally beneficial for teachers to design their own crossword puzzles accurately and efficiently.

Methodology

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

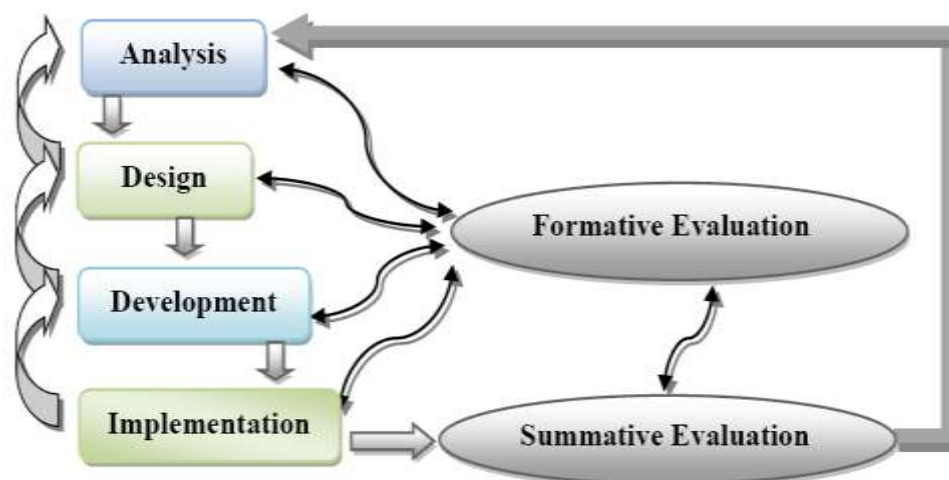


Figure 1. ADDIE Model (McGriff, 2000)

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

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

Findings and discussion

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

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

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

Further, 36 out of 40 students stated that all the formats totally forced and challenged them to think in finding the correct answers. For instance, the jumbled letters; the answers were unpredictable such as “izulite” being “utilize” and “venanoti” being “innovate”. They also stated that the formats were totally enjoyable, interesting, challenging, and motivating to enhance their vocabulary mastery. In the try-out they were totally serious, active, and

enthusiast in doing the worksheets. Also, they found that all words in the worksheets were clearly stated in AWL adopted from Oxford Dictionary. Finally, the time allotment was appropriate and accurate. The researcher distributed proportionally the time allotment for each format by considering their complexity. It was supported by the evidence that the students completely finished doing the worksheet based on the time provided.

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

Conclusion

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

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Title

The Effect of Asset Based Thinking (ABT) Method on the Students' Speaking Ability in Communicative Language Teaching (CLT) Classroom: A Study of Biology Students at STKIP Bima

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Abstract

STKIP Bima is one of Private Universities in Bima, which plays an important role in education. Based on the observation during the teaching and learning process, it was found that students are less confident to practice their speaking ability and students have low motivation in practicing their English speaking ability. Furthermore, the research aimed to determine the effect of ABT integrated into CLT classroom on the students' speaking ability and to investigate the effectiveness of ABT integrated into classroom in increasing students' speaking ability. The True Experimental Design was used in collecting data by using probability random sampling from the population. The quantitative and qualitative analysis was applied in analyzing the data. There were three variables in this research, one dependent variable, two independent variables and one intervening variable. The score of students on their speaking ability was considered as a dependent variable. The application of ABT integrated into classroom (experimental group) and the application of CLT approach (control class) were independent variables, and the students' motivation was considered as an intervening variable. There were 60 students used as the sample of this research. *ANACOVA* analysis was applied in analyzing the data of interaction between *co-Varian* (pre- test) and *fixed factor* (method variable), and analysis of *co- variant*. Through the analysis it was found that the students' speaking ability's score after they were taught by using ABT integrated CLT was 260.30 while, the score of students' speaking ability after they were taught by using was CLT 226.13. The result shows that the students' speaking ability's score after they were

taught by using ABT integrated CLT was higher than the score before they were taught by using CLT. It can be concluded that teaching speaking by integrating ABT with CLT classroom is more effective in increasing students' speaking ability rather than teaching by using CLT. In investigating the effect of ABT integrating with CLT classroom, Tests of *Between- Subject Effect* was conducted. Through the analysis, it was found that if the students were not taught by using ABT integrated into, their speaking ability would be 91.360 lower compared to the students, which were taught by using ABT integrated into. Thus, it can be concluded that there was an effect of ABT integrated with CTL on the students' speaking ability improvement. From the analysis it can be concluded that there is a correlation between the students' speaking ability and ABT integrated into, there is a difference between the students' speaking ability, which was taught by using ABT integrated into and the students speaking ability, which was taught by using CLT, the students' speaking ability that was taught by using ABT integrated into would significantly increase rather than students' speaking ability that was taught by using CLT.

Key word: *Asset Based Thinking (ABT) Method, Communicative Language Teaching (CLT) Classroom, Students' Speaking Ability.*

1. Introduction

Teachers Training and Education Collage (STKIP) Bima is one of Private Universities in Bima, which plays an important role in education. It has more than thousand students, annually. It has seven major study programs including, Mathematic, Biology, Physic, Economy, Sociology, Counseling, and Chemistry. In this institute, English is taught only in one semester that is, in the first semester, for some major and in the second semester for others. Thus, the lecturer only has few times to develop students' ability in speaking English.

Based on the observation during the teaching and learning process in the three study programs (Biology, mathematic, and counseling), it was found that the students' abilities, motivations, and curiosities in learning English varied and different especially, in speaking skill. Some students had enough ability to speak but, they were anxious to speak and worry of making mistakes in pronunciation, some students were having enough motivation to learn and speak English but they were lacks of vocabularies and they preferred to be silent.

As solutions, an appropriate strategy, method or approach of teaching in encouraging and increasing students' motivation, ability and curiosity in learning English should be

produced. Asset Based Thinking (ABT) is proposed as one of the method that can be used in motivating the students to increase their speaking skill. In 2011, the method was used as a pilot method in motivating the mathematic students to improve their speaking ability. ABT Method focuses on how lecturer motivated the students to find their strength (potential, skills, knowledge and ability) and how they use the strength as an asset in reaching their target of learning. Asset Based Thinking method was applied in this study program in order, to increase the students' ability in speaking English. In this research, the implementation of Asset Based Thinking (ABT) was integrated with Communicative Language Teaching (CLT) classroom. CLT is one of an appropriate approach in teaching speaking as it emphasized on the students' communicative ability, which is conducted through discussion, simulation, role-play, etc, while ABT was used to increasing students' motivation in learning. These issues were the reason why ABT and CLT were used in the research to increase the students' speaking ability.

2. Literature Review

2.1 Speaking Ability

Bowen, Madsen, and Hilferty (1985: 101) stated that successful learners should be able to produce their thought in a way that will make their message accessible to native speaker. In conducting the research about speaking ability, it refers to some studies that focused on developing and improving students' speaking ability in learning English. Oradee, Thanyalak (2012) conducted about developing students' speaking skills using Communicative Activities (discussion, problem- solving, and role playing). The data taken from the speaking test and students' attitude toward teaching English speaking while qualitatives data were drawn from a Learning log, a semi- structured interview and a teacher's Jurnal. Yafi, M Ali (2009) also conducted a study about students' speaking ability by using Class Action Research (CAR). The data were collected by giving a TOEFL Test to get the information about the students speaking skill, observing the implementation of the previous method being implemented, interviewing the implementation of the previous method in teaching speaking, and discussing with another English teachers. Kayi, Hayriye (2006) promoted some activities that could increase students' speaking ability, such as discussion, simulation, role play, information gaps, brain storming, story telling, interview, story completion, reporting, playing card, picture narrating, picture describing, and find the differences.

2.2 Studies on Asset Based Thinking (ABT) Method

Ellof and Ebersohn (2001) conducted research about Asset Based Approach for Psychological Support. The purpose of the research was, to find similarities and differences between four schools those used asset based method as an instrument in teaching to enhance pshycological support. The data were collected through participants' verbatim quotation, visual data and extract from their research journal. Odyssey is the first school in Austin to be certified as a training school for the Asset-Based Thinking program. The faculty, staff and students were asked to use Asset Based Thinking during the learning process. It taught students strategies to focus consistently on what is working and what is possible, and to find the great qualities and strengths in themselves and each other.

The implementation of Asset Based Instruction also becomes a priority in Boston Public School can to improve the quality of the teaching and learning. The using of Asset based instruction is based on the assumption that many marginalized students believe that they were bad or poor at math in general. It was focused on the teachers' and students' strengths, provides a cultural shift in the way teachers interact with one another and with their students which research shows lead to positive self- efficacy and improvement in performance.

2.3 Communicative Language Teaching (CLT) Approach

Efrizal, Dedy (2012), about improving students' speaking through Communicative Language Teaching Method. Vongxay, Hongkham (2013), also conducted a study of the implementation of Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution. It explored the understandings and attitudes of English teachers in adopting a CLT approach into their classrooms, the factors that promote or hinder EFL teachers' implementation of this teaching approach into Lao higher educational institutions English classrooms and examined the syllabi that influence them in teaching communicative English. This qualitative research investigated the perceptions of English teachers.

2.4 Communicative Language Teaching (CLT) Classroom integrated with Other Method.

Hubbell, K. Kusano (2012) shared his experience when teaching using CLT in private Japanese universities, which, was influenced by *Buddhist*, thought which said that you could not really know *Buddhism* unless you practice it. It relates to the language, people might have

knowledge of grammar, rules vocabularies but they cannot say that they know English unless they use or practice it. In his experience, Hubbell integrated the Zen into CLT. *Zen Buddhist* is one of *Buddhism sect* that use the most direct way of teaching. They claimed that wisdom is not knowledge and that truth cannot be learned but must be experience. Teaching English through communicative strategy would give the students a chance to improve their speaking skill.

Wang, Chaochang (2002) delineated a sociolinguistic attitude, function, pedagogy, and learner beliefs and the using of Grammar- translation and communicative based method. The participants were asked to respond to a one-page survey about their beliefs regarding English teaching and learning. The interviewed data were transcribed verbatim, field notes, and the survey responded were analyzed.

3. Research Method

3.1 Participants

The participants of the research were students of Biology at STKIP Bima Grade II class A and B in Academic Year 2014/ 2015. There were 60 students those have low motivation in learning and practicing their speaking ability used as the participants of this research.

3.2 Data Collection Instrument

3.2.1 Questionnaires of Students' Pre- Activities and Post Activities

In finding the data about the students' activities during the learning process, the observation about the students' activities were performed. The observations were conducted before and after the students were taught by using ABT integrated into classroom. The instruments used in this observation were pre-activities observation instrument and post-activities observation instrument. A pre-activities observation was given to find the data about the students' activities during the learning process before they were taught by Using ABT integrated into classroom and CLT approach. Whereas, a post- activities instrument was given to find the data about students' activities during the learning process after they were taught by using ABT integrated into classroom. There were 60 statements the questionnaire related to the students' activities during the learning process in the experimental group and 28 statements in control group. The students' activities were observed by giving positive and negative comment. If the students got a positive point, they were given score two (2) and if they got negative point, they were given score one (1). Furthermore, the students'

maximum score in the experimental group was 120 and the minimum score was 60. Therefore, the maximum score in the control group was 56 and the minimum score was 28.

3.2.2 Students' Speaking Ability Pre-Test and Post-Test (Interview)

In collecting the information about students speaking ability in the experimental and control groups, the students were interviewed. The interviewed were conducted before they were taught by using the method and after they were taught by using the method. There were 10 question related to the students' personal identity used in the interview. The test was cover all aspect of speaking skills such as, comprehension, grammar, vocabulary, pronunciation, fluency, and accuracy. The score will be measured in likert scale from 1= Very poor, 2= poor, 3= neutral, 4= good, and 5= very good.

3.2.2 Data Analysis

A statistical analysis was proposed in analysing the collecting data and a Statistical description is used to describe the relationship or correlation between the three variables because, it describes the group in terms of the variables that have been measured or counted. An inferential (parametric) statistic had been used in analysing the significant of the collecting data. In addition, the data had been tested by using *ANACOVA (Analysis of Co-Variance)* and the data was anayzed through SPSS IBM Vers. 23 applications.

4. Findings and Discussion

The first question of this research is asking if ABT is effective in teaching speaking in CLT Classroom. In answering the question, the *Paired Sample T Test* was used. The result can be seen in the following table 5.1:

Table 4.1 The Analysis of the Pre- Activities and Post- Activities in the experimental group by using *t- test Paired Sample Statistic*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test of ABT + CLT)	101.73	30	8.034	1.467
	Pre-test of ABT + CLT)	89.97	30	7.165	1.308

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Post-test & pretest of ABT + CLT	30	.425	.019

In the table *Paired Sample Statistics*, it shows the statistically summary from the two Observations. For the observation score before and after the students were taught by using ABT integrated with CLT classroom, it was found that the students' activities *mean* before they were taught by using ABT integrated with CLT the was 89.97 while, the score after they were taught by using ABT integrated with CLT classroom the *mean* was 101.73.

Table 4.2 The Output of Correlation between the Pre- Activities and the Post-Activities Observation Data in the Experimental Group.

Paired Samples Test

		Pair 1
		Post-Activities and pre-Activities Observation of ABT + CLT
Paired Differences	Mean	11.767
	Std. Deviation	8.186
	Std. Error Mean	1.495
	95% Confidence Interval of Lower the Difference	8.710
	Upper	14.823
T		7.873
Df		29
Sig. (2-tailed)		.000

In the *Paired Samples Test* table, it can be seen that *t- count* is 7.873 with the probability value is 0.000. If the value refers to the comparison between *t- count and t- table*

significance (α) is 0.025% (confidence interval= 97.5%), the 2- tailed test should be conducted to know whether the *mean* before and after the treatment was identic or not. In this case, the 2- tailed test in IBM SPSS Ver. 23 and *df* or *the degree of freedom* is $n-1$ or $30-1 = 29$, from the *t- table*, it was found that $df= 2.04$. It means that $t\text{- count} > t\text{- table}$ ($7.873 > 2. 04$). From the explanation, it can be concluded that ABT integrated with CLT is effective in increasing the students' achievement in learning.

In the *paired sample test* table, it was found that *mean* = 11.767. This *mean* was found from the post- test *mean – pre- test mean* ($101.730-89.970 = 11.767$). The difference 11.767 has a range between lower limit point 8.710 to upper limit point 14.823. The result showed that the difference 11.767 with the range 8.710 to 14.823 is significant enough to be assumed that ABT integrated with CLT classroom is effective in increasing students' achievement in learning.

Table 4.3 The output of Differences on the students' activities during the learning English before and after they were taught by using ABT integrated with CLT (Experimental Group)

Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
Post-Activities–pre- Activities Observation of ABT + CLT) Negative Ranks	2 ^a	3.00	6.00
Positive Ranks	25 ^b	14.88	372.00
Ties	3 ^c		
Total	30		

a. post-activities Observation in ABT + CLT < pre-activities Observation in ABT + CLT

b. post-activities (Observation of ABT + CLT) > pre-activities (Observation of ABT + CLT)

c. post-activities (Observation after ABT + CLT) = pre-activities (Observation before ABT + CLT)

In the output table 4.3, it can be seen that from the total sample (N)=30. 2 data have negative differences, and 25 data have positive signs and 3 data were identic (ties). In *Wilcoxon* test (

Wilcoxon T-test statistic), the value used is the smallest differences value. For the reason, in this research, the negative differences used was 2 (it was showed in Colom *sum of ranks*). From this value, the smallest difference used was 2 (it can be seen in column *sum of rank*). From this value, it was found that *Wilcoxon t-test statistic* (T) was 6.00. In *Wilcoxon* table, the total data (N)= 30, *1- tailed and the significance level* (α) = 5%. From the analysis, it was found that the *Wilcoxon statistic table* = 152. Thus, *the statistic count < statistic table* (6.00 < 152), it means that ABT integrated with CLT classroom is effective in increasing students' achievement in learning.

On the other hand, based on *the z or z test* in the output table $z = -4.400$ (based on the negative rank). The decision was decided by comparing the *z count with z table* and *2- tailed test*. If *2- tailed $\alpha = 5\%$* was devided into 2 it become 2.5%(0.05: 2= 2.5%). From the analysis, it was found that the shape of normal curve is 50% - 2.5% = 47.5% or 0.475. it can be assumed that, *2- tailed test in table z* , for 0.475 was 1.96 (in *the z table*). moreover, *z count < z table* ($-4.400 < 1.96$). It means that the implementation of ABT integrated with CLT improved the students' activities in the learnig pprocess. This assumption was also proved by the probability shown in the Colom *Asymp. Sig (2-tailed)* was lower than (α) = 0.025 ($0.000 < 0.025$). The result can be seen in the following table 4.9:

Table 4.4 The output of Z Analysis by using Wilcoxon 2- tailed

Test Statistics^a

	Post-activities- pre-activities (Observation of ABT + CLT)	
Z	-4.400 ^b	
Asymp. Sig. (2-tailed)	.000	

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In answering this question, the Analysis of co-Variance was used *ANACOVA*.

Variant- co- variant analysis was conducted into two steps. First, to know the interaction between *co- variant* (the pre- test data). This analysis was conducted in two steps. First, the analysis of interaction between covariant (pre- test data) and fixed factor (variable method). In conducting this analysis there should be no interaction between co- variant and the fixed factor. Second, the analysis of co- variant. The result can be seen in the following table 5.1:

Table 4.5 The output interaction between co-variant from SPSS Ver. 23:

Tests of Between-Subjects Effects

Dependent Variable: posttest (Skor of PostTest students' speaking ability)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	43082.138 ^a	3	14360.713	49.925	.000	.728
Intercept	5918.161	1	5918.161	20.575	.000	.269
Group treatment	2926.848	1	2926.848	10.175	.002	.154
Pretest treatment *	11606.236	1	11606.236	40.349	.000	.419
pretest	1612.292	1	1612.292	5.605	.191	.021
Error	16108.046	56	287.644			
Total	3608451.000	60				
Corrected Total	59190.183	59				

a. R Squared = .728 (Adjusted R Squared = .713)

From the output table, it can be seen that * the pre-test before the treatment has a probability significance = 0.191 > α (0.05), it means that there is no interaction between the method variable and the data before the treatment. The next step was the analysis of *co-variant*, the result can be seen in the following table 4.40:

Table 4.6 The Analysis of co-variant

Descriptive Statistics

Dependent Variable: post-test (students' speaking ability Post-test Score)

Treatment group (Method)	Mean	Std. Deviation	N
1 CLT (control group)	226.13	33.127	30
2 ABT & CLT (experimental group)	260.30	18.434	30
Total	243.22	31.674	60

In the table 4.6, the statistical description of the data after treatment was shown. The *mean* of the total score of the students' speaking ability after they were taught by using CLT (control group) was 226.13. Therefore, the *mean* of the total score of students' speaking ability after they were taught by using ABT integrated into was higher than the students' speaking ability, which was taught by using CLT, that is 260.30.

The effect of ABT integrated into CLT can be seen in the following table 5.2, the tests of *Between- Subject Effect* was conducted. The result can be seen in the following table 4.41

Table 4.7 The Hypothesis Analysis by using *Between- Subject Effect*

Tests of Between-Subjects Effects						
Dependent Variable: posttest (Skor PostTest of students' speaking ability)						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	41469.846 ^a	2	20734.923	66.697	.000	.701
Intercept	4307.830	1	4307.830	13.857	.000	.196
Pretest	23959.429	1	23959.429	77.069	.000	.575
The treatment group	20620.455	1	20620.455	66.329	.000	.538
Error	17720.337	57	310.883			
Total	3608451.000	60				
Corrected Total	59190.183	59				

a. R Squared = .701 (Adjusted R Squared = .690)

In the table 4.7, it can be seen that the probability significance ($0.000 < \alpha (0.05)$). It means that the Null Hypothesis (H_0) was refused. Furthermore, it can be concluded that the Alternative Hypothesis (H_a) was accepted. It means that there is an effect of ABT integrated into CLT on the students' speaking ability. Furthermore, the parameter estimates about the effect of ABT integrated into was conducted. The result can be seen in the following table 4.42:

Table 4.8 the Output of Parameter Estimates Analysis on the effect of ABT integrated into

Parameter Estimates

Dependent Variable: post-test (Skor Post-Test students' speaking ability)

Parameter	B	Std. Error	T	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	91.360	19.511	4.682	.000	52.290	130.431	.278
Pre-test	.962	.110	8.779	.000	.743	1.182	.575
[treatment=1]	-37.182	4.565	-8.144	.000	-46.325	-28.040	.538
[treatment=2]	0 ^a

a. This parameter is set to zero because it is redundant.

In column B and *Sig. Output Parameter Estimates*, it give the meaning that if the students were not taught by using ABT integrated into, their speaking ability will be lower 91.360 than the students who were taught by using ABT integrated into). It can be concluded that there is a correlation between ABT integrated into and students' speaking ability.

4.2.3 The Comparison between the Students' Speaking Ability Pre- Test and Post-Test in the Experimental Group and Control Group.

In analyzing the *mean of significant difference* of students' speaking ability pre- test and post- test, *the t- test sample independence, Mann- Whitney Test, and Two- Sample Kolmogorov- Smirnov test* were conducted. Through the analysis of the students' speaking ability pre- test of the two groups, it was found that there was no difference on the students' speaking ability in the experimental group and control group. Furthermore, the analysis on the students' speaking ability post- test in experimental group and control group was conducted; it was found that there was difference between students' speaking ability in the experimental group and control group.

The hypothesis on the effect of ABT integrated into was conducted by using *ANACOVA*. The analysis was conducted into two steps they are, the analysis of interaction between *co-Varian* (pre- test) and *fixed factor* (method variable), and analysis of *co- variant*. Through the analysis on the interaction between pre- test and the method used in the research, it was found that there is no interaction effect on the students' speaking ability pre- test and the method used before they were taught by using ABT integrated into CLT classroom

(experimental group) and CLT (control Group). Furthermore, through the analysis of *covariant*, it was found that the *mean* of students' speaking ability's score after they were taught by using CLT was 226. 13. Therefore, *the mean* of students' speaking ability's score after they were taught by using ABT integrated CLT was 260. 30.

In testing the hypothesis, it was conducted by using Tests of *Between- Subject Effect*. Through the analysis, it was found that there was an effect of ABT integrated with CTL on the students' speaking ability improvement. From the explanation, it can be assumed that the *Alternative Hypothesis* (Ha), which stated that there is an effect of ABT integrated into on the students' speaking ability, was accepted. Meanwhile, the *Null Hypothesis*, which stated that there is no effect of ABT integrated into on the students' speaking ability, was rejected.

Furthermore, the Parameter Estimates was conducted to estimate the role of ABT integrated into on the students' speaking ability. Through the analysis, it was found that if the students were not taught by using ABT integrated into, their speaking ability would be lower 91.360 compared to the students, which were taught by using ABT integrated into. From the analysis, it can be concluded that there is an effect of ABT integrated into on the students' speaking ability.

5. Conclusion

Through the analysis, it can be concluded that there is a relationship between the students' speaking ability and the method or approach used in teaching. In this research, it was found that there is a correlation between the students' speaking ability and ABT integrated into CLT, there is a difference between the students' speaking ability, which was taught by using ABT integrated into and the students speaking ability, which was taught by using CLT. The analysis promoted that the students' speaking ability that was taught by using ABT integrated into would be significantly increased rather than students' speaking ability that was taught by using CLT. It can be concluded that ABT integrated into is more effective in increasing students' speaking ability rather than CLT.

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Title

Using Marlins English For Seafarers To Improve
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Abstract

This research aimed at finding out: (1) the listening comprehension achievement using Marlins English for Seafarers based computer in the language laboratory and (2) the interest of the first semester students of PIP Makassar in 2015-2016 academic year in listening comprehension using Marlins English for Seafarers based computer. The research applied quasi-experimental method. The data collected were the students' listening achievement through listening comprehension test and the students' interest through questionnaire. The data obtained were analyzed quantitatively using SPSS Statistics 17.0 program. The result of data analysis showed that the probability value (0.000) was smaller than the level of significance (0.05). This implied that using Marlins English For Seafarers in the language laboratory improved the students' listening comprehension while their mean of interest was 85.70 which was classified into *very high* category. Based on the data analysis, the writer concluded: (1) the use of Marlins English for Seafarers in using computer improved the students' listening comprehension achievement in the language laboratory, (2) the students were interested in learning listening comprehension using Marlins English For Seafarers.

Keywords: *Listening, CALL, interest*

Introduction

Listening is an essential component in learning a language, especially when we learn the four basic skills: listening, speaking, reading and writing. Listening is listed first because it appears first in natural first language acquisition and also used the most. (Morley 2001) states that on average, we can expect to listen twice as much we speak, four times more than we read, and five times more than we write. Harmer (1992) points out that as person is listening, he is actually employing a number of special skills which will determine his success at understanding the context that he hears, they are predictive skills, extracting specific information, getting the general picture, and inferring opinion and attitude.

Foreign language teaching and learning, especially English language for communication at sea is a part of curriculum in all maritime colleges. This is because English has been used as the sea language in a whole world. As Stevens and Johnson (1983) said that “English has become an international language at sea.” Moreover, it is also used for ship to ship communication, ship to shore and between crew on board. Then since 1995, the International Maritime Organization (IMO) adopted English as the official language or lingua franca which is used in communication (British Council, 2009). Based on Pritchard (2008) lingua franca at sea is known as Maritime English. Lack of communication skill especially in Maritime English can decrease the safety at sea. One of the researches shows that 80% of maritime accident are down to human factors, of which failure of communication represents one third (Verbek, 2011).

Therefore, communication activities especially listening to Maritime English must be trained well to the seafarers. One way effective to teach listening for the seafarer is use CALL. Computer Assisted Language Learning (CALL) is an emerging force in language education. Despite its awkward beginning and the on-going resistance of many in the language teaching community, it is maturing and showing that it can be a powerful tool in the hands of experienced teachers.

The advantage of Marlins English for Seafarers using computer compared with other audiovisual learning equipment is that its materials are various and attractive and its performance is more compact, it is easy in its operation, and its accessible maintenance and it

seems that nowadays multimedia computers are available everywhere and we can rent or purchase it easily.

This research focuses on listening skill because listening has a crucial role, through listening skill the students can be expected to improve or develop their capability to identify and understand what others are saying and by grasping the meaning what others are saying. If the students have the ability to understand and identify what others are saying in this case listening skill, they can improve their communicative activities.

By considering the reason above, the writer is interested in carrying out the research, which entitles, “Using Marlins English for Seafarers to Improve Listening Comprehension” to the first semester students of Politeknik Ilmu Pelayaran Makassar.

Based on the background above, the researcher formulated the research questions as follows:

1. Does the use of Marlins English for Seafarers in using computer significantly improve listening comprehension of the first semester students of PIP Makassar?
2. Are the first semester students of PIP Makassar interested in learning listening comprehension through the use of Marlins English for Seafarers in using computer?

Literature Review

Previous Related Studies

A few empirical studies have been conducted to uncover the listening strategies used by second/foreign language learners. Young (1997) worked with twelve intermediate ESL University students and concluded that the high achievers used their prior knowledge (personalizing), made guesses (inferring) and monitored their comprehension (self describing) more often than did the low achievers. Vandergrift (2004) found that the successful French as a second language learner monitored their own listening comprehension and identified aspects which hinder comprehension twice as frequently than their unsuccessful counterparts, but the differences were not statistically tested. Chen (1996) conducted the research and reported that many teachers, domestic, and foreign have observed that students generally have positive attitudes about computer technology being used in the classroom and that such technology does have a positive impact.

Pertinent Ideas

According to Saricoban (1999) listening is one of the fundamental language skills. It's medium through which children, young people and adults gain a large portion of their

education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is the ability to comprehend what interlocutors are saying which involve understanding the meaning, accent, grammar. A good listener is capable of doing those things simultaneously. Saricoban (1999), lists a series of micro-skills of listening, which she calls *enabling skills*. They are: 1) Predicting what people are going to talk about; 2) Guessing at unknown words or phrases without panic; 3) Using one's own knowledge of the subject to help one understand; 4) Identifying relevant points; rejecting irrelevant information; 5) Retaining relevant points (note-taking, summarizing); 6) Recognizing discourse markers, e.g., well; oh, another thing is; now, finally; etc; 7) Recognizing cohesive devices, e.g., *such as* and *which*, including linking words, pronouns, references, etc.; 8) Understanding different intonation patterns and uses of stress, etc. which give clues to meaning and social setting; and 9) Understanding inferred information, e.g., speakers' attitude or -intentions. Petty and Jensen (1980) states that listening refers to the process by which spoken language is converted to meaning in the sound. It is convenient to think of the listening process as having four steps: (1) hearing, (2) understanding, (3) evaluating, and (4) responding. Those four steps apply to all acts of receiving communication by auditory means, listening is the process of becoming aware of the sound component and recognizing these components sequence that have meaning.

Research Method

In this research, the researcher applied quasi-experimental method with pretest-posttest control group design, it consists of two groups, one received treatment (using computer based program: Marlins English for Seafarers) and the other group received the conventional teaching. Both groups were given pretest and posttest. The pretest carried out to find out the prior knowledge of students while posttest did to find out the effectiveness and improvement of English teaching which focuses on listening skill by using computer based program.

The population of is this research was the first semester of Nautical Department of Makassar Merchant Marine Polytechnics. The total number of classes are five classes. Each class consists of 30 students. The total number of population are 150 students. The samples were selected based on cluster random sampling technique in which two from five classes

were selected randomly as experimental group and control group, in this case, class Nautical IA was as an experimental group and class Nautical IC was as a control group. So, the total number of sample consisted of 60 students.

In collecting the required data, the writer applied two kinds of instruments, they were listening test and questionnaire. The procedures of collecting toward both experimental and control groups were done through pretest, treatment and posttest to find out the listening comprehension test, while the questionnaire were also distributed to the students in order to know the students interest toward the use of the computer Based program (Marlins English for Seafarers) in learning listening comprehension.

Findings and Discussion

a. The Interpretation of Result of Listening Comprehension Test

To analyze the data obtained from the test, the writer used the t-test (test of difference) formula and the basic statistical formula was used to analyze the questionnaire.

Having calculated the students' pretest and posttest on listening, the table of pretest and posttest of the students' scores in listening is presented as follows:

Table 4.1. The Rate Percentage of the Students' Pretest Score on Listening Comprehension Achievement.

No.	Classification	Range	Experimental group		Control Group	
			(f)	(%)	(f)	(%)
1.	Very Good	81 – 100	0	0	0	0
2.	Good	61 – 80	5	16.7	4	13.3
3.	Fair	41 – 60	20	66.7	19	63.3
4.	Poor	21 – 40	5	16.7	7	23.3
5.	Very poor	0 – 20	0	0	0	0
Total			30	100	30	100

Table 4.2. The Rate Percentage of the Students' Posttest Score in Listening Comprehension Achievement.

No.	Classification	Range	Experimental group		Control Group	
			(f)	(%)	(f)	(%)
1.	Very Good	81 – 100	8	26.7	2	6.7
2.	Good	61 – 80	17	56.7	8	26.7
3.	Fair	41 – 60	5	16.7	17	56.7
4.	Poor	21 – 40	0	0	3	10
5.	Very poor	0 – 20	0	0	0	0
Total			30	100	30	100

From the data presented in the previous findings, the percentage of the students' scores of experimental group and control group obtained through the test showed in the pretest that the students in experimental group the same level of classification the students in control group, the most of the students in experimental group, 20 out of 30 students or equivalent to 66.7 percents were scored into fair classification; it is same with control group, most of the students, 19 out of them or equivalent to 63.3 percents were scored at fair classification too. In the posttest, both groups resulted different scores, where most of the students in experimental group 17 (56.7 percent) out of 30 students were in *good* classification and most of the students in control group 17 (56.7 percent) out of 30 students were in *fair* classification. Taking the describe data into account, since the percentage gained by the students in experimental group was much higher than that of control one, it implies that using Marlins English For Seafarers in using computer in the language laboratory in learning listening could improve the students' listening comprehension achievement.

Table 4.3. The Statistical Summary of the Students' Pretest of Both Groups in Listening.

Variables	Mean	Standard Deviation	Mode	Median	Min.	Max.	N
					score	score	
Experimental Group	51.67	10.13	52	51	35	70	30
Control Group	47.42	10.33	32	46	32	72.5	30

Table 4.4. The Statistical Summary of the Students' Posttest of Both Groups in Listening.

Variables	Mean	Standard Deviation	Mode	Median	Min.	Max.	N
					score	score	
Experimental Group	71.00	10.03	70	70	52.5	87.5	30
Control Group	56.75	12.00	52.50	52.50	32.5	82.5	30

The mean scores of the students' tests: from pretest to posttest also showed that there was an improvement of students' listening comprehension achievement, where the mean score of the students' pretest was 51.67 from experimental group and 47.42 from control group, while the mean score in posttest was 71.00 from experimental group and 56.75 from control group. The mean scores of both groups increased after they were given treatment. The experimental group learnt listening by using Marlins English For Seafarers in the language laboratory, while the control group learnt listening by using conventional teaching technique. The improvement of the students' listening comprehension achievement was marked by the result of the posttest in both groups. However, the improvement rate of experimental group was much higher than that of the control group. It can be concluded that the mean score of the students' posttest in experimental group and control group were significantly different.

Table 4.6. The t-Test Value of the Students' Listening Comprehension Achievement

Variables	Experimental group		Control group
	t-test value	probability value	Level of significance (α)
Pretest	1.609	0.113	0.05
Posttest	4.989	0.000	0.05

By using statistical analysis for inferential analysis-test of difference for independent samples, there was a significant difference between the mean score of students in experimental group and control group of listening comprehension achievement. It proved by comparing the probability value with the level of significance, where the value of the probability (0.000) was smaller than the level of significance (0.05).

It can be concluded that the students' listening comprehension achievement was significantly improved by the use of Marlins English For Seafarers in using computer in language laboratory even though in conducting treatment, the writer found obstacles. They happened in treatment 4 and posttest of experimental group that the light was off when we are going to start the class. The research has been done successfully by asking another teacher class to change the program which was cancelled. This program (materials and aid) was able to give greater contribution in teaching and learning listening comprehension, because it could improve the students' listening comprehension better than using conventional teaching.

This finding also goes with what Knowles (2004) says that in general using CALL delivered in a well-ordered sequence that can lead the learner to improve language skill particularly listening comprehension and to understand the grammar, syntax and vocabulary of the target language with no need for text support. Learners can interact with the presentation and have their interactions recorded into their study records and even influence the pace and level of the presentation. Thus, learning would be fun and relatively effortless, and the role of teacher would diminish.

In this case, using Marlins English For Seafarers in using computer in the language laboratory which it prepares materials and teaching aid could improve the students' listening achievement and more importantly to guide the teachers about some of the most effective ways of devising teaching strategies in the classroom and ideas about how to create activities. It also includes suggestions to help teachers enhance their individual skills in material developments and choosing the teaching aid.

b. The Interpretation of the Questionnaire

The questionnaire was only distributed to the group that was received a listening learning program using Marlins English For Seafarers in using computer in the language laboratory. It covered general statements about interest in learning listening comprehension.

Table 4.7. The Students' Interest to Learn Listening Comprehension

No.	Classification	Range	Frequency	Percentage
1.	Very Low	20 – 35	0	0
2.	Low	36 – 51	0	0
3.	Adequate	52 – 67	0	0
4.	High	68– 83	16	53.3
5.	Very High	84 – 100	14	46.7
Total			30	100

This indicates by the questionnaire data, which shows that most of the students 16 (53.3 percent) out of students were classified into high interest category, 14 (46.7 percent) out of them were classified into very high interest category, none of them belonged to adequate and low interest and very low interest category. Thus, the mean score achieved 85.70 was classified into very high category. It implies that the students in experimental group were really interested to learn listening comprehension using Marlins English For Seafarers in using computer in the language laboratory.

Beside giving the questionnaire to the students in measuring their interest, the researcher also interviewed some students to know whether they interested or not. Most of students said that they are really enjoy learning listening through computer with multimedia classroom. The students learn not only listening but also computer skill.

Multimedia offers great opportunities to improve a particular language skill, such as listening. Using window on cd-rom, students can receive extra exposure to language through watching and listening to the video clips, then answering the questions on the cd-rom. Having the questions on screen as well as the window for watching the video can make it easy for students to work through the material and assimilate information. Students can repeat this type of exercise as often as they need.

The findings showed that the teaching and learning activities using Marlins English For Seafarers in using computer in the language laboratory could nurture the students' interest that lead them to use the language more communicatively and effectively. This activity brought the students to novel and interactive situation in foreign language learning. This activity made the students fell enjoy and excited in learning a foreign language especially English.

Conclusions and Suggestions

Conclusions

Based on the research findings and discussion in the previous chapter the researcher concludes that:

1. The use of Marlins English For Seafarers in using computer in the language laboratory improved significantly the listening comprehension achievement of the first semester students of Politeknik Ilmu Pelayaran Makassar, academic year 2015-2016. This was proved by the result of probability value (0.000) was smaller than level of significance (0.05).
2. The first semester students of Politeknik Ilmu Pelayaran Makassar, academic year 2015-2016 were interested in learning listening comprehension using Marlins English for Seafarers in using computer in the language laboratory. The teaching and learning activities using this program could increase the students' interest, enhance their listening performance. It was proved by the mean score 85.70 which was classified into very high category.

Suggestions

Based on the conclusions above, the researcher addresses the following suggestions:

1. It is suggested that teachers should use Marlins English For Seafarers in using computer in teaching listening in the language laboratory as supplementing material.
2. Since the students are interested in listening by using Marlins English For Seafarers in using computer in the language laboratory, it can be considered to be used as often as possible in teaching listening in the language laboratory and it can also develop students' computer skills beside listening comprehension itself.
3. Additional (further) research is needed to determine whether the use of Marlins English For Seafarers in using computer in the language laboratory have effects on teaching and learning for the skills separately or integrated that was not measured in the present research.

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Title

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

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Abstract

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

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

Introduction

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

Literature Review

Defining Feedback

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

Dichotomy between Direct and Indirect Feedback

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

Thai Students' Grammatical Error

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

Methodology

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

Findings and Discussions

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

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

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

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

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

It is clear that if the teacher provides corrective feedback to the students' written work it needs to be adapted to each individual with his or her personality, strength and weaknesses in mind. This was also confirmed by Storch (2010), who found a number of factors, like student beliefs, goals and attitude, to impact the effect of the feedback. This study is also in line with some key studies of Ellis, Lowewen and Erlam (2006), and Lyster and Mori (2006) that the explicit feedback in the form of direct correction is more effective than implicit corrective feedback in many grammatical areas especially for weaker students although the context of the instruction may at times influence the effectiveness.

One consideration that teachers may have to bear in mind when responding to their students' writing is that if they choose to deal with grammatical issues, grammatical feedback needs to be contextualized and individualized. For example, the students' level of language proficiency must be taken into account so that the teacher will know how much assistance each students actually needs (Aljaafreh & Lantolf, 1994) and can decide what kind of feedback is suitable for a particular student. Due to learners' individual differences including language proficiency, learning styles, motivation and attitudes, teachers ought to be aware of what individual learners lack and need in order to choose feedback which is appropriate for them. This task, however, is not simple and even impractical in some contexts, but some forms of social interaction between the teachers and the students can help to inform the teachers about the learners' proficiency and needs. Different feedback types may server different purposes and may only be suitable for different stages of proficiency (Campbell, 1998, Sommer, 1982). Sheen (2011, p.175) concluded that "the success of feedback depends on a myriad of cognitive, sociocultural, discorsal, and internal and external learner factors." In practice teachers may apply more than one kind of feedback when responding to the students' writing.

Conclusion

This quasi-experimental study has answered some questions on the effect of teacher's written corrective feedback on students' grammatical accuracy and has resulted in a number

of implications. Although, this study has accomplished its aim, the debate on the effectiveness of written corrective feedback will be ongoing as further research is required to address the many unanswered questions.

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Title

Alienation in the Process of Teaching and Learning English in Indonesia

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Abstract

This study aims to investigate on the existence of alienation, the characteristics of alienated students, and the ways of teachers to cope with such a condition in the English teaching and learning process. This study employs a mixed methods approach by combining interviews from the qualitative side and survey research on the quantitative side to achieve the objectives of this study. Ten teachers and twenty students participated in interviews to gather the qualitative data, and 250 students took part in the questionnaire surveys to obtain the quantitative data. Findings show that the number of alienated students as being relatively small – 14.6%. They are commonly characterized as being quiet, taking a seat at the corner, acting being busy doing something, becoming belated students, being withdrawn, and preferring to stay alone. Although the number of alienated students was small, the teachers realize that their existence could pose an issue. Hence, they attempted to solve this problem by engaging in intense communication with alienated students, giving them encouragement, and empowering classmates.

Keywords: *Alienation, relationship, English teaching and learning in Indonesia, alienated students*

Introduction

English teaching and learning processes must embody interactions between students and teachers as well as students and other students. Mutual interaction among these parties can build better relationships that lead to optimal learning (Cornelius-White, 2007). The optimal learning is hampered when the relationships are disconnected due to the state of students' alienation. Alienation indicates the disconnection or separation in a relationship

‘with resulting tension and frustration’ (Johnson, 1973, p. 28). In the context of students, alienation embodies ‘students’ sense of emotional detachment from teachers’ (Murray & Zvoch, 2011, p. 501)

Students’ alienation in the process of teaching and learning English can be elaborated through five specific aspects including powerlessness, meaninglessness, normlessness, isolation, and self-estrangement (Barnhardt & Ginns, 2014; Brown, Higgins, & Paulsen, 2003; Hoy, 1971; Keating, 1987; Roberts, 1987; Seeman, 1959). Students are powerless when they protest to the teacher, yet their protests are ignored. Students suffer from meaninglessness when they fail to make sense of the meaning of the classroom activities for their own benefits. Students are normless when they violate the agreed rules and regulation set to regulate the better running classroom activities. Students are considered in isolation when they do not incorporate school learning goals as parts of their learning objectives. Such a denial results in students detaching from other students, declining their responsiveness towards teaching and learning processes, and losing their concern in the importance of class activities (O'Donnell, Schwab-Stone, & Ruchkin, 2006). Students are self-estranged when they fail to find self-rewarding engagements (Seeman, 1959) that may be put students in loneliness. These aspects, powerlessness, meaninglessness, normlessness, isolation, and self-estrangement, separate students from teaching and learning contexts and put them in the state of alienation becoming alienated students.

Alienated students possess several characteristics. Hyman and Snook (2001) highlight that among the characteristics of alienated students are poor students’ attendance record and students’ high rate of violating school regulations. A study in Korea conducted by Joo and Han (2000) presented some characteristics of alienated students including being quiet and passive, defensive and sensitive, unaware of their own alienated condition, feeling uncomfortable to stay longer in the classroom, preferring to do outdoor activities. Alienated students face a failure to sense the belongingness to the school where they study while a sense of belongingness.

Alienation is related to depression (Fleming, Dixon, & Merry, 2012) hopelessness, stress, and self-harm conducts or risky behaviors (Patterson, 2005). In the classroom, these impede students’ explorative endeavors (Maddi, Hoover, & Kobasa, 1982) that can end in the absence of knowledge gain in the teaching and learning processes. Risk behaviors consisting of smoking, consuming drug, exercising less and eating unhealthy foodstuff can also inhibit

the success of students in the teaching and learning processes (Nutbeam, Smith, Moore, & Bauman, 1993; Rayce, Holstein, & Kreiner, 2009). Considering these alienation impacts and the absence of the existing research in the field of English language teaching and learning in Indonesia, the researcher finds necessary to conduct this study to find out the existence of alienated students, to reveal their characteristics, and to investigate the possible solution for such a problem in the process of English language teaching and learning in Indonesia.

Literature review

Alienated students are depicted through several practical insufficiencies regarding existence, cognition, conation, feeling, recalling and behaving (Johnson, 1973). Such insufficiencies can cause students put into the states of powerlessness, meaninglessness, normlessness, isolation and self-estrangement (Brown, et al., 2003; Keating, 1987; Roberts, 1987; Seeman, 1959). The students' states of powerlessness, meaninglessness, normlessness, isolation and self-estrangement may not be easily figured out since these characterize discrete emotional circumstances and a sort of societal association.

Alienation may occur in both internal individual mental state and external public contacts (Roberts, 1987). Being quiet and silent can signify internal and external state of affairs (Joo & Han, 2000). These features should be dealt carefully because of quiet and silent features, besides signifying an inner personal psychological condition and outer social interaction, these also become a feature of an introvert (Henjum, 1982). Regarding external social interaction, alienation embodies limited public contact. Alienated students in classroom activities may be associated with the place where they feel secured to camouflage and isolate (Brown, et al., 2003; Keating, 1987)., Kanya and Burgess (2007) mention that taking a seat at the back angle of the classroom constitutes a safe place for students from being bothered by others in the classroom environment.

Hyman and Snook (2001) report that environmental climates may create alienation becoming worse. They further mentioned that being mocked and rejected by classroom peers leads students in suffering from alienation. This brings to students in the sense of not belonging to the context where they are in. Rose (2009) explored that personal experiences of being shamed become the factor that can trigger anti-social tendencies. This can be resolved by the recognition and inclusion instead of alienating the students.

Various studies have exposed that educators, who can build better connection with students, can help students gain better-learning achievement (Jiménez & Rose, 2010; Wentzel, 2009; Wubbels & Brekelmans, 2005) The better connections or relationship with students can be illustrated by one of the abilities of teachers to resolve the alienation issue (Murray & Zvoch, 2011). Questions can develop regarding how alienation takes place in the process of English language teaching and learning in the Indonesian cultural context.

In the interaction between students and teachers in the teaching and learning processes, their cultural background influences their interaction (Lynch, 1996). A study conducted by Goodboy, Bolkan, Myers, and Zhao (2011) give a good example of this. The study parallels how American students and Chinese students built relationships with their teachers. The study reveals that American students appear to focus more to achieve better learning achievement while Chinese students tend to mend their educational understanding and sustain their relationships. On this basis, studying alienation in the process of English teaching and learning in Indonesia may provide significant contribution for stakeholders for English language teaching and learning in this context

Methods

The population was all students who studied English and all lecturers who taught English at LTC UMY (Language Training Center, Universitas Muhammadiyah Yogyakarta) in Semester 1, 2014 and all lecturers. There were around 4400 students and 51 active teaching lecturers in this semester. The sample of this study was taken using convenience sampling comprising 250 students to answer the questionnaires to obtain the quantitative data and ten lecturers and 20 students to be interviewed to obtain qualitative data. The questionnaire was written in English accompanied with Indonesian translation and the interview was conducted using the Indonesian language to preserve the participants' understanding of the content of the communication. These two different data collection methods were used to gather the qualitative and quantitative data since this study adopted a mix methods design. The quantitative data were analyzed using descriptive statistics while the qualitative data were analyzed using thematic analyses.

The findings

Findings show the qualitative and quantitative data. The quantitative findings show that referring to Table 1, about 52.54 % of the students answered that they do not feel alienated. The number is obtained by adding the students ‘strongly disagree’ and “disagree” responses. The smaller number of students (32.92 %) feel that they are neither alienated nor attached to the teachers. The number of alienated students is relatively small 14.53% combining the “agree” and “strongly agree” responses of the participants. The complete finding can be seen in Table 1 below.

Table 1. The quantitative data findings of the students’ alienation in the English teaching and learning processes

Questionnaire items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
No one knows that I feel separated from others in the English teaching and learning processes	34.63	29.62	24.71	7.6	3.44	100
I get distracted easily in the English teaching and learning processes	28.56	25.31	29.2	9.13	7.8	100
My lecturers do not understand what happen to me in the English teaching and learning processes	11.4	28.12	44.87	12.55	3.06	100
Total Average	24.86	27.68	32.93	9.76	4.77	100

The qualitative data findings that were obtained from the thematic analyses reveal several points related to the characteristics of alienated students and the ways to overcome the alienated students. The alienated students are featured as being quiet, taking a seat at the back angle of the class, acting being busy doing something, becoming belated students, withdrawing from the class activities, and preferring to stay alone. The following except may represent the nature of the alienated students in the classroom

.... Yes, frankly I feel alienated. Ehmm it is due to...ehm I got no attention from teachers. Yes, I am quiet and passive. The teachers seem do not understand me, what

I am suffering from. If the teachers understand me, they should assist me, but I obtained no assistance as I hope....

(Interview student 12)

... I think they feel alienated, they usually keep silent, shy, and sit in the corner. For these types of students, I always try to involve them, yet it is not as that easy ...

(Interview Teacher 6)

The qualitative findings also indicate the way to solve this issue. The thematic analysis shows several points how teachers solve these problem covering making intense engagement though passionate communication with alienated students, giving them encouragement, and empowering classmates. The following excerpts indicate the ways the teachers handle the alienated students.

.....The students always arrive in the class late, and they are passive and quiet. Their friends complain to me since their attitudes disturb other students when they are assigned to work in groups with them. I then make a personal approach to them and ask why....

(Interview teacher
4)

... the student comes late and does not socialize with other students. As the rule says that coming late more than 15 minutes late does not allow student to enter the class, I firmly forbid him from entering the class. Actually, he makes the complaint, but a rule is a rule. ...

Discussion

Although the quantitative findings show a relatively small number of alienated students (14.53%), this number cannot be ignored as making an assumption in 100 students there will be 14 students feels alienated. This number (14.4%) is lower than what happen in a study conducted by Joo and Han (2000) in Korea. They found that there were 24.2% of the sample perceiving alienation. Therefore, although the number of alienated students was small, this still becomes an issue that teachers need to address.

The qualitative findings show that teachers did notice characteristics of alienated students, including such behaviors as being quiet, taking a seat at the back angle of the class,

acting being busy doing something, becoming belated students, withdrawing from the class activities, and preferring to stay alone. Being quiet may be addressed to a study that characterizes Indonesian students as socially silent (Exley, 2005). Being quiet in the process of English language teaching and learning in Indonesian context should be perceived as probably to relate to their low English proficiency and introverted feature rather than socially rooted features.

Taking a seat at the back angle of the class becomes the feature of alienated students. This is due to the angle location constitutes a safe place for the alienated students to conceal themselves from their perceived danger in the classroom activities (Brown, et al., 2003; Keating, 1987). In addition, Kaya and Burgess (2007) argue that sitting spot of students in the classroom can describe the learners' territoriality and designate a degree of learners' participation in the teaching and learning process.

Acting being busy doing something comprises a feature of alienated students. In this respect, students who act as such are in a state of meaninglessness because they are not able to catch up, or do not want to follow the teaching and learning process (Keating, 1987; Seeman, 1959). The teachers should perform their class activities to achieve the learning objectives while differently the students attend the class since they just fulfill the attendance requirement (Indonesian universities commonly require students to attend minimum 75 % of the whole meetings in the semester). Such a different gap may put students in boredom that results in them tension and frustration in the classroom (Johnson, 1973). To escape from the boredom, the students then act being busy to something that is separated from the main learning objectives to kill the time

Becoming belated students indicates the students' normlessness (Keating, 1987; Roberts, 1987) as the students break the rule that they are supposed to obey. In addition, this illustrates the students' powerlessness since the students are not managed to control the class and their incapability to alter the teacher's methods. Consequently, the students perform conating deficiencies (Johnson, 1973), alienating themselves by coming to the class. Then, preferring to stay alone indicate the features of alienated students as self-estranged and isolated (Brown, et al., 2003). This may cause loneliness and lead to a lack of engagement in class activities.

Several ways to handle alienated in the process of English language teaching and learning in Indonesia. The attempts include engaging in intense communication with

alienated students, giving them encouragement, and empowering classmates. Making an attempt to engage intense communication supports alienated students to develop their involvement in class activities. When teachers confirm that students are capable of following the lesson, this confirmation provides strong impacts on the students' classroom engagement and academic performances (Goodboy & Myers, 2008, p. 174).

Giving encouragement is one of the ways the teachers handle the alienated students in Indonesia. When encouragement work students will feel motivated to be enthusiastically engaged in classroom activities and sense satisfaction due to be capable of taking a dynamic part in building their understanding (Biggs, 2012). Accordingly, the teachers' motivation and inspiration are helpful in appealing the students to participate in the teaching and learning process.

Another method to assist alienated students in Indonesian context is by empowering their classmates. The teachers assigned more capable students to assist alienated students as a working peer. Since Indonesians appreciate social order, handling alienated students using peers is suitable with the Indonesian cultural context (Suryani, 2011). The cultural norms in Indonesian put students to respect teachers and be completely submissive to them, because teachers are regarded as well-informed, conduct no mistakes (Marcellino, 2008). This social order adopts an authority difference between teachers and students that may hinder teachers from dealing with students openly. Therefore, handling alienated students via peers is more operative because of the nonexistence of power difference regarding the cultural norms.

Conclusion

In conclusion, although the number of alienated students is relatively low 14.53%, an adequate measure to handle the issue should be taken since ignoring the alienated students may hamper the success of the teaching and learning processes. Alienated students in Indonesian context are commonly characterized as being quiet, taking a seat at the back angle of the classroom, acting being busy doing something, becoming belated students, and preferring to stay alone. Identifying the features of the alienated students can help teachers to resolve the issue. Indonesian teachers handle the issue by engaging in intense communication with alienated students, giving them encouragement, and empowering classmates

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