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An Action Research of Using Vocabulary Wheel to Improve Year 2 Pupils' Vocabulary in the Malaysian Classroom

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Abstract

This research was conducted to find out whether or not the use of Vocabulary Wheel could help to improve pupils' vocabulary. The data for the study were obtained from four pupils of a primary school in Johor. These pupils were targeted due to their low level of proficiency in English language. Vocabulary Wheel was used as the strategy as the pupils were lack of vocabulary thus affecting their language learning. This is an action research and three data gathering methods such as pupils' work, teacher's reflective journal and interview were used. The findings of this study proved that the use of Vocabulary Wheel helped to improve the pupils' vocabulary as the pupils were able to remember the words longer and know how to use them in the right context. It also helped to encourage their participation and promote their interest. This study proposes the suggestion of using ICT to improve the implementation of the strategy.

Keywords: vocabulary, participation, interest, Vocabulary Wheel

A. Introduction

As we all know, vocabulary is an essential skill for learning to read and write. According to Ying (2010), vocabulary plays an important role in English language acquisition. Based on my past teaching experiences during practicum, I noticed that most of the pupils had difficulties in vocabulary learning that leads to their poor reading comprehension. According to Peter (2011), vocabulary is important in reading comprehension because it is part of background knowledge. We should bear in mind that vocabulary plays an utmost significant role in English language and it is an inseparable part of any language learning process (Komachali & Khodareza, 2012). When the pupils were unable to understand the basic words in reading, listening, speaking and writing, they could not comprehend the meaning of the text. Therefore, it would be impossible for them to learn a language without mastering vocabulary.

I had experience in teaching pupils with low level of proficiency who did not understand English language at all during my previous practicum. The pupils could not remember the vocabulary taught and did not know how to use and apply those words in their daily basis. Apart from that, I observed that their level of proficiency was low due to the language barrier and mistakes they made throughout the teaching and learning process. Obviously, it could not be denied the lack of English language proficiency is one of the causes of reading difficulties among English learners.

Interference of native language is one of the factors hinders language acquisition. The pupils are influenced by their mother tongue, which contributes to the difficulties in learning and using the English language. The pupils are lack of exposure to English language due to the local setting where most of our people use Bahasa Malaysia as a means of communication. The pupils' parents in a rural setting usually do not know the needs of using the other language in context. Therefore, the pupils do not have the ability and chance to use the language. In addition, the pupils use their native language to communicate with their peers and teachers and they seldom use English.

During my past teaching experiences, I used various vocabulary strategies in the teaching and learning process yet it was still unable to produce promising outcomes. I used gestures to encourage the pupils to learn vocabulary but they still showed the same result that led to my frustration. I had to teach them the same topic for several weeks to familiarise them with the vocabulary taught. Apart from that, I had to use *Bahasa Malaysia* in translation to explain on what they were supposed to do as translation could help to ease their understanding of the reading text.

As a result, I sought a way to overcome this problem and provided a less threatening environment that might help the pupils to improve their English. This current study was aimed to improve the vocabulary of Year 2 pupils by using Vocabulary Wheel and it sought to answer the following research questions:

- a) How does the use of Vocabulary Wheel help to improve pupils' vocabulary?
- b) How does the use of Vocabulary Wheel help to increase pupils' participation in teaching and learning process?
- c) How does the use of Vocabulary Wheel help to promote pupils' interest in learning English?

B. Literature Review

1. Scaffolding

The underlying concept of theory used for this research is scaffolding (Vygotsky, 1986). As we know, scaffolding can be used to teach all language skills and components. The pupils receive the help from others especially their teachers in learning. Lewis (2015) defined scaffolding as the idea that specialised instructional supports that need to be in place in order to best facilitate learning when pupils are first introduced to a new subject.

Visual scaffolding is one of the techniques used in this research. Images and words are the examples of visual scaffolding that are commonly used. The pupils greatly benefit from the type of scaffolding that makes extensive use of visual aid as it plays a significant role to provide the input and knowledge to them. In relation to my research focus, I used Vocabulary Wheel as my scaffolding tool. I used Vocabulary Wheel to visualise the images and words so that the pupils would have a better understanding of the written text. It can be used to assist their learning and at the same time arouse their interest. I believed that the use of Vocabulary Wheel as a technique in vocabulary teaching would help to ease the pupils' understanding. This can be done by providing guidance to them in the early stage. Therefore, I decided to use visual scaffolding in my research to ease the pupils' learning.

2. Different Learning Styles

Howard Gardner developed the Multiple Intelligence Theory in 1983 and identified nine learning styles: visual-spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, linguistic, logical-Mathematical, the naturalist and the existential intelligences (1999). According to Gardner (1991), "students possess different kinds of minds and therefore learn, remember, perform and understand in different ways."

Visual-Auditory-Kinaesthetic (VAK) is a theory introduced by Fleming (2001). This theory debates on the different learning styles of people as it acknowledges that the pupils have different preferred learning on how to access information. Visual learning is learning through seeing, Aural learning is learning through listening and Kinaesthetic learning is learning through moving, doing or touching. Fleming (2001) believed "most people possess a dominant

or preferred learning style.” Therefore, teacher’s role is to identify the pupils’ style of learning to implement the best strategy which meets their needs.

Mayer (2008) advocated cognitive Theory of Multimedia Learning. He defined multimedia learning as the delivery of instructional content using multiple modes that include visual and auditory information (Mayer, 2008). In relation to my research, I decided to use Vocabulary Wheel to ease the pupils’ learning.

Vocabulary Wheel is an innovation from the idea of “Wheel of Fortune”. I decided to redesign the wheel and use it as a tool to teach vocabulary. The wheel is equipped with five pictures and word cards for each picture. A few criteria had been taken into consideration in developing the strategy. The use of visual aids such as pictures gives a great impact towards pupils’ learning. Ayuningram (2012) claimed that the use of the picture will greatly help the pupils to understand the meaning of the words from the picture, so they will be able to learn and remember the words easily.

Apart from that, durability is also one of the important aspects in designing the Vocabulary Wheel. The Vocabulary Wheel was made up from plastic board which was very light and durable. It could also be used repeatedly. Other than that, it could also be used to teach any type of vocabulary because we could easily replace the pictures with the new ones since it has a clear or transparent pocket for each division. The hidden words could also be replaced easily. This Vocabulary Wheel can be placed in the school and it is flexible as it can be used to teach other subjects not only English language subject. The use of Vocabulary Wheel can minimise the cost spent for teaching aids.

C. Methodology

1. Research Design

This research is a Classroom Action Research (CAR) by Kemmis & McTaggart (1988) model which is widely used among practitioners. I chose this model in this research because it can be used to foster deeper understanding of a given situation. The study took only one cycle as the duration of one month was given to carry out the research. The cycle of Kemmis & McTaggart involves four stages: Plan-Act-Observe-Reflect and I carried out my action research project as below:

- Plan : I looked at my classroom practice and identified my pupils’ problem in learning vocabulary through diagnostic test. I planned Vocabulary Wheel as a strategy to improve my pupils’ vocabulary.
- Act : I conducted the lesson by using Vocabulary Wheel for an hour each time. The implementation took three times for three weeks.
- Observe : I distributed worksheets to the pupils to monitor their progress in learning vocabulary. I also wrote the reflective journals to see the pupils’ participation in learning and interviewed them about their interest in learning. All the data were collected.
- Reflect : I reflect on my strengths and weaknesses in the teaching practice.

2. Participants

The participants involved in this study are four pupils from Year 2 in a primary school in Johor. The school is a small rural school with only thirty-one pupils. In Malaysia, this type of school is called “Sekolah Kurang Murid” or *School With Few Pupils* and it is usually located in rural area. In Year 2, there were only four pupils in the class. They are in an average of eight years old and they are all Malay boys. They shared the same socioeconomic background in which all their fathers are farmers. I decided to choose this group of participants because their level of proficiency was low. These pupils were lack of vocabulary as they never used English at home and at school.

3. Technique of Data Collection

In the beginning of the lesson, I introduced the Vocabulary Wheel to the pupils in order to familiarise them with its use in learning vocabulary. I used the Vocabulary Wheel to introduce new words to the pupils on the category of places, animals and body parts. There are five divisions in Vocabulary Wheel. Each division has a picture and hidden word. The pupils were asked to spin the wheel and they needed to say aloud the name of the picture. They were given feedback once they gave the answer. The pupils were asked to open the hidden word and check whether their answer was correct or not. In addition, the use of Vocabulary Wheel can promote collaborative and co-operative learning amongst the pupils. They can work in groups to solve

the task given by the teacher and take turns to spin the wheel. The pupils were able to be active participants throughout the teaching and learning activities and the use of Vocabulary Wheel helped to arouse their interest in the lesson.

After that, I distributed the worksheets to the pupils in order to check their understanding on the lesson. Besides that, I wrote a reflective journal once the lesson ended. In my reflective journals, I wrote about pupils' participation in the activities. After that, I interviewed my target participants with the intention to check on the pupils' opinions and thoughts about the activities carried out.

4. Instruments

In this research, I used three data sources, which were pupils' works, teacher's reflective journal and interview. Although the scores in pupils' work were quantified, the basis of the research was very much qualitative in nature as it serves to support the findings from the reflective journal and interview

5. Data Analysis and Interpretation

The analysis was carried out for the three data collected. The pupils' work were analysed in frequency count to see the increase in number of correct answers scored by the pupils. The mean and standard deviation were not counted as there were only 5 questions in each worksheet and the purpose of pupils' work was to see the improvement made by the pupils to support the analysis in reflective journal and interview. All the data were analysed thematically and the emerging themes were improvement in vocabulary, active participation and increased interest.

(a) Improvement in Vocabulary

The pupils were given three worksheets which required them to write the correct words. The first worksheet comprised of five pictures with two choices of answer. The pupils were required to circle the correct words based on the pictures given. Meanwhile, for the second worksheet, the pupils were asked to write the correct answer in the box provided by referring to the choices of answer given. They were required to identify the names of the five animals and write the answer in the box provided. The third worksheet consisted of word search and pictures. The pupils were asked to circle the name of the body parts based on the pictures given. There were altogether five items in each worksheet. The results of the worksheets are shown in the table below.

Table 1: Progress in pupils' work

Participant	Number of Correct Answers		
	Worksheet 1	Worksheet 2	Worksheet 3
P 1	3	4	4
P 2	3	3	4
P 3	2	3	4
6 P 4	5	2	5

Table 1 indicates the results of pupils' work from the first worksheet until the third worksheet. The first participant managed to answer three out of five questions correctly in the first worksheet. Meanwhile, for the second and third worksheets, he had improved in that he could answer four questions correctly.

For the second participant, he was able to answer three questions correctly for the first and second worksheets. Meanwhile, for the third worksheet, he managed to get four answers correctly. The third participant was also able to show his improvement by scoring 2, 3 and 4 correct answers for the three worksheets.

In contrast to the first, second and third participants; the last participant was able to get all correct answers correctly in the first worksheet. Meanwhile, for the second worksheet he only managed to get two answers correctly. This might be due to the participant's confusion when he could not differentiate with the animals "goat", "horse" and "sheep" because these three animals looked similar to him and he was unable to differentiate which one was the correct answer for each animal. However, he was able to maintain his performance in the third worksheet where he managed to get all correct answers. Therefore, we could see the pupils' progress in that they could answer more correctly in the third worksheet.

Based on my reflective journal, I also found that the use of visual aids such as pictures and words was able to grab the pupils' attention and make them stay focused in the lesson much longer. They were able to sit longer each time and they did not disturb other friends during the lesson. The interview responses given "I am able to remember words easily" and "I can remember the words when doing worksheets" also support pupils' development in vocabulary. This suggests the use of Vocabulary Wheel help the pupils to learn the words that increased their understanding in using the words.

(b) Increased Participation

Based on the reflective journals written after each lesson, I found that the pupils like to take part in the activities and such activities were able to arouse their interest in learning thus created passionate involvement within the pupils. The use of Vocabulary Wheel also affected their social skills because it promoted social interaction among the pupils as they were asked to work in groups, thus they interacted with the group members during the activities.

(c) Increased Interest

The pupils had shown increased interest in learning English. All the participants interviewed agreed that the use of Vocabulary Wheel was the reason why they were interested and they enjoyed the lessons as the lessons were no longer boring. Below were the responses given by each participant.

P1: I feel excited during teaching and learning process because I got the opportunity to spin the wheel.

P2: It is very interesting. I was excited when I got the chance to play.

P3: I enjoyed English classes because I do not feel bored.

P4: I like the spinning of the wheel.

Vocabulary Wheel is a good strategy to make the lesson fun and enjoyable as they pupils had the opportunity to spin the wheel and they were not bored during the English lesson.

D. Findings and Discussion

Research Question One

Based on the data analysis from pupils' work, I found that Vocabulary Wheel influenced pupils' learning in which it helped them to improve their vocabulary. It could be seen through their progress from the first worksheet until the third worksheet. This helps to answer my first research question "How does the use of Vocabulary Wheel help to improve pupils' vocabulary?" The participants were introduced to Vocabulary Wheel for the first time during the first implementation. Because of this reason, their performance in the first worksheet was not so good where they only managed to answer two and three words correctly. However, the participants were able to show their progress in which they managed to get four to five answers correctly in the third worksheet.

The analysis from reflective journal and interview also supported pupils' improvement in vocabulary. Tight's (2010) findings had showed that mixed modality instruction which combined visual, auditory and tactile/kinaesthetic could stimulate the greatest learning and vocabulary retention. This is supported by Sadeghi & Farzizadeh (2013) who agreed that teaching vocabulary through visual aids help pupils gain more in vocabulary learning. As I taught vocabulary of nouns such as places, animals and body parts through Vocabulary Wheel, the pupils were able to remember vocabulary much longer compared to before its implementation in the classroom. Vocabulary Wheel enabled them to remember the words such as canteen, field, horse, rabbit, nose, mouth and so forth. These results indicated that teaching participants to widen their vocabulary by using Vocabulary Wheel did improve their vocabulary learning.

Research Question Two

The second research question was "How does the use of Vocabulary Wheel help to encourage pupils' participation in teaching and learning process?" I was able to monitor the pupils' participation during the teaching and learning process by using Vocabulary Wheel. When I was reflecting, I had taken into consideration on few aspects such as what and how the activities were carried out, the pupils' participation in the activities and pupils' feelings throughout the activities. These aspects assisted me to see the pupils' participation in classroom activities. Based on what I had written in the reflective journal, I realised that the participants like to engage in the activities conducted in classroom as it promoted group works among the pupils.

According to Ward (2010), pupils who participate in groups show more interest in classroom activities. I found that the pupils liked to interact and communicate among their group members.

It showed that the use of Vocabulary Wheel was able to arouse their interest to engage in those activities that leads to their active participation in classroom activities. Before the implementation, these participants were passive participants but after the implementation of using Vocabulary Wheel, it helped to encourage their participation in teaching and learning process.

Research Question Three

Reid (1999) mentions some of the benefits of increasing learners' awareness of their own learning styles: "higher interest and motivation in the learning process, increased student responsibility for their own learning, and greater classroom community. These are affective changes, and the changes have resulted in more effective learning" (p. 300). I noticed that the pupils' attention span had increased. Before the implementation, the pupils' attention span was very limited and they could not focus in the lesson. They tended to play with their friends and did something else rather than focused in the lesson. However, after the implementation of Vocabulary Wheel, the pupils were more motivated to learn and they were able to focus in the lesson and engaged in classroom activities.

The responses given by the target participants during the interview answered the third research question "How does the use of Vocabulary Wheel help to promote pupils' interest in learning?" As we could see, all of them gave positive responses that the use of Vocabulary Wheel helped them to gain interest rather than using the textbook in learning. The reasons that contributed to their positive responses were the combination of the use of visual aids and game in the intervention. The participants stated that visual aids such as pictures and written words affected their interest in learning because they were able to see the pictures and words clearly. Moreover, the use of visual aids helped them as beginner learners to remember the vocabulary easily and influenced their interest to learn.

E. Conclusion

In conclusion, the results and findings had shown that the use of Vocabulary Wheel improved the pupils' language learning in vocabulary. They were able to remember vocabulary easily with the help of images and words. It also encouraged their participation and promoted their interest in learning vocabulary. Therefore, teachers should make every concentrated effort to cater for the needs of students of different learning styles in order to maximise their learning in the classroom.

Although the implementation of Vocabulary Wheel brought positive impacts towards participants' learning, yet there were rooms for improvement. For this reason, I proposed few suggestions in order to overcome the shortcomings or limitations of Vocabulary Wheel to enhance the pupils' performance in language learning.

I would like to propose the integration of Information and Communication Technology (ICT) for the implementation. This is because the use of ICT can assist the pupils' learning. According to Yusuf (as cited in Amin, 2010), the field of education has been affected by ICT, which has undoubtedly affected teaching, learning and research. Therefore, I would propose to integrate the use of ICT in the next research. The combination of Vocabulary Wheel and ICT will influence the pupils' learning hence increase their attention to stay focused in the lesson.

Besides, the integration of ICT is practical in which we can teach the other topics or subjects using the same wheel but for different content and context. We just need to change the content in the slide presentation. It is time saving because we do not have to spend our time to redesign other teaching materials to teach another topics or subjects. Furthermore, we are also able to use our ICT skills in teaching and learning process.

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Realization Principle of Politeness in Internet Discussion among Three Hindus of Indonesian Discussion Group

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Abstract

This study aims to gain a deep understanding of the realization of the principle of politeness in internet discussion in three Indonesian Hindu discussion group. Realization of politeness principle consists of compliance and violations. The research paradigm was qualitative. The method used was the pragmatic content analysis and inductive procedures. The research data was in the form of quotations dialogue in internet discussion that contains the realization of the principles of politeness. The data was obtained from the written record dialog in Internet discussion in three Hindu Indonesia group discussions. The results showed that in general the principle of politeness tends to be obeyed. It means that those involved in internet discussion in three Indonesian Hindu discussion group were generally considered polite in speaking.

Keywords: realization, politeness principle, internet discussion

A. Introduction

The application of the principle of politeness in society is crucial. Through the application of this principle, using language can provide coolness amid the turmoil of society as a result of differences in principles and beliefs alive. However, the application has not seen optimal yet, particularly in discussions on the internet.

Language in the discussion on the internet cannot be separated from the context of the cultural and social background. Therefore, a user language cannot act arbitrarily in language regardless of the cultural context and social background (Schiffrin, 1994, p. 626-627). In harmony with this, the importance of understanding the context has also been addressed by Gumperz on the topic Context and Communication (Eerdman et al., 2002, p. 82-83), and also an explanation by Hartley (1999, p. 34) on the importance of considering the social context in communication. Accordingly, Kramsch (1998, p. 56) also discusses the need to consider two types of context, namely the context of the situation and cultural context. It is in line with what is proposed by Achmad HP (1994, p. 75) that the discourse as language recording are used both in the context of social and cultural contexts. To understand the discourse, it needs the understanding of the social context and the cultural context.

Based on some opinions about the importance of understanding the context, it can be said that the understanding of the context of the main prerequisite for communication. Users who do not heed the language in the context of communication are the language users that failed to

communicate. The relationship between context and politeness is that an understanding of the context of communication helps a person to be able to choose a language appropriate to phrased politely. In addition, by understanding the context, a person will also understand whether the language of the partner he said politely or not. A speech may be called manners in a context, and can be considered not polite in other contexts.

By understanding the context, a person also understands and can apply politeness. By applying politeness, the relationship will be harmonious among communication participants. It is in line with the opinion of Wardhaugh (1986, p. 233) that one of the most important communication functions, as outlined by the theory of ethnography and ethnomethodology, is to maintain the continuity of the relationship between communication participants. The language uses as a tool contains rules that govern how people should communicate so that interpersonal relationships wearer maintained.

So, in connection with a communication function, then there is one principle that must be implemented, namely the principles of politeness. Thus, the importance of the realization of politeness in communicating. However, based on preliminary studies on the archipelago Hindu Network Discussion Forum on March 15, 2011, and in Cakrawayu discussion group on April 30, 2011, observed much use of language that does not concern this politeness principle.

Based on the description, the use of language on the Internet, particularly in the discussion group is deserved to be investigated. This study examines the realization of politeness in internet discussion in three Indonesian Hindu discussion group, namely Group Manawa Bhakti Vedanta, Hindu Network Discussion Forum Nusantara, and Cakrawayu. Realization question is compliance and violation of the principle. The main theories are referred to in this research is the theory of politeness principle by Leech. Reasons for study only in three group discussions is because, among dozens of Indonesian Hindu discussion group, only three of the group were high and popular. The foundation manages the three of the group, so vision and mission are trustworthy. Each group has more than 2,000 members.

Furthermore, consideration of doing research on a Hindu-based group that is because there is some cultural value system that turned out to be relevant to the Hindu principles of politeness. In Hindu culture, there is ahimsa or non-violence (Prabhupada, 1986, p. 541). That is, one should not harm or harm to others, including in terms of language. It is consistent with the principles of politeness.

Furthermore, in Hindu, there is also *Tattvam Asi*, which means me and you are the servants of God (Krishna, 2008, p. 11). So, it teaches about the similarity as a servant of God because both are servants of God, then the duly respectful and sympathetic. In Hindu culture Indonesia, there is *Tri Hita Karana*, which means three causes of happiness. Three causes are implemented in three harmony, namely: (1) the harmony of the relationship between man and God, (2) the harmony of the relationship between man and his fellow man, and (3) the harmony of the relationship between man and nature or environment (Ages 2007, p. 20). When referring to the harmony points (2), it is understood that the harmony of communication also requires harmony. In other words, harmonious communication is communication manners.

There is also the *Tri Kaya Parisudha*, which means three things that must be maintained and purified, namely: mind, language, and actions (Suhardana, 2006, p. 29). A person is said to be awake, and sacred language if not berate others, not to speak rudely, do not defamatory, and did not break a promise. It is in accordance with the principle of modesty. Moreover, in a work entitled *Sri Sri Siksastaka* compiled by Acyutananda and Jayasacinandana (1972, p. 20) there is a teaching that is also fundamental, namely humility (*trnad fire sunicena*), more tolerant than a tree and free of pride false (*taror fire sahisnuna*), and do not expect respect but are willing to give all respect to others (*amanina manadena*). Three points from the teachings of *Sri Sri Siksastaka* is in accordance with the principles of politeness.

Lastly, in Hinduism, there is also *Chess Paramita*, which means four noble deeds. The four acts it is *maitri* or friends, *karuna* or Compassion, *mudhita* or sympathetic, and *upeksa* or tolerance (Suhardana, 2006, p. 48-49). It is in line with the principle of politeness, especially *mudhita* relevant to *kesimpatian* maxims. Another consideration, there is a general assumption that the Bali postscript is a Hindu majority Indonesia has a smooth character, friendly, likes to work together, and polite language. At least, the impression was captured and expressed by people who never traveled to Bali. However, based on preliminary studies in three Indonesian Hindu discussion group was the observed discrepancy between the general perceptions which is the reality of the use of language, especially in the discussions. Already widely observed users of language do not concern the principle of politeness.

The general problem of this research is: how the realization of the principle of politeness in internet discussion in three Indonesian Hindu discussion group? The general problem is then broken down as follows. (a) How is the realization of the maxim of wisdom (tact maxim) in internet discussion in three Indonesian Hindu discussion group? b) How is the realization of maxims reception (approbation Maxim) in internet discussion in three Indonesian Hindu discussion group? (c) How is the realization of the maxim of generosity (generosity Maxim) in internet discussion in three Indonesian Hindu discussion group? (d) How is the realization of match maxims (maxim agreement) in the internet discussion in three Indonesian Hindu discussion group? (e) How is the realization of the maxims of humility (modesty maxim) in internet discussion in three Indonesian Hindu discussion group? (f) How is the realization of maxims sympathy (sympathy maxim) in internet discussion in three Indonesian Hindu discussion group?

There are a number of experts who have written about the theory of politeness. Among them are Lakoff, Fraser, Brown and Levinson and Leech (Eelen, 2001, p. 2-13). Lakoff, as quoted by Rahardi (2005, p. 70), found that to make the speech is polite, there are three things to consider, namely: (1) formalities (formality) do not force, (2) indecision (hesitancy) means to make so hearer can determine option, and (3) the equation (equality) means to act as if you and your partner the same speech.

In other words, it can be stated that the speaker should not be forced, because naturally, everyone does not like coercion. Furthermore, the speaker gives the option to the hearer, because with so many options to answer or act, the partners will be comfortable. Likewise, speakers should try to "agree" to the hearer. With like-minded, said partner will also feel comfortable. Fraser distinguishes between civility (politeness) and respect (deference). According to Fraser, politeness is the property speech. Politeness means the speaker is not excessive in taking their rights or do not deny to meet its obligations. While homage is part of the activity that serves as a symbolic which means to express appreciation on a regular basis. If a person does not use the "slang language" to an official in his office, that person means respect to the officer's partner. However, behave respectfully doesn't mean behave courteously.

What is meant by the right here is something that belongs to the speaker or hearer, and the obligation is imperative that must be done by the participants of substitutions. Among the rights of speakers in a process of substitutions, it is right to ask, for example. However, this right is not without limits (Gunarwan, 2007, p. 188). So it can be concluded that in the communication, although the speaker has the right to speak, he is obliged to make the hearer comfortable. So is the hearer has an obligation to listen, besides the right to speak when his turn came.

Brown and Levinson (1996, p. 61-62) put forward the notion of politeness face (face). There are two aspects of politeness face, namely the face of the negative and positive face. The face of the negative self-image refers to any person who wishes that he appreciated the way let it free to act or let it free from the necessity of doing something. Furthermore, what is meant by advance positive is the opposite, namely referring to the self-image of every person desirous that what he was doing, what he has or what are the values that he believes, as a result of what was done or had it, recognized others as a good thing, which is fun, which is commendable, and so on.

Leech (1983, p. 132) proposed the theory of politeness based on the principles of politeness (politeness principles), which are translated into six maxims. The sixth maxim is tact, generosity, approbation, modesty, agreement, and sympathy. The principle of modesty is said by Grundy (2000, p. 145) as a phenomenon. He quoted Lakoff, Leech, and Brown & Levinson, that politeness principle has been considered to have far-reaching implications regarding the use of language, being the major determinant of language behavior, and is universal.

This study examines only the realization of the principle of politeness proposed by Leech. Realization of the principle is a real implementation of the principles, either compliance or violation. Consideration of these principles is chosen because of what Lakoff argued that a speech is said to be polite if he did not sound pushy or arrogant, speech that gives the option to the hearer, and the hearer feels calm, it is included in the maxims of politeness by Leech. So is the case with what is stated Fraser distinguishes between politeness and respect as well as an emphasis on the rights and obligations; Brown & Levinson with the theory of positive and negative face also are included in Leech's maxims. Moreover, what is proposed by Fraser and Brown & Levinson is a strategy, while what is examined (in this study) is studied the theory of maxims.

The realization of these principles includes compliance and violations. To facilitate the analysis made criteria adapted from Principles of Pragmatics by Geoffrey Leech (1983, p. 132) as follows.

Table 1. The Criteria for the Compliance of the Politeness Principle

No	Maxims	Speech Criteria
1	Wisdom	Benefit others
2	Reception	Self-harm
3	Generosity	Respect others
4	Modesty	Humbling oneself
5	Suitability	Agree opinions / ideas of others
6	Sympathy	Sympathy to others

The main objective of this research is to gain a deep understanding of the realization of the principle of politeness in internet discussion in three discussion groups Hindu Indonesia. The realization are: (a) the realization of the maxims of wisdom, (b) the realization of the maxim of acceptance, (c) the realization of the maxims of mercy, (d) the realization of the maxims of humility, (e) the realization of the maxim suitability and (f) the realization of the maxims sympathy.

B. Methodology

1. Research Design

This study used a qualitative approach. The method used was a pragmatic method of content analysis and inductive procedures. The categorization models that basis was a model Mayring (2011, p. 2). The data collected was obtained and analyzed, then grouped into categories defined previously. Aspects of text interpretation put into categories. Categories revised and verified along with the course of the analysis process.

2. Technique of Data Collection

To obtain data about the realization of the principles of politeness, researchers acted as an instrument of collecting data by using tools such as netbook devices, Internet devices, and printers. Netbooks and Internet devices were used for online into three discussion groups; printers were used to print the document (the outcome of the discussion). Examination of the validity of this research data used credibility, transferability, dependability, and confirmability.

3. Technique of Data Analysis

Data analysis was conducted during and after data collection took place. During the data collection took place, it carried out activities to reduce the data, then create a summary, encode, select the data, summarize, and make tentative conclusions. The analysis after data collection referred to the analytical framework, namely the conclusion that the form of the findings of the documentation. The steps of the data analysis were: (1) data collection, (2) data reduction, (3) presentation of data, and (4) draw conclusions and verification.

C. Findings and Discussion

The research findings described in this section is the realization of the principle of politeness in internet discussion in three Indonesian Hindu discussion group. This realization included six maxims, which were wisdom maxim, acceptance maxims, generosity maxims, humility maxims, suitability maxims, and sympathy maxims. Each of these maxims is described compliance and infraction. The findings are presented in the following table.

Table 2. Findings on the Realization of the Politeness Principle

No	Group	Discussion Topics	Wisdom		Reception		Generosity		Modesty		Suitability		Sympathy		Notes	
			+	-	+	-	+	-	+	-	+	-	+	-	+	-
1	BMW	Translation of Bhagavad Gita	19	12	22	9	20	11	22	9	19	12	27	4	✓	
2	BMW	Popularity Hare Krsna	7	7	6	8	6	8	6	8	6	8	7	7		✓
3	BMW	Vaikunta Loka	13	11	13	11	12	12	10	14	11	13	11	13		✓
4	BMW	Morality of Hindu	6	7	6	7	6	7	5	8	6	7	6	7		✓
5	BMW	Culture of Hare Krsna	8	11	2	17	8	11	6	13	5	14	5	14		✓
6	BMW	Atrocities in Lampung	8	12	8	12	10	10	5	15	7	13	9	11		✓
7	BMW	Prayer for Balinuraga	7	-	7	-	7	-	7	-	6	1	7	-	✓	
8	BMW	Teleconference Lampung Cases	7	3	7	3	7	3	6	4	7	3	6	4	✓	
9	BMW	The Law of Karma	13	19	12	10	13	19	10	12	15	7	12	10	✓	

No	Group	Discussion Topics	Wisdom		Reception		Generosity		Modesty		Suitability		Sympathy		Notes	
			+	-	+	-	+	-	+	-	+	-	+	-	+	-
10	BMW	Leak Sanur	21	5	19	7	20	6	14	12	20	6	14	12	✓	-
11	CPB	Page Paradev Phenomenon	9	2	9	2	9	2	9	2	9	2	9	2	✓	-
12	CPB	Cremation	4	6	2	8	4	6	4	6	3	7	4	6		✓
13	CPB	Srila Prabhupada	4	6	3	7	4	6	3	7	3	7	3	7		✓
14	CPB	Radhastami	3	6	3	6	3	6	3	6	3	6	3	6		✓
15	CPB	Hare Krsna Lyric	3	7	3	7	3	7	5	5	4	6	5	5		✓
16	CPB	Opton Peaceful in Lampung	11	5	9	7	13	3	7	9	10	6	9	7	✓	-
17	CPB	Demonstration	20	1	19	2	20	1	19	2	20	1	20	1	✓	-
18	CPB	Lampung Heats Up.	6	1	6	1	6	1	4	3	4	3	4	3	✓	-
19	CPB	Arya Weda	11	4	12	3	12	3	12	3	12	3	12	3	✓	-
20	CPB	New Unrest	18	3	10	11	18	3	11	10	16	5	8	13	✓	-
21	JHN	Comments of Jusuf Kalla	9	9	7	11	13	5	7	11	10	8	8	10		✓
22	JHN	Demo for Lampung	11	8	9	10	15	4	11	8	14	5	14	5	✓	-
23	JHN	Balinuraga Attacked	18	5	17	6	20	3	17	6	20	3	17	6	✓	-
24	JHN	Tolerance	8	8	10	6	13	3	6	10	12	4	12	4	✓	-
25	JHN	Countermeasures of Unrest	10	12	4	18	5	17	6	16	9	13	10	12		✓
26	JHN	Kailasha	6	4	5	5	6	4	7	3	3	7	6	4	✓	-
27	JHN	Death ceremony (HK)	6	1	4	3	5	2	2	5	3	4	2	5	✓	-
28	JHN	Bhajan	10	-	10	-	10	-	10	-	10	-	10	-	✓	-
29	JHN	Church Inaguration	4	6	3	7	4	6	5	5	5	5	5	5		✓
30	JHN	Hindu Greeting	5	3	4	4	7	1	6	2	5	3	6	2	✓	-
Total			285	174	251	208	289	170	245	214	27	18	27	18	18	12

Notes

- BMW** = Discussion Groups Bhakti Manawa Wedanta
CPB = Discussion Group Cakrawayu Peduli Bali
JHN = Discussion Group Jaringan Hindu Nusantara
+ = compliance
- = violation

Based on the table in front, it appeared that the general principles of politeness tended to be obeyed. From Analysis of the total in 2754, there was 1618 comply and 1136 violated. If viewed from the analysis of each topic of discussion, then of the 30 topics of discussion, a total of 18 discussion topics that tend to adhere to the principle of politeness (+) and only 12 topics that tend to violate the (-).

From 18 discussion topics that tend to adhere to the politeness principle, there are two topics of discussion in which the results of the maxim analysis do not contain violations. They are Prayer for Balinuraga and Bhajan. On the topic of Prayer for Balinuraga, the violation is only found in the suitability maxim. As for the topic of Bhajan, no violation maxim is found. The table also shows that based on the analysis of the realization of the principle of six maxims of politeness, there is no maxim which tends to be violated.

A discussion of the realization of the principle of politeness in internet discussion in three Indonesian Hindu discussion group conducted every maxim as follows.

Realization of Wisdom Maxim

Compliance maxim of wisdom amounted to 285 and 174 infraction Leech (1983, p. 132) states that this maxim requires each participant to minimize the loss of others, or to maximize profits for others. If seen by inclination, it can be indicated that the maxim of wisdom tends to be obeyed. It can be interpreted that the speaker in internet discussion group in three general discussions of Indonesian Hindu are wise in speaking. In other words, in general, he said speakers tend to benefit partners. If the system is associated with Hindu cultural values in Indonesia, so these findings can be interpreted that the actors behave ahimsa because the discussion has been in discussions with a nonviolent language, so they do not harm their added partners. Then it could be said. In general, they have practiced Tri Hita Karana, especially regarding the harmony relationship between speaker and hearer. Furthermore, it can also be said that the general discussion actors have behaved in accordance with the Tri Kaya Parisudha, especially on waking and sacred language. With language like that, then the hearer will not be harmed.

Realization of Acceptance Maxim

The compliance maxim of acceptance is amounting to 251 and 208 infraction. Leech (1983, p. 132) states that this maxim requires each participant to maximize and to minimize the loss of self-advantage. If seen by inclination, it can be stated that the maxim of acceptance tends to be obeyed. It can be interpreted that the speaker in internet discussion in three Indonesian Hindu discussion group, in general, want to harm themselves for the sake of their partners. In other words, the speakers keep people happy and feel disadvantaged. It is in line with what was said by Watts (2003, p. 39) that modesty is the ability to please others (through the use of one's language). If it is associated with the value system of Hindu culture Indonesia, the findings can

be interpreted that the participants in general practice Tri Hita Karana, especially about the harmony relationship between speaker and hearer. Additionally, these findings also reflect that in general accordance with Sri Siksastaka, especially on humility (*trnad fire sunicena*) and do not expect respect, but willing to give all respect to others (*amanina manadena*). Humility means willing to harm them before the hearer. It also relates not to seek respect from others. By not looking for respect, then someone has sought to harm himself.

Realization of Mercy Maxim

Compliance maxim of generosity amounted to 289 and 170 infractions. Leech (1983, p. 132) states that this maxim recommends two things that condemn others as little as possible and bless others as much as possible. If seen by inclination, it can be stated that the maxim of generosity tends to be obeyed. It can be interpreted that the speaker in internet discussion in three Indonesian Hindu discussion group, in general, is not like they are willing to denounce or praise partners. In other words, the speaker is willing to respect partner. Apparently the speakers in the general context of the system still practice the Hindu cultural values, which is *ahimsa*, which means not to hurt others, which also includes not denounce others. In addition, it looks like practicing *Tatvam asi* that teaches about the similarity as a servant of God. Because both are servants of God, then it should respect each other. In addition, the teachings one of the *Trikaya Parisudha* teachings encourage people to purify words or utterance, the general still seem to be realized.

Realization of Humility Maxim

Compliance maxim of humility amounted to 245 and 214 of infraction. According to Leech (1983, p. 132), maxims humility leads every participant to maximize disrespect yourself or minimize respect to yourself. If seen by inclination, it can be stated that the maxims of humility tend to be obeyed. It can be interpreted that the speaker in internet discussion group in three general discussions of Indonesian Hindu are humble. They are willing to humble themselves to their partners. In other words, they are not arrogant. If it is associated with the value system of Hindu culture Indonesia, then these findings reflect that the teachings of Sri Siksastaka, namely *trnad api sunicena* (humility), *taror api sahisnuna* (more tolerant than a tree, free from pride false), and *amanina manadena* (do not expect respect but are willing to give all respect to others). In general, they are still practiced by the speakers.

Realization Match Maxim

Compliance maxims of match numbered 277 and 182 of infraction. Leech (1983, p. 132) states that the maxim of suitability outlines each participant to maximize compatibility between them, and minimize the mismatch between them. If seen by inclination, it can be stated that the maxim of matches tends to be obeyed. It can be interpreted that the speaker in internet discussion in three Indonesian Hindu discussion group matched with their partner. In other words, suitable means not argue. If it is associated with Hindu cultural values, then the findings can be interpreted that the speakers generally behave in accordance with *Catur Paramita*, particularly the fourth point, namely *upeksa* (tolerance). By keeping a match, then it can be called a speaker capable of tolerating differences of ideas.

Realization of Sympathy Maxim

Compliance with sympathy maxim numbered 271 and the offense 188. According to Leech (1983, p. 132), this maxim requires each participant to maximize the sympathy and minimize the antipathy to the partner. If seen by inclination, it can be stated that the maxim sympathy tends to be obeyed. It can be interpreted that the speakers in the discussion on the internet three Indonesian Hindu discussion group generally sympathizes with the partners. If it is associated with the value system of Hindu culture Indonesia, the findings can be interpreted that generally speaking has behaved *tattvam asi*, which is dear and sympathetic to all beings. It also seemed to behave in accordance with *Catur Paramita*, especially the third points, namely *mudhita* (sympathetic).

This study has limitations because the study is only on the realization of the principle of politeness by Leech. There are three types of politeness that are not assessed, namely politeness proposed by Brown and Levinson, Fraser, and Lakoff. In addition, there is an interesting and relevant to this politeness, but are not examined in this study, the relationship between the maxims of politeness principle by Leech with maxims in the principle of cooperation by Grice.

D. Conclusion

Conclusions of research on the realization of the principle of politeness in internet discussion in three Indonesian Hindu discussion group in general, the principle of politeness tends to be obeyed. From Analysis of the total 2754, there is 1618 of complying and 1136 violated. It means that the speakers involved in the discussions of internet in three Indonesian Hindu discussion group are generally considered polite in speaking. Recommendations of this study are divided into two, namely the recommendation of theoretical and practical recommendations. Recommendations theoretical research is necessary adding one more maxim to the principles of politeness, which is the maxim of tolerance. Furthermore, practical recommendation is broken down into five of the recommendations as follows: (a) Principles of politeness recommended for inclusion in the curriculum of Indonesian subjects to be taught in an integrative manner since Junior high school (SMP); (b) To other researchers: recommended to examine the relationship between compliance and violation of the principle of politeness with other principles, which is the principle of cooperation. In addition, it is also recommended to examine the linkage system of cultural values (besides Hindus) with language behavior which manifested itself in the realization of the principle of politeness; (c) To the lecturer's language: the results of this study is recommended to be used as embellishment of pragmatic teaching; (d) To the managers of internet discussion group: the results of this study is recommended to be used as input how moderate the discussion so that the internet discussion runs mannered; and (e) To the Hindu religious leaders: the results of studies recommended to be used as input in fostering to the people about the importance of polite language because apparently it is relevant to the value system of Hindu culture.

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Metacognitive Strategy: How the Students Perceive the Use of Metacognitive Strategy on Their Reading Performance

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Abstract

Metacognitive strategy is one of learning strategies which leads students to be proficient readers. This study aimed to investigate (1) students' perception toward metacognitive strategy on their reading performance. This study employed qualitative research design which involves 19 undergraduates of Lakidende University Kendari. To gain the data, interview and students' self-diary were used. Both the result of students' self-diary and interview were positive. This study concluded that the students supported the use of metacognitive strategy on their reading performance.

Keywords: metacognitive strategy, reading performance, self-diary

A. Introduction

Fundamentally, reading is identified as one of essential skills for learning exposure since the other language skills can be gradually developed by reading lots of references intensively. The core of being able to gain the information and also to produce the outcomes is through reading. Students, therefore, need to realize the importance of reading rather than to claim reading is only a demand of their lecturers.

Reading deals with learners' cognitive domain, in which all the information are processed in brain. Besides, all the gathered information is kept in human's retention. The information is well-saved in long term memory or short term memory. Hence, Human's brain performance considerably has important role in this case.

To comprehend the text, the learners need to do some activities. This is because comprehending the text requires cognitive performance and motivation as well. Reading for decoding or finding specific information which involves skimming, scanning or can be categorized as bottom up and top down processing model will not be complicated for students. Having a long reading text to be understood, however, for students, it is found to be most complex. Snow (2002) found that more of the students find difficulties in comprehending text. Similarly, Eskey (2005) contended that despite the students have adequate language competencies, to some extent they still find difficulties in comprehending academic texts thoroughly.

To cope with the problems, lecturers need to facilitate, managing, directing and controlling students' learning process. These roles acted are also supposed to build interaction in learning a language. As earlier stated, the students' difficulties deal with their understanding on length text specifically when the text is too specific and unrelated to students' learning field.

In processing the information found, students' cognitive device plays a pivotal role. Moreover, Lecturers can trigger students' cognitive performance by teaching them to regulate their thinking process and learning goals, aimed to overcome students' difficulties in comprehending the text. Furthermore, to regulate and enhance their cognitive performance, metacognitive strategy can be applied. For applying the metacognitive strategy, lecturers need to train them in proper way due to this language learning strategy involve high order of students' critical thinking of their own learning and cognitive.

This metacognitive strategy involves three sub-strategies namely planning, monitoring and evaluation which is should be simultaneously applied. Hartman (2011) suggested that to maximize students' efforts in attaining their learning goals, learners should apply metacognitive strategies. In line with this, Eme (2006) argued that the good readers, who apply metacognitive strategies, will keep on tract of their reading process, reread confusing parts of the text and resolve their reading difficulties.

Related to this learning strategy, many studies have been carried out focusing on language acquisition. Karbalaei (2010) investigated the difference between EFL and ESL undergraduate students' metacognitive knowledge and reading strategies. Both two groups were found to hone same patterns of strategy awareness, despite of their different sociocultural and environments (EFL vs. ESL). Temur et al. (2010) investigated the differences among 6th, 7th, and 8th grades in respect of metacognitive awareness in their reading process showed that the difference among 6th, 7th and 8th grades was not statistically significant. Both of these studies were correlational research and their findings suggested that for further research there is a need to examine the effectiveness of metacognitive strategy both in EFL and ESL context in reading. In 2012, Faramarzi, et.al., found metacognitive strategy give significant effect to students' reading comprehension. In the same year, Lian & Seepho (2012) proved metacognitive strategy affects students' reading comprehension, this is because students' reading achievement was found enhance after applying metacognitive strategy. Similarly, Ahour & Mohseni (2014), who investigated the use of metacognitive strategy in students' reading comprehension, concluded this strategy affective to be applied in improving students' reading comprehension performance.

Considering the importance of this strategy, which is supported by some findings of the previous researchers, there is a need to put a lot of emphasize on teaching learning strategy to students. Besides, there is also a need to examined students' perception on metacognitive strategy, how the students perceive this strategy. A better understanding of students' perception will lead to the possibility of more effective teaching learning strategy. Oxford (1990) suggests that students need to write a note about their learning strategy used and to describe their language learning strategies freely. The profit of allowing students clarifying their feeling on the course content are that the students can openly tell what they want, the difficulties they find, and a lot of things generated. The teachers, therefore, can give them feedback or can help students reducing the difficulties found. Interested in applying learning strategies, then it will lead to the employment of learning strategies in their whole learning activities. In this case, however, the previous studies tend to focus on how the strategy can promote students' reading performance and also how this strategy correlate to students' reading performance. Since it is also important to examine students' perception, therefore, this study is conducted to investigate how the students perceive the use of metacognitive strategy.

B. Methodology

1. Research Design

To examine the result of students' self-diary and the interview result aimed to find students' feeling on metacognitive strategy, the qualitative analysis and its interpretation was carried out. There were three steps in analyzing the data qualitatively; Reading, describing and classifying.

2. Participants

To gain the data, there were 19 respondents involved in this study whose names were abbreviated and were recruited purposively. These respondents were received metacognitive strategy training which has been organized in some meetings and then were asked to freely tell their perception on metacognitive strategy.

3. *Technique of Data Collection*

In collecting the data, there were two entries of students' self-diary thus they wrote their response two times. First entry was taken in meeting 4th after the students were informed the process of metacognitive strategy in reading. Second entry was taken in meeting 7th that was the last meeting of the training. As soon after collecting students' self-diary, interview was carried out. It is supposed to gather more in depth data about students' feeling and also to investigate more students' point of view that might be less or not covered in self-diary. To make the students easy in sharing their opinions and ideas about metacognitive strategy, furthermore, they were permitted to use English or mix their language in English with Bahasa.

4. *Instruments*

There were two instruments used; students' self-diary, interview. The students' self-diary was used to gain the overall picture of students' perceptions toward metacognitive strategy on their reading performance. In addition, interview was meant to retrieve relevant information about students' perceptions.

5. *Technique of Data Analysis*

There were three steps in analyzing the data qualitatively: (1) Reading/ memoing, in which the researcher read and write the memos about all field notes, transcript and respondents' comments to get an initial sense of the data, (2) Describing, it involves developing comprehensive description of participants, the setting and the phenomenon being studied. The descriptions were based on the collected observations, interview result, field notes, or artifacts. The purpose of this step was to provide a narrative picture of the setting of an event that take place in it. (3) Classifying, the purpose of this step was to categorize the data, to organize and to group the data into the theme.

C. Findings and Discussion

From the two entries of students- self diary, it revealed the variants of students' responses. At the first entry, in which the students were introduced metacognitive strategy, it is found that the number of students who held positive response increased from entry 1 to entry 2. The students with positive response were Eka, Poppy, April, Anty, DD, Ika, Jumi, Dian, Juwita, Kazoma, Riany, Novy, Iruh, A, Ipul. Conversely, those who held negative responses decreased; Yumi, Lusi, Arnita, Nir. Those students, who have positive responses since the first until the second entry of students' self-diary, supported the application of metacognitive strategy in their reading performance. Moreover, the students, who give negative opinion on the first entry, were found changing their perception from negative to positive on the second entry.

At first entry (1), For 15 students, they reported positive response. As stated by student (DD) "I think metacognitive strategy is very important for me because I can understand the text better". Similarly, (April), who realized the benefit of applying metacognitive strategy, stated "by applying metacognitive strategy, I get easy to understand the text".

Meanwhile, the students, who held negative response, thought metacognitive strategy was difficult to be applied because they have to concurrently apply some processes of metacognitive strategy. Arguing metacognitive strategy quite complex to be applied, student (Arnita) stated "I don't understand how to apply metacognitive strategy in reading". The same response, in which student negatively perceive the use of metacognitive strategy in reading, is gained. Student (Nir) also stated "Because it is difficult, I think metacognitive strategy is not good to be applied in reading". Then, another negative response emerge, student (Lusi) stated "it is difficult to apply metacognitive strategy". Similar to Arnita & Lusi, (Yumi) stated "sometimes, I do not understand how to apply metacognitive strategy in reading comprehension".

Referring to the gathered data, two variant responses, at the first entry, describes that some students were already found the rationale of applying metacognitive strategy, it was indicated by their responses in which they supported the utilization of metacognitive strategy in their reading. Since the first they got exposed such strategy, however, the other students argued that metacognitive strategy is difficult to be applied. In this case, they tend to focus on regulating their cognitive processes rather than on their comprehension.

Furthermore, at the last meeting of the training, after being involved in applying metacognitive strategy, the four students, who previously argued metacognitive strategy is difficult, changed their perception from negative to positive. Then, the researcher found that

since metacognitive strategy requires students' higher capability in regulating their cognitive processes, therefore, the sequential practices are fully needed to deepen students' understanding on how to regulate their cognitive in comprehending the text better. Like the result of students' self-diary, the interview result, focusing on students' perception, clearly described that students had positive perception on metacognitive strategy.

The result revealed that students supported the application of metacognitive strategies in reading comprehension, this was indicated by the result of interview and students' self-diary in which they have positive perceptions. As one of the process of metacognitive strategy which relates to students' self-awareness of their thinking process, interview and students self-diary was also used to enhance students' self-awareness.

Asking their opinions toward the course content, teaching process, motivation, and also learning strategy which they applied, is also can improve their critical thinking. They can criticize and analyze their own learning process hence they will realize their own weaknesses and then will try to solve it. On teacher's side, they can use this result to evaluate and reflect their own teaching process, which aspects should be reorganize, re-explain, and need to be adjusted in order to fulfill their students' needs.

The systematic analyzes of students' interview and students' self-diary also pointed out the fact that due to metacognitive strategy which is known as the higher thinking of students to regulate their learning goal, learning process, and their cognitive process, to make these strategy adhere to students' overall learning process, therefore, the sequential meetings which also involve teachers as a model, practices, and also exercises are convincingly needed. Hence, the psychological factors such as perception, belief, motivation and confidence should be considered when conducting metacognitive strategy training to ensure the effectiveness of teaching such learning strategy.

The finding also provides pedagogical implications for lecturers about the importance of incorporating language learning strategies to promote students' successful in learning therefore the lecturers or even the curriculum developers can insert language learning strategies in designing the syllabus.

D. Conclusion

This study demonstrated the episode of students' perception on metacognitive strategy, in which students found the beneficial of applying metacognitive strategy in their reading comprehension, they, therefore, supported the application of this strategy. The positive response will lead to the realization of metacognitive strategy, which means this strategy is appropriate to University level of students. Though at the first entry, four students still had negative response, but then we can draw a comprehensive conclusion that providing and adapting sequential practices will accommodate new chance for students to have better understanding in how to properly apply this strategy and adjust this strategy into their learning process.

However, this study only focus on students' perception without correlating with students' reading score, hence further research need to be carried out. Another thing need to be quantitatively investigated is the total employment of each student's metacognitive strategy. Assessing students' metacognitive strategy is also important in this case. To examine it, the further researcher can use validated inventory specifically for metacognitive strategy. Besides, this study only focuses on reading comprehension. For other research, there is necessity to conduct study in writing, speaking or listening skill.

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Analysis of the Stylistic Poetry
Tuhan, Kita Begitu Dekat – God, We Are So Closed –
by Abdul Hadi W.M

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Abstract

Stylistic or style as the author's personal expression of quality in the creation of poetry. The quality of personality obtained through universality. The intensity found on the thoroughness, accuracy, and emotional Crystallization, not an intellectual. The quality of the personality of the poet used as the characteristic of the poet in creating poetry. The problem studied in this research is How is stylistic poetry by Abdul Hadi W.M? This study aimed to describe the analysis of the stylistic poems by Abdul Hadi WM benefit expected in this study were (a) theoretically, this study is helpful to the development of literary theory, especially the theory of poetry and stylistic. (B) practical research Translation (1) researchers and readers can obtain in-depth description of the analysis of the stylistic poems Abdul Hadi WM (2) source of referral for further research and as a reference source of learning materials Indonesian language and literature especially learning poetry. (3) educational institutions can make the results of research this as a reference to the development of theories of literature, especially poetry stylistic analysis by Abdul Hadi. This study is a literature research using descriptive research design. Sources of data in this study are a collection of poetry Horison Indonesian Literature, poetry internationally 2002. The data is text (lines and stanzas) that contain stylistic poetry. Data was collected by using read and record technique. Data were analyzed by using the theory of stylistic, with the objective approach. The results showed a significant choice of words connotation dominate poems by Abdul Hadi W.M. Meaningful words used connotation poet to style or personal characteristic (idiosyncrasy) poet, style or technique of exposition and style or technique of the highest quality literary achievement that is used to reach the top aesthetic poet poetry. The imagery are dominated by the image of feelings. The imagery feelings become style or characteristic (idiosyncrasy) personal, style or technique exposition technique and style or quality of the highest literary achievement. The sound is dominated by the sound of Kakafoni. This sound becomes a style or personal characteristic (idiosyncrasy), style or technique or style of exposition and literary quality engineering achievement. Theme options divinity of Tuhan, Kita Begitu Dekat in the poetry becomes a style or personal characteristic (idiosyncrasy), style or technique of exposition, style or quality of the highest literary achievement.

Keywords: vocabulary, participation, interest, Vocabulary Wheel

A. Introduction

One interesting thing in poetry is a style. According to Thrall and Hibbard (in Ratna, 2011: 245-247) style is a combination of two elements, namely the ideas that will be expressed and the individuality of the author. In other words, the style is based on the wording in the way of expressing the idea. Good style displayed by adapting one language one idea, each speaker (as a manifestation of rhetorically) and author (as a manifestation of rhetorically) must find a way of expression that exactly represents the idea. Cannot be a diction or certain phrases represent the same thing, no actualization of the same style. Nevertheless, the reader does not by itself understood through the statement of the authors, not directly because in this connection happen mediation connotation language.

Based on the relation between words in subject, style can be divided into: (a) the style of conceptual and sensual, (b) concise and loose, (c) demeaning and praise, (d) clear and hazy, (e) calm and tempestuous, (f) high and low, (g) simple and redundant. Based on the relationship between words, the style can be divided into: (a) the tension and weak, (b) plastic and musical, (c) the smooth and rough, (d) colorless and colored. On the basis of word association with total system language, the style can be divided into: (a) oral and written style, (b) cliché and unique. The relationship between words and authors, styles can be distinguished: (a) objective style, and (b) the subjective style.

Style is an expression of personal qualities. But the quality of the personality acquired through universality. Its intensity is thoroughness, accuracy, and crystallization emotional, not an intellectual or definition-specific definition. Therefore, stylistic is successful if there is a balance, and alignment between thoughts and feelings. Nevertheless, in general dominance of the mind is in prose, the dominance of feeling there is in poetry. On the basis of the above, Murry distinguishes three characteristic style, namely, (a) as a characteristic style (idiosyncrasy) personal, (b) as a technical style of exposition, and (c) the style as the highest achievement of literary quality.

Style leads to force disclosure of the author in relation to the elements of rhyme builder. The elements are as follows. (1) style, (2) the style rhyme, (3) choice of words, (4) figurative language, (4) images or image, (5) a means rhetorical (6) sound or rhythm, (7) ideas and concepts, (8) feeling and (9) the theme (Pradopo, 2009: 4). the elements builders these poems are analyzed to find three main elements stylistic, namely (a) the style as characteristic (idiosyncrasy) personal, (b) the style as engineering exposition, and (c) the style as the highest achievement of literary quality.

Style mentioned above are not all examined in this study. Only four aspects are the focus, namely (1) diction or choice of words, (2) images, (3) the sound or cadence, and (4) theme. Diction or choice of words related to the words used in the poem. In general, the words used in the same poem with the words used in everyday life. However, the words of the poem in addition has the meaning denotation also has connotations. The images or images associated with inner experiences that ever happened to the audience of his work. One attempt to fulfil that desire is by selecting and using the right words in their works. Sound or rhyme immense influence something to clarify the meaning of the poem. The rhythm and rhyme of poetry something intimately linked with the sense, feeling, tone and intention contained therein. Themes related to something you want delivered poet.

Stylistic element in the poems by Abdul Hadi W.M, recounted below.

Diction or choice of words in the *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M found in the word of God, we are close (Tuhan, kita begitu dekat – God, We Are So Closed, the first verse). These words contain meaning denotation or real meaning. God refers to something that is believed, adored and worshiped by humans as an omnipotent, all-powerful. We refer to the first person plural pronouns, who spoke along with others, including one to talk. Near refers to the short distance, short, almost, familiar, and meetings. In addition to a meaningful word denotation, poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M also found words that are meaningful connotations, i.e. word-taka containing a figurative sense. The words are found in the word *fire* and *heat* (*Tuhan, kita begitu dekat* – God, We Are So Closed, the second verse). *Fire* is denotation refers to the heat and the light emanating from something burning because the word *fire* preceded by words such as the *fire* is no longer meaningful denotation. Therefore, it must be interpreted in connotation, namely metaphor refers to the relationship between *God* as worshiped by us (humans) as a servant, who worship. The nature of the relationship between

the worshiper with the worshiped is inseparable. Inside there is an obligation that must be carried by worshipers. This obligation is done not for the sake of worship. However, devotees worship done for the benefit of devotees only. The nature of the relationship devotees and are worshiped in this position is absolutely no interest worshiped. Worshipers did worship or not does not affect the position of being worshiped. He is still in perfect condition. The nature of the relationship was strengthened with hot words, the warm state are present because there was a fire.

The imagery in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M found two images, namely images feelings and visions. Feelings imagery found in words, like, Lord, hot, your fire, close, wind, to You. Visual imagery found in words, like, we, fire, I, fabrics, cotton, direction, dark, flame, light. Sound or rhythm in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M found two types of sounds Kakafoni and Efoni. Beep Kakafoni amounted to 20 sounds. The sounds were dominated by the sound / r /, / s /, / t /, / p /, / k /. Efoni sound in poetry *Tuhan, Kita Begitu Dekat* is totaled 23. Efoni sound is dominated by the sound / a /, / n /, / i /, amounting to 23.

In the poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M is a religious theme or divinity. This scene depicts the relationship between God as a substance that is worshiped by us (human beings) as creatures who worship. Religious theme or divinity was supported by the choice of words used poets, like God, we are, close, fire and heat

B. Methodology

1. Research Design

This study is a literature research. It said the research literature for this study utilizing library materials such as books and poetry. Object of study is a literary work with a set of reference to be found directly in the repertoire of literature.

The research design used in this research is descriptive design. Descriptive study design is a method to describe or present the facts objectively in accordance with the data contained in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

2. Data and Data Resources

Sources of data in this study are a collection of poetry Horison Indonesian Literature, International poetries in 2002. The data in this study is the text (lines and stanzas) that contain stylistic poetries by Abdul Hadi W.M.

3. Procedure in Collecting Data

Data was collected by using read and record technique. Mechanical read, the text reading of poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. While the technique of log performed by recording parts of the poem that contains the elements of the stylistic by Abdul Hadi W.M.

4. Data Analysis

Data were analyzed by using the theory stylistic as one of the theories derived from objective approach. This theory of direct analysis studies on literary works, in terms of the use of language and style of the language. (Sehandi, 2014: 127). Through stylistic theory of literary works are analyzed and assessed in relation to (1) diction or choice of words, (2) images, (3) the sound or cadence, and (4) theme.

C. Findings and Discussion

1. Findings

The results of this research are directed at poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. In general, the poem described outlined below.

The poetry *Tuhan, Kita Begitu Dekat* is consisting of five stanzas, fifteen arrays. Beginning with the lyrics of *Tuhan* ends with array *pada lampu padammu*. Poetry in the first and second stanza have in common, that each stanza in the first array and the second reads the final / n /, on the second line reads the final / t /, the array third reads the final / s /, the array fourth alike reads end / u /. Poetry in the third stanza, fourth and fifth have differences, that on the third stanza, the first array reads the final / n / in the fourth stanza reads the first array end / t /, in the fifth stanza reads the first array end / p /. In the third stanza, the second line reads the final / t / in the fourth stanza the second line does not exist, the fifth stanza reads the second line end / a /. In the third stanza, the third array reads the final / u / in the fourth stanza third array does not exist, the fifth stanza reads the end of the third array / u /.

2. Discussion

Discussion of this study preceded by a description of aspects that build poems such as: (1) style, (2) the style rhyme, (3) choice of words, (4) figurative language, (4) images or image, (5) means rhetorical (6) sound or rhythm, (7) ideas and concepts, (8) feeling and (9) theme.

The elements of these poems are not all builders are analyzed. Only four aspects are the focus of the study, namely (1) diction or choice of words, (2) images, (3) the sound or cadence, and (4) theme. Fourth aspect associated with stylistic three main elements, namely (a) as a characteristic style (idiosyncrasy) personal, (b) as a technical style of exposition, and (c) the style as the highest achievement of literary quality. Here's a poem expressed *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. as the data to be analyzed in this study.

***Tuhan, Kita Begitu Dekat*
by Abdul Hadi W.M.**

Tuhan
Kita begitu dekat
Seperti api dengan panas
Aku panas dalam apimu

Tuhan
Kita begitu dekat
Seperti kau dengan kapas
Aku kapas dalam kainmu

Tuhan
Kita begitu dekat
Seperti angin dan arahnya

Kita begitu dekat

Dalam gelap
Kini nyala
Pada lampu padammu

The poem is successively analyzed from four aspects, namely (1) diction or choice of words, (2) images, (3) the sound or cadence, and (4) theme

1. The Diction in Poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

Description of diction or choice of words in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M is directed to the use meaningful words denotation and connotation meaningful words in poetry. Denotation meaningful words are words that carry real meaning. The word was given meaning by order of meaning in the dictionary. Meanwhile, the connotation meaningful words are words that carry meaning figuratively. The word is given meaning in context, the value of taste, ethics, norms and representations in awarding the meaning of a poem. Both of the above said, although it can be used simultaneously, but have a different portion. Meaningful words of denotation have a smaller portion than the use of words meaningful connotations. Meaningful words denotation used as a starting point to develop an insight into the meaning of the word carried in it. From the meaning of the word carried in denotation, authors and readers explore possibilities of meaning that can be attributed to the meaning in connotation. It was done with consideration of the context, the value of taste, ethics, norms, and the representation of the content of the meaning of the poem as a whole. To facilitate the analysis of second types of words, the following was stated differentiator table to sort out meaningful words and meaningful words connotation denotation.

Table 1. Diction in the poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

No	Denotative Meaning	Connotative Meaning	State
1	Tuhan (TKBD, 1:1)	Api (TKBD, 1:3)	
2	Kita (TKBD, 1:2)	Panas (TKBD, 1:3)	
3	Dekat (TKBD, 1:3)	Kapas (TKBD, II:3)	
4	Aku (TKBD, II:4)	Kain (TKBD, II:4)	
5	lampu (TKBD, V:3)	Angin (TKBD, III:4)	
6	padammu (TKBD, V:3)	Arahnya (TKBD, III:3)	
7		Gelap (TKBD,V:1)	
8		Kini(TKBD,V:2)	
9		Nyala (TKBD,V:2)	

Table of diction distinction above shows that the denotation meaningful words amounted to 6 words, whereas a meaningful word connotations totaling nine words. This suggests that the meaningful words more dominant connotation than denotation meaningful words. Meaningful words of denotation covers:

Tuhan (TKBD, 1:1), Kita (TKBD, 1:2), Dekat (TKBD, 1:3), Aku (TKBD, II:4), lampu (TKBD, V:3), padammu (TKBD, V:3)

These words are words, phrases that are meaningful denotation. Specifically words are selected and rigorously selected by the poet to find individual words, character and artistic worth. Some of the words above are deemed characterless and artistically *Tuhan, Kita, Dekat, Aku, lampu, padammu*. The words referred to repeatedly in the poem to show that the viscosity of word relationships with other words. The word *Tuhan* repeated 4 times, the word *kita* repeated 5 times, word *dekat* repeated 5 times, and *aku* repeated 2 times.

Semantically, those words refer to three meanings, namely (1) *Tuhan* (God) as someone to be worshipped, (2) *aku* (me) as the creature who worships, and (3) *kita* (we) as unity of creatures who are worshipped and the creatures who worship. This is what referred by the after word namely *dekat* (*close*).

Selection of meaningful word denotation above are supported by a selection of meaningful word connotation following.

Api (TKBD, 1:3), panas (TKBD, 1:3), Kapas (TKBD, II:3), Kain (TKBD, II:4) Angin (TKBD, III:4), Arahnya (TKBD, III:3), Gelap (TKBD,V:1), Kini (TKBD,V:2), Nyala (TKBD,V:2).

Some of the words above that is seen to represent the mind the ideas of the poet is fire (*Api*) and heat (*Panas*), cotton (*Kapas*) and linen (*Kain*), and the wind (*Angin*) and its direction (*Arahnya*). Three word pairs were deliberately and consciously chosen by the poet to describe two traits that have always united and inseparable. When there is a *fire* then there must be hot. But these two words are not interchangeable. When there is no *heat* there must be *fire*. Because it could be the cause of the *fire* is not hot. It could be from another object, such as the sun, the temperature of the body or other objects that produce *heat*. The pair said in connotative lead to two different meanings and different references. Said *fire* can mean God, the creator, a substance that must be worshiped by all his creatures. While *heat* can mean human beings worship. Concept creator and created totally interchangeable. Concept creator then certainly he came to power in being created. It cannot work in reverse because, being created may not be able to master creator. Thus the view of *fire* and *heat* are connotative.

The connotative concept of fire and heat also applies to the word and cotton fabrics. When there is a cotton fabric then there must be. Cotton and fabric cannot work the other way, such as cotton and linen. These two words are not interchangeable. When there is cotton fabric is not necessarily there because it can be cotton made into other objects, such as pillows, mattresses or other objects produced from cotton. The pair word in the connotative lead to two different meanings and different references. The word cloth can mean God, the creator, a substance that must be worshiped by all his creatures. While cotton could mean a human, a creature worshiped. The concept of cotton fabric and it is not at all interchangeable. The concept of fabric as the creator then certainly he came to power is in being created. It cannot work in reverse. For cotton as being created may not be able to master creator. Similarly, the views and cotton fabrics are connotative.

The concept of fire and heat connotation of the word, the word cloth and cotton also applies to the word of wind and its direction. When there is no wind then there must be him. But these two words are not interchangeable. When there is no wind direction is not necessarily. Because it can only refer to the direction of another object that is not the wind, such as vehicles, outlook or other objects that show the direction. The pair word in the connotative lead to two different meanings and different references. The word wind can mean God, the creator, a substance that must be worshiped by all his creatures. While the directions can mean human beings worship. Concept creator and created totally interchangeable. The concept of wind power as a creator then certainly is on being created. It cannot work in reverse. For directions as being created may not be able to master creator. Similarly views of the wind and its direction connotative.

2. The Imagery in Poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

Poet is still trying to express abstract ideas. She tried to connect her intuition as a poet with the imagination that of the reader. As a result, he had tried to arrange the word in a way that the meanings of the abstract become concrete and tangible. Others may not know the feelings of love if not concreted in a tangible form; for example through language or through motion. Because poet dealing with the language, so he tried to concrete their ideas through language. Thus, the problem is still in the diction imaginary problems as well. In addition to concrete abstract ideas, poet utilizing of imagery to evoke a special atmosphere which makes more vivid images in the mind and sensing and also to attract attention. As a result of the use of imagery, poetical case can also be created.

Here is identified the aspects of imagery poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. as follows.

Table 2. Rhyme in Poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

No	image of sight	image of hearing	image of smell	image of feelings	image of Palpation	image of motion
1	kita			Tuhan		
2	api			dekat		
3	aku			seperti		
4	kau			panas		
5	kapas			angin		
6	kainmu			arahnya		
7	gelap			kini		
8	nyala			padammu		
9	lampu					

The above table shows that the poetry of *Tuhan, Kita Begitu Dekat* constructed by 9 the words that show sight imagery, 8 imagery feelings. While the imagery hearing, smell, motion

palpation and none was found. Things that are visible in the next poem are translated by imagery feelings. Through this imagery, the poet and the audience were taken on a sensitive feeling for objects that can translate is imaged with vision. Neither confirmed nor rejected because it is seen by naked eye through sentiment. This imagery is basically an understanding of higher meaning. Everything that has been seen communicated with the feeling to take a decision before getting on the nature of divinity contained in poetry. Thus, the use of these two dominant imagery is merely the means to arrive at a core understanding of *Tuhan, Kita Begitu Dekat* is nuanced religious.

3. Sound or rhythm in poems by Abdul Hadi W.M

Sound or rhythm in poetry can be seen in the equation sounds of the beginning and ending sounds that build the poem. Simply put, sound in poetry can be divided into two types, namely (1) the sound Efoni, and (2) the sound Kakafoni. Efoni sound is basically a representation of what happiness is, well, happy and excited. Instead, the sound Kakafoni is a representation of the meaning of sad, difficult, complicated, difficult, sad and tense. The following table is presented identification of sound poetry *Tuhan, Kita Begitu Dekat* tersebut.

Table 3. Sound or rhythm in Poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

No	Efoni	Explanation	Kakafoni	Explanation
1	<i>kita</i>	a	<i>tuhan</i>	t/n
2	<i>api</i>	a/i	<i>kita</i>	k
3	<i>aku</i>	a/u	<i>dekat</i>	d/t
4	<i>begitu</i>	u	<i>panas</i>	p/s
5	<i>kau</i>	u	<i>begitu</i>	b
6	<i>angin</i>	a	<i>kau</i>	k
7	<i>arahnya</i>	a	<i>kapas</i>	k/s
8	<i>kini</i>	i	<i>angin</i>	n
9	<i>nyala</i>	a	<i>dalam</i>	d/m
10	<i>lampu</i>	u	<i>gelap</i>	g/p
11	<i>padammu</i>	u	<i>kini</i>	k
12			<i>nyala</i>	n
13			<i>lampu</i>	l
14			<i>padammu</i>	p
Jum	11		14	

The above table shows there are 11 Efoni sounds in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. consists of 6 sounds / a / and two sound / i /, and 5 sound / u /. Beep Kakafoni consists of 14 sounds. Consisting of 2 sounds / t /, 3 sound / n /, 3 sounds / k /, 2 sounds / d /, 1 sound / p /, 2 sounds / s /, 1 sound / b /, 1 sound / m /, 1 sound / g /, 2 sounds / p /, and one sound / l /.

The dominance of a particular sound in poetry slipped particular meaning anyway. Efoni sound is a representation of meaning of happiness, kindness, joy and glory while the sound is a representation of meaning Kakafoni sadness. Linguistically, Efoni sound is the sound that leads to vocal elements, while the sound of consonants Kakafoni leads to the elements. Efoni sound linguistically is potential sound of life or the meaning of the sounds Kakatoni.

The condition described above is basically a normal condition that occurs in a poem. However, in certain circumstances may be otherwise. The dominant Efoni element can represent meanings hoarse, sad, and sad, while Kakafoni can represent the meaning of a happy and fun. This is what mostly happens in poetry paradoxical.

The poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M can be in both categories. From time to time may be normal, a time also can be paradoxical. It should be understood that the sound Kakafoni dominant in poetry above is not a representation of the meaning of sad, but to show a strong effort and earnest to be close to God. In this effort it takes hard work and seriousness of the individual.

4. Theme in Poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M

Poetry of *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. is a poem on the theme of divinity (religious). The theme of divinity was supported by the choice of words as the Lord God) is repeated three times. Moreover, the theme of divinity was supported by a choice of api (Fire) and panas (Heat), kain (cloth) and kapas (Cotton), angin (Wind) and arahnya (its direction) to show the parable relationship creator of the servants of God who created and human created.

The theme of divinity in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi W.M. specifically describes the relationship of God as a substance that creates human beings and human beings are created. As a consequence of the creator and the created, then the man should perform worship as a form of devotion to the creator.

The concept of worship is done in God is essentially not for God, but for the good and safety of the man himself. Worship is a form of devotion to the creator who has drafted ordinances implementation. Thus, people who worship must meet certain requirements and rules. Without the fulfilment of certain rules, then the service is considered rejected. All was done as a form of deep gratitude on the whereabouts of the man himself.

5. The Elements of *Style* in the Poetries by Abdul Hadi W.M

Style of diction or choice of words in poetry by Abdul Hadi W.M as style or characteristic (idiosyncrasy) indicated personal diction in the poem *Tuhan, Kita Begitu Dekat* consisting of six words that denotation, connotation 9 meaningful word. The classification shows that the poetry of *Tuhan, Kita Begitu Dekat* dominated by words that are meaningful connotations.

Style of diction as the style or technique of the highest achievement of literary quality relates to aesthetic peak poetry. Poet consciously uses elemental diction to represent feelings and inner experience. In this regard, the poet uses elements of meaningful connotation predominantly diction.

Style of imagery in poetry *Tuhan, Kita Begitu Dekat* by Abdul Hadi as style or characteristic (idiosyncrasy) personal show imagery in the poetry of *Tuhan, Kita Begitu Dekat* consists of 9 the word imagery sight, 0 imagery hearing and 0 imagery of smell, 8 imagery feelings, 0 imagery palpation and motion imagery. The classification shows that the poetry of *Tuhan, Kita Begitu Dekat* dominated by sight imagery. Sight imagery becomes personal traits from Abdul Hadi W.M.

In connection with the use of sight imagery is predominantly shows that poets use as an empowering sight exposition technique for concreting delivery point. This is where the essence of poetry as a means to express the feeling that the imaginative becomes concrete. Through this framework, sight experienced by the poet can be imagined, perceived and rated by readers. Referring to the above description, then imagery of vision to be the style or technique of exposition in that poetry.

Style of sound in poetry by Abdul Hadi W.M as style or personal characteristic (ideosyncrasy) that is showed of sound in poetry *Tuhan, Kita Begitu Dekat* Efoni consists of 11 sounds, 14 sounds Kakafoni. The advanced classification of *Tuhan, Kita Begitu Dekat* that poetry is dominated by the sound of Kakafoni.

Style of sound as style or technique exposition related to the arrangement of sounds used poets in poetry. The arrangement of the sound can be either efficient use of sound Efoni and Kakafoni. Identification of sound shows that sound Kakafoni in poetry by Abdul Hadi W.M. The sound Kakafoni is poet to represent meaning of hoarse, difficult, complicated perceived poet. Meaning hoarse, hard, complicated, especially to support the theme conveyed the poet through his poems, such as a theme for poetry divinity of *Tuhan, Kita Begitu Dekat*. Referring to the above description then, the sound becomes a style or technique Kakafoni exposition poems of Abdul Hadi W.M.

Style of sound as style or technique related to the quality of the literary achievement of peak aesthetics of poetry. Poet consciously uses the element of sound to represent feelings and inner experience. In this regard, the poet uses sound elements are dominant.

Style of theme in poetry Tuhan, Kita Begitu Dekat by Hadi W.M as style or characteristic of the poet indicates the theme of divinity. The poet *Tuhan, Kita Begitu Dekat* themed divinity. The theme of divinity in the poem specifically express the relationship between God and a servant. Such relationships are specified poet with diction *kain* and *kapas*, *api* and *panas*, *angin* and *arahnya* serta *gelap* and *lampu*. Each stanza that author shows is closeness between servants with God. Even the poet tried to show that closeness with the included himself in the realm of divinity. It was realized as array *aku panas dalam api-Mu*. Stanzas showed full awareness of the poet about his existence that can not be separated from God. Poet is just one of the elements produced by *api* i.e. heat but cannot be a fire. Second Stanzas the poet repeats the picture of closeness with God's servant with diction *aku kapas dalam kain-Mu*. Array clearly demonstrates that the servant is only cotton can be one element of cloth. In the third stanza the poet repeats again that closeness with the choice of words *angin* and *arahnya*. This section, the poet does not specifically include himself if the servant is *arah* and *angin* is God. This is actually the location awareness of the poet, on other thing, god and servants cannot be separated. Their servants showed the existence of god. And their God allows slave life and has the power to worship.

The theme of divinity in poetry *Tuhan, Kita Begitu Dekat* been poets to express God's relationship with the servant. God worshiped relationship with slave worship. That relationship is manifested in the form of parables *api* and *panas*, *kain* and *kapas*, *angin* and *arahnya*. Conceptually, the relationship between both the nature and the form are the two things that cannot be separated. When there is a fire, then there must be hot. Likewise, when there is no cotton cloth then definitely. When there is no wind then there must be him. Thus the relationship between God who created and slave are created in poetry *Tuhan Kita Begitu Dekat*.

Style of theme as a style or quality of the highest literary achievement is still associated with the style or technique of exposition. The theme of divinity in poetry *Tuhan, Kita Begitu Dekat* can be seen as the style or quality of the highest literary achievement. The author was able to describe the relationship of God as a creator and as a servant who worship in the form of a simple parable, like *api* and *panas*, *kain* and *kapas*, *angin* and *arahnya*. Given this parable, the reader can delve deeper into the both relationship. Abstract God can be expressed, can be imaged and be more approachable. Likewise, the servant will better understand the position itself as being created. This situation clearly gives great meaning for the reader to understand the meaning of the poem more closely and deeply. Scene style or quality of divinity becomes the highest achievement of literary poems.

D. Conclusion

There are four aspects that are the focus of research studies, namely (1) diction or choice of words, (2) imagery, (3) the sound or cadence, and (4) theme. Fourth aspect associated with stylistic of three main elements, namely (a) as a characteristic style (idiosyncrasy) personal, (b) as a technical style of exposition, and (c) the style as the highest achievement of literary quality.

The poetry by Abdul Hadi W.M dominated by the choice of words meaningful connotations. Domination poet choice of words used in the poem becomes a style or characteristic (idiosyncrasy) personal poet. In conjunction with the diction as a style or technique exposition in poems by Abdul Hadi W.M. poets tend to be on the use of exposition indirectly or connotative. Dominated diction of meaningful connotations also becomes style or technique of the highest quality literary achievement that is used to reach the top aesthetic poet poetry. Poet consciously uses elements of diction meaningful connotations to represent feelings and inner experiences.

The poetry imagery by Abdul Hadi W.M is dominated by sight imagery. The dominance of sight imagery used in the poem the poet into a style or characteristic (idiosyncrasy) personal. Sight imagery also becomes style or technique exposition. Mechanical exposition related to the arrangement style power used shadow poets in poetry. The selected imagery feelings poet to represent power shadows to convey to the reader to concrete idea in mind. Through the use of the power of the shadows, the reader can feel the events on which the poets create poems.

The imagery of vision to be the style or technique of the highest achievement of literary quality relates to aesthetic peak poetry. Poet consciously uses elemental imagery to represent feelings and inner experience. In this regard, the poet uses imagery as a dominant element.

Poetry sound of Abdul Hadi W.M dominated by the sound of Kakafoni. Domination sound poet Kakafoni used in the poem becomes a style or characteristic (idiosyncrasy) personal. Beep Kakafoni also becomes style or technique exposition. Mechanical exposition related to the arrangement of the sound arrangement used poets in poetry. Beep Kakafoni been poet to represent meaning hoarse, difficult, complicated perceived poet. The sound of a style or technique related to the quality of the literary achievement of peak aesthetics of poetry. Poet

consciously uses the element of sound to represent feelings and inner experience. In this regard, the poet uses sound elements are dominant. The use of sound is predominantly Kakafoni the style or technique of quality literary achievement.

The poetry by Abdul Hadi W.M entitled *Tuhan, Kita Begitu Dekat* is themed divinity. The theme becomes style or personal characteristic (idiosyncrasy), style or technique of exposition, style or quality of the highest literary achievement.

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Lexical Features of Senior High School Students' Writing on Recount Text

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Abstract

This study was aimed to find out the lexical features of senior high school students' writing on recount text. The corpus being analyzed in this study consists of 38 recount texts. The corpus was analyzed by using text analyzer online application. It was found that students' vocabulary has exceeded over 853 words family. The lexical density of the students' writing was 35.8%, and its beta alternative (readability factor) was 70.7. In accordance with the high frequency words appearing in the recount text, they were categorized into five prominent lexical classes. They are noun-pronoun to identify objects being involved in events, action verbs which refer to events, conjunction and time connectives to sequence the events, adverbs and adverbial phrases to indicate place and time, and adjectives to describe nouns. These five prominent word classes of recount text existed in the students' writing.

Keywords: corpus, lexical features, and recount text

A. Introduction

There have been many studies on negative evidence of learners' interlanguage; for instant research which focuses on errors made by second language learners like error analysis, contrastive analysis, and language transfer (Ellis, 2012). Those studies mostly perceive learners' interlanguage in a negative way. Instead of perceiving L2 learners' interlanguage from negative perspective, a research study which tries to look at learners' interlanguage from opposite perspective is also important. It tries to look at learners' interlanguage in a positive way. In other words, instead of finding what learners' errors are, it tries to find out what the L2 learners at their level can do. It seems unfair for learners if their interlanguage errors are persistently explored, but their interlanguage never perceived as a kind of achievement. Thus, it is also a good idea if we also look at their interlanguage from a positive perspective. This of course will be a kind of appreciation for learners' effort on learning. In addition, this kind of research can make the distribution of literature on learners' interlanguage equal not only emphasized merely on their negative achievement, but also on their learning achievement positively.

Many researchers have undertaken large-scale analyses of published corpora that include fiction, newspaper texts, academic publications, formal spoken texts, such as sermons and speeches, and transcribed informal conversations (Hinkel, 2008: 11). Some of such researchers focused their studies on analyzing lexical features contained in those corpora. For instant, a study which was carried out by Jireghie, Biris, & Banciu (2012) focuses on analyzing lexical features contained in Business Meeting. Similar study but with different text was also done by

Gui-ying (2007). He conducted a research on lexical features of contract English. His study tries to view the lexical features from the perspective of formal words, archaisms, technical terms, common words with uncommon meanings, reduplication of words, deliberate use of vague words, and avoidance of pronouns. Researching lexical features, Wang, Li, & Cao (2012) also investigated series of corporate annual reports. To add, Huang (2010) also studied lexical features of commercial English from perspectives of word length, lexical density and frequency distribution. However, there is little research done to investigate L2 learners' lexical feature. One study investigating learners' writing based on lexical and syntactic features was done by Ferris (1994). She conducted a study on four groups of learners from Arabic, Chinese (Mandarin), Japanese, and Spanish by comparing those four groups' compositions. However, so far, there have not yet been any research focuses on lexical features of Senior High School students' writing especially on recount text. Thus, this research is worth doing because it goes into detail aspect of second language learners' writing.

This study was aimed at discovering lexical features of English learners' writing on recount text. From this study, it was expected to find out whether the learners' writing on recount text had qualified as an acceptable recount text in English.

B. Methodology

The present study is based on one small corpus related to recount text which was designed to find out lexical features in the whole recount texts. In this way, the corpus-based study focuses on frequency data, lexical density, readability, and the unique words which are attributed to recount text

1. Data collection

The corpus consists of 38 students' works on recount text with 8,102,762 running words. The students come from SMA Negeri 1 Cawas. Since the students were required to publicly upload their recount text into a web-log, all of the students' works could directly be downloaded from the web-log websites. Accordingly, in building the corpus, the first step is to convert students' works from html format to txt format.

2. Analytical approach

After the corpus was converted into txt format, then the data were processed with a text analyzer which is provided in <http://textalyser.net> to obtain frequency data, lexical density, and readability. In addition, the frequency wordlists were also obtained from such text analyzer website. Then the frequency wordlist obtained was categorized based on lexical categories of recount text (Board of Studies NSW, 1998). The categories cover verb, adjective, adverb, noun as well as pronoun, and conjunction. Since there were many words resulted from this on-line application program, only words with frequency more than five or 0.5 % were displayed in the table analysis.

C. Findings and Discussion

In this part, the researcher is going to categorize lexical features that exist in the recount texts produced by L2 learners in Senior High School. So, to test out Textalyzer, the researcher ran the corpus which has been in the *txt* format through the program. The results are tabulated below.

Table 1: Result of Text Analyzer

Total word count :	4663
Number of different words :	853
Complexity factor (Lexical Density) :	35.80%
Readability (Gunning-Fog Index) : (6-easy 20-hard)	4.7
Average Syllables per Word :	1.49
Sentence count :	491
Max sentence lengths (words):	43
Average sentence length (words) :	9.65
Min sentence lengths (words):	4
Readability (Alternative) beta : (100-easy 20-hard, optimal 60-70)	70.7

Table 1 shows that the corpus of this study consists of 4663 words. Among these words, there are only 853 word families used in this recount text. Thus, it can be inferred that the vocabulary size of Junior High School Students has reached more than 853 words. While its lexical density is 35.80%. It means that the learners' vocabulary is considered to be easy.

In the readability score of Gunning Fog, lower is more readable, and the range is six to 20. Unfortunately, the corpus earns a score 4.7 which is below 6.0. It means that the corpus being analyzed was totally very easy. It can be seen in the unique word lists table in which most of the vocabularies used were words without affixation. In the alternative readability score (last row), the higher the score, the more readable the text is. Here, the gained score of the text is seventy point seven. And it is toward greater readability, which is never a bad thing.

Sentence length averages within 9.61. The maximum sentence length is within 43 words. The maximum sentence produced by the learners can be seen in the following excerpt.

(John lived in Magelang and he came from Paris I and john walked around of the temple, in the afternoon I and family stayed in hotel It was beautiful hotel, we had a dinner in a beautiful café, that was my best experience)

Excerpt 1: Learners' Maximum Sentence

Based on excerpt 1, it can be seen that the learners still have problem in sentence fragment. In terms of complex and compound sentence, they still cannot separate one sentence and another correctly in order to make them coherent each other. However, the words used in the sentence are still readable and understandable.

The minimum sentence produced by learners is 4 words. It can be seen in the following excerpt.

I was so afraid.

Excerpt 2: Learners' Minimum Sentence

Comparing the learners' maximum and minimum sentence length, it can be seen that the learners can perform better if they make a short sentence. When they produce a sentence which is too long like complex or compound sentence, it can be syntactically defective. Based on the excerpt above, it can be concluded that the shorter the sentence the learners produce, the more correct the sentence is.

Lack of familiarity of text feature appropriate to the certain genre like recount may prove to be severely awkward (Atkinson, 1991 & Poole, 1991 in Heinkel, 2002:170). This case mostly found in the writing produced by most of Non- Native speaker students. In relation with the corpus of this study, the learners' lexicon attributed to recount text has been used proportionally. It can be seen in the following table.

Table 2: Word lists of Recount Text in the Corpus

Noun-pronoun	day, home, school, friend, friends, bus, brother, Jakarta, night, bath, island, time, field, camp, years, o'clock, teacher, experience, year, beach, tour, foot, hotel, day, sea, family, sister, hours, zoo, rice, man, father, camping, house, afternoon, village, holiday, Karimun, java, competition, morning, bag, experience, street, bali, tv, fire, students, way, trip I, we, my, me, it, our, he, them, they
Adjective	That, happy, last, one, some, many, next, this, tired, first, two, bad, afraid, beautiful, big, ready, angry, fast, new, good, other, three, enjoyed, all
Adverb	then, very, there, together, ago, back, late, too, again, finally, not, near, suddenly, today
Conjunction	and, after, because, but, so, when, before, who, while
Verb	arrived, go, played, got, saw, walked, take, break, hope, study, have, playing, watched, took, bought, like, said, visit, built, run, wanted, spent, ate, came, would, wait, fell, woke, started, do, come

As mentioned before, there were 852 word family found in the corpus. However, not all of them were listed in table above. The words whose occurrences do not exceed 5 were not listed in the table because it will take more spaces. The first row contains nouns and pronouns used

by the learners in their recount writing. These nouns and pronouns were used to identify people, animals, or things involved in their recounts. Word 'day' was the most frequently used. It appeared 39 times. Then it was followed by words 'home (36 times), school (28 times), friend (26 times), bus (16 times), brother (15 times), Jakarta (15 times), night (13 times), bath (12 times). 'Island' and 'time' were 9 times respectively. Words 'field, camp, years, o'clock, teacher, experience, year, beach, tour' occur 8 times respectively. Words 'foot, hotel, day, sea, family, sister, hours, and zoo' occurred 7 times. Words 'rice, man, father, camping, house, afternoon, village, and holiday' occurred 6 times in the text. While words 'Karimun, Java, competition, morning, bag, experience, street, Bali, tv, fire, students, way, trip' appear only 5 times in the corpus. In terms of pronoun, 'I' was the prominent personal pronoun used in the text. It occurred 241 times. Then it was followed with 'we' (195 times), my (140 times), me (28 times), it (28 times), our (14 times), he (11 times), them (7 times), they (7 times). Based on the data of these pronouns, the use of pronoun 'I' was highly used because the recount text mostly talked about their personal experience. Thus, the use of first person singular was high. The result probably will be different if the study was applied to other text types.

The second row is the lists of adjectives. The highest adjective is demonstrative adjective. It was used 27 times. Then it was followed with happy (21 times), last (18 times), one (17 times), some (16 times), many (15 times), next (14 times), this and tired (12 times), first and two (10 times), bad and afraid (8 times), beautiful (7 times), big, ready, angry, and fast (6 times respectively), new, good, other, three, enjoyed, and all (5 times for each). Those adjectives are mostly used to describe nouns involved in the event. It can be seen in the following excerpt.

*It was a **beautiful** fire works.
 Suddenly I hit **big** mirror.
 The **next** day, we arrived...*

Excerpt 3: Samples of the Use of Adjective

The list of adverbs is in the third row. According to the data, adverb 'then' was the most frequently used in the text. Its frequency was 49. Then it was followed by very (44 times), there (35 times) together (11 times), ago (10 times), back (9 times), late (8 times), too and again (7 times), finally and not (6 times), near, suddenly, and today (5 times respectively). Among those adverbs, only 8 adverbs were obviously used to indicate place and time in recount text i.e then, there, ago, again, late, suddenly, near, and today. These 8 words are prominent words in recount text.

In terms of conjunction, it can be seen in the fourth row that there were 9 conjunctions which were commonly used by learners in their recount text. Conjunction 'and' was used 155 times. Then it was followed with after (37 times), because (26 times), but, so, and when (25 times respectively), before (8 times), who (6 times), and while (5 times). However, among those conjunctions, only four conjunctions become prominent vocabularies used in recount text. They are after, before, when, and while. Those conjunctions are used to connect sequence of events in a recount text. However, looking in detail, conjunction 'and' was also used by learners to sequence events. It can be seen in the following excerpt.

*Eventually we tired of playing **and** decided to go home.
 ...we packed our bags **and** got ready to go home.
 ...here we watched some technology in a big room **and** we bought some souvenir,...*

Excerpt 4: Samples of the Use of Conjunction 'And'

The last row is the list of verbs. Based on the data, word 'arrived' was frequently used by learners. It was used 16 times. Then it was followed with go (14 times), played and got (13 times), saw (12 times), walked and take (10 times), break, hope, and study (9 times respectively), have and playing (8 times), watched, took, bought, like (7 times), said, visit, built, run, wanted, spent, ate, and came (6 times), would, wait, fell, woke, started, do, and come (5 times for each). In accordance with recount text, verbs which become distinctive features of recount text are action verbs to refer to events. To sum the verbs up, the action verbs which were obviously used by the learners in their writings were arrived, go, played, saw, walked, take, playing, took, bought,, built,

run, ate, fell, started, and do. Such words were used to indicate actions which were done by objects being involved in the event.

D. Conclusion

Based on the discussion above, it can be concluded that learners' writing on recount text in Senior High School level is readable and considered accepted as a form of English recount text. Their prominent lexicon used in recount text has already fulfilled the criteria of acceptable recount text which cover the use of noun-pronouns, verbs, adjective, adverb, and conjunction. However, their lexicon is still simple. We can see their vocabularies which were lack of inflections. Due to this factor, it makes their complexity factor low. In spite of having low complexity factor on lexicon, Senior High School students still can develop their lexicon as the time goes because they are still in progress of learning. Of course, teachers have significant roles in the classroom to keep these vocabularies develop rapidly from time to time until learners can achieve native like proficiency.

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The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba

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Abstract

The objectives of this research are (1) to find out the description of the implementation of the Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba. (2) to identify the problems that the teachers face when implementing the assessment of Curriculum 2013. (3) to find out the solution of the problems.

This research is done in several piloting schools in SMP Negeri Bulukumba. They are schools that are pointed by the government to implement the curriculum 2013. In addition, there was also one school which is not a piloting school to continue to implement the Curriculum of 2013. The participant of this research is the English teachers of the first grade. To collect the data the researcher used tape recorder and conducted interview with the teachers and headmaster as additional data. In analyzing the data, the researcher used qualitative method. According to Patton (1987) that qualitative method enables the researcher to interview and to interpret the result according to the real-life situation on the site. It allows the use of expressing language and the presence of the participants' voices in text. This is important because voices bring in other aspects such as moods and tones that may contribute to the quality of data.

The findings of this research showed that (1) The respondents had conducted the assessment of curriculum 2013 well in accordance with the assessment implementation guides, even though in another side, they haven't understood it as a whole, lack of material in the text book, and still need more training. (2) There were five numbers of problem were found from the teachers' perception on the assessment in curriculum 2013, such as: (a) Teachers face problems dealing with the curriculum changing particularly in assessment process, (b) Teachers face problems dealing with the lack of material in the text book, (c) Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing, (d) Teachers face problems dealing with student's attitude assessment, (e) Teachers face problems dealing with time allocation. (3) The problem solution was suggested by the teachers and headmaster. The point in the suggestion was the teacher should be able to adapt with the curriculum 2013, so would have been easy to implement it well.

Keywords: implementation and assessment

A. Introduction

Basically, there are four elements of curriculum change in 2013, the Graduate Competency Standards, Content Standards (core competence and basic competences), Standard Process, and Assessment Standards. Orientation Curriculum 2013 is an increase in the balance between competence and attitude (affective), skills (psychomotor) and knowledge (cognitive).

Conceptually draft curriculum in 2013 aspired to be able to create a future smart generation and comprehensive that is not only excellent intellectually, but also excellent in emotional, social, and spiritual. It looks at the integration of the values of the characters in the learning process that is not longer to be a supplement as in Curriculum 2006 but approaches and instructional strategies that are used to provide space for learners to construct new knowledge based on their experience gained from classroom learning, school environment, and the community also will be able to get learners closer to the culture. Curriculum in 2013 became one of the solutions to the changing times that would priority to competence but synergized with the values of the character.

The Objectives of the Curriculum 2013, based on the regulation of Ministry of Education and Culture no. 69 2013,

“The curriculum of 2013 aims to prepare Indonesia people to have ability to live as individual and citizen who faithful, productive, creative, innovative, and affective, and to be able to contribute to the life of society, nation, state, and world civilization”.

“Kurikulum 2013 bertujuan untuk mempersiapkan manusia Indonesia agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan afektif, serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban dunia.”

Curriculum assessment in 2013 is not only focused on aspects of knowledge (cognitive) alone but also covers aspects of attitudes (affective) and aspects of skills (psychomotor). On the aspects of knowledge and skills, in the curriculum 2013, conducted by the English teacher with a range of values given are scale 1-5 (Buku Pegangan Guru, “When English Rings a Bell”. 2014) with a 0.33 multiplier is different from the previous curriculum using a range of 1-100. In addition to differences in the range of knowledge and skills assessment aspects also include a predicate based on the value obtained by the students. For the assessment of knowledge, teachers can assess through written tests, oral tests, and assignments. In the aspect of skills, teachers can assess through performance assessment that is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portfolio assessment.

Meanwhile, the attitude aspects is divided into two, namely spiritual attitude and social attitudes. Where the assessment only lists the predicate that obtained by students. In the attitude aspect teacher can assess student through some instruments such as direct observation from the teachers themselves, student’s self assessment and peer student assessment among themselves and other, and the event that happen in or outside the classroom in the form of teacher’s journal. Moreover the assessment form in curriculum 2013 also focuses on individual character of each student.

But some troubles raise when the teachers implementing the assessment, as reported by *www.tempo.com* “One thing that make teachers feel difficult is the assessment system that contains too many aspects. In a learning activity, each of students has to be assessed detail, involving ten aspect of assessment. Imagine if there are 30 students in a classroom. Teachers will spend their time only to observe the students and assess those aspects” said Basaria, an Indonesia language teacher (Tempo.co Metro 16 Agustus 2014). Same thing said by Mulyadi, a Math teacher, he said that the assessment in curriculum 2013 is more informative and descriptive, also contains assessment in attitude, knowledge and skill of student. Beside that there are a lot of variables in portfolio needed to be fulfilled. These things, he said, made him and his colleague found difficult to assess. (<http://www.koran-jakarta.com>).

By referring to some cases above, the researcher were interested to do a research about the implementation of the assessment in Curriculum 2013 conducted in English Subject of SMPN Bulukumba. The researcher also wanted to find out the problem that the teachers face when deal with it. Therefore by this study the writer came to his thesis under the title The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba.

B. Literature review

1. Concepts Deal With Curriculum and Assessment

a. Curriculum

Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Johnson (1967) defines curriculum as “a structured series of intended learning outcomes that prescribes the results of instruction”. Curriculum is, therefore, viewed as an output of the development process. Research in curriculum development has focused more on improving the process of curriculum than on curriculum theory, which aims to better understand the educational significance of what students are learning (Pinar, 2004).

b. Assessment

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain, and improve performance. (Angelo, T. 1995).

Assessment process can be performed by observation and reflection. Observations can be conducted by teachers when students are learning, asking questions/ problems, responding or answering questions, discussing, and doing other learning, both in class and outside of class. In the implementation of the curriculum, not only one teacher in the classroom can observe the students but the observations can be conducted by another teacher in different subject, help to observe each other, because it encourages team teaching curriculum in learning, especially in the thematic integrative learning. Observations can also be conducted by a companion, since the implementation of Curriculum 2013 plans a companion program, so that teachers will be accompanied by the expert of curriculum and learning.

c. Assessment in curriculum 2013

According to the Assessment Guide of Learner’s Competence Achievement for Junior high school 2014 (Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014), assessment in curriculum 2013 should include aspects of knowledge, skills, and attitudes as a whole and proportional, in accordance with the core competencies that have been determined. Assessment aspects of knowledge can be done by a written test, an oral and a checklist of questions. Assessment skills aspect can be done with practice exam, analysis of skills, and analysis of task, and assessment by the learners themselves. While for the assessment aspect of attitude, it can be done by attitude questionnaire (personal observation) of students themselves, and checklists attitude adjusted with the core competencies.

In the assessment process of curriculum 2013 there are stages that conducted by the teachers in implementing the assessment namely stage of instruments preparation, stage of execution, and the stage of score management.

2. Aspect of attitude

Attitude started from the feeling associated with a person's tendency to respond to a thing / object. Attitudes is also as the expression of values or way of life of a person. Attitude can be formed, so that it becomes a behavior or an action desired. According to the Assessment Guide of Learner’s Competence Achievement for Junior high school 2014 (Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014) competence attitude, which is intended in this guide, is an expression of values or way of life that belong to a person and manifested in behavior. Attitude competence in curriculum 2013 consists of spiritual and social attitudes. Spiritual attitude is a manifestation of the strengthening of the vertical interaction with God Almighty, while the social attitude is a manifestation of the existence of consciousness in an effort to realize the harmony of life.

There are four kinds of techniques of attitudes assessment in the curriculum 2013 namely:

a) Observation

Kemendikbud (2013) explain that observation is a technique of evaluation that is performed continuously by using the senses, either directly or indirectly by using instruments that contain a number of indicators behavior that observed. Direct observation conducted by the teacher directly without intermediary of others. While indirect observation conducted by the teacher with the help of others, such as teachers, parents, students, and school employees.

b) Self assessment

Self-assessment is an assessment technique by asking learners to express their strengths and weaknesses in the context of the achievement of competence. Instruments used are the self-

assessment sheet using a check list or rating scale were accompanied rubric. Permendikbud (2013)

c) Peer student assessment

Peer assessment is an assessment technique by asking learners to assess each other related to the achievement of competence (Sadler, Philip M., & Eddie Good. 2006). The instrument used for peer assessment is a check list and rating scale with a class-based sociometry technique. Teachers can use one or both of them.

d) Journal

Journal is a teacher's record in and outside the classroom containing information of observations result about the strengths and weaknesses of students relating to attitudes and behavior.

3. Aspect of Knowledge

The assessment of learner's knowledge competency achievement is the assessment of intellectual potential in understanding knowledge (factual, conceptual, and procedural) consist of the level of knowing, understanding, applying, analyzing, evaluating, and creating. Assessment towards the learner's knowledge can conducted through written tests, oral tests, and assignments. (Permen Dikbud. 2013). Here are the coverage of knowledge aspect

a) Factual Knowledge

Factual knowledge contains convention (agreement) of the basic elements such as a term or symbol (notation) in order to facilitate discussion in a field of disciplines or subjects. Factual knowledge includes the aspects of terms knowledge, particular knowledge and elements relating to the knowledge of the events, locations, people, dates, resources, and etc.

b) Conceptual Knowledge

Conceptual knowledge contains ideas in a discipline that allows people to categorize an object and also categorize various objects. Conceptual knowledge covers principles (rules), law, theorem, or interrelated and well structured formula (Anderson, L. & Krathwohl, D. 2001). Conceptual knowledge includes knowledge of classifications and parts, knowledge of basic and general, knowledge of theories, models, and structures.

c) Procedural Knowledge

Procedural knowledge is knowledge about how the sequence of steps in doing something. Procedural knowledge includes knowledge from general to specific and algorithms, knowledge of specific methods and techniques and knowledge of criteria to determine the appropriate use of procedures (Anderson, L. & Krathwohl, D. 2001).

4. Aspect of Skill

Assessment of skills competency achievement is the assessment conducted toward the learners to assess on what extent the achievement of graduate competency standard (SKL), core competence (KI), and basic competence (KD) particularly in dimension of skills.

According to the Permendikbud number 66, 2013 about Standards Assessment, the assessment in skill competence consist of practice assessment, project assessment and portfolio assessment that can be describe as follows:

a) Practice Assessment

Practice test is an assessment that requires a response in the form of skills to do an activity or behavior in accordance with the demands of competence. Practice tests conducted by observing the activities of learners in doing something. Assessment is used to assess the achievement of competencies that require learners to perform certain tasks such as: practice in the laboratory, practice to do prayer, practice to sports, role playing, playing musical instruments, singing, reading poetry, and so on.

b) Project Assessment

Project is the learning tasks which includes the design, implementation, and report by orally or writing within a certain time. Project assessment is an assessment to the tasks that need to be completed within a certain time period or. The Tasks are such as investigation from planning, collecting, organizing, processing, and presentation of data. Project assessment can be used to find out the understanding, the ability to apply, to investigate and to inform students on subjects and indicators or specific topic clearly.

c) Portfolio Assessment

Portfolio assessment is the assessment carried out by assessing the entire collection of students' works in certain fields that are reflective-integrative to know the interests, developments, achievements, and / or creativity of students within a certain time. The work can

be in the form of concrete actions that reflect the students' concerns to their environment.
(Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014)

C. Methodology

The researcher investigated the implementation of assessment in curriculum 2013 in English subject of SMPN bulukumba by using descriptive qualitative research design. The study was conducted in 4 Junior High School in Bulukumba. One Junior High School that represents districts in Bulukumba city, one Junior High School representing the border of Bulukumba city, and two Junior High Schools representing the sub-districts outside of Bulukumba city. There were eight piloting schools of junior high school in Bulukumba. The researcher selected the schools to be researched by using purpose random sampling because they were considered near from the researcher place. The participants in this research consist of four English teachers at seventh grade of Junior High School who have attended Curriculum 2013 training. In this case one English teacher is represented one school and two headmasters representing four schools above. The researcher chose the teachers at the first grade because the implementation of curriculum 2013 began from the first grade to the second grade. Every single teacher and headmasters had been observed and interviewed for six meetings because the data had been saturated.

D. Findings and Discussion

1. Findings

The findings consist of (1) The implementation of the assessment in the Curriculum 2013, (2) Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school, and (3) The suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment. The data obtained through classroom observation, photograph, sound recording, and interview based on research design that was descriptive qualitative design.

1. The implementation of the assessment in the Curriculum 2013

The researcher provided questions for teachers consisted of four parts. The first part is their understanding about the changing of assessment system on curriculum 2013. The second is the actualization of the assessment implementation on curriculum 2013 The third is their involvement in curriculum 2013 training. And the fourth is their response on curriculum changing.

a. Understanding about the changing of assessment system on curriculum 2013

The objective of this sub part is to investigate teacher's understanding about the changing of curriculum specifically to the assessment changing. The first point covers teachers' point of view about curriculum change from KTSP (Curriculum 2006) to curriculum 2013 particularly in assessment aspect, the second point is their understanding about assessment mechanism in this curriculum 2013. The third point is their point of view about authentic assessment. The fourth point is their point of view about the affectivity of the assessment and the fifth point is their point of view about the reduction of reading and listening assessment.

b. The actualization of the assessment implementation in curriculum 2013

The objective of the second part is to investigate how do the teacher implement the assessment on curriculum 2013 such as, how do they design the instrument of assessment before process of learning take place, how do they develop the assessment instrument on every aspect, how do they document assessment on every aspect, how do they manage the result of the assessment, facilitate the assessment by student, the teacher action when there is a student doesn't reach the score target, components the teacher should pay attention in implementing the assessment, and explain the technique and assessment format they have done.

c. The involvement in curriculum 2013 training

The objective of this part is to investigate how is teacher's involvement in assessment training and the information they get about assessment curriculum 2013

d. Respond on curriculum changing

The objective of this sub part is to investigate teacher's perception about the changing of curriculum in generally. The first part is about the total time for English subject, the second is piloting school, and the third is their suggestion for the government.

2. Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school

This study has already identified the problem that the teachers faced. The list of teachers' problems dealing with the assessment of the curriculum 2013 found in preliminary data are the following.

- a. Teachers face problems dealing with the curriculum changing particularly in assessment process
 - b. Teachers face problems dealing with the lack of material in the text book
 - c. Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing
 - d. Teachers face problems dealing with student's attitude assessment
 - e. Teachers face problems dealing with time allocation
3. Suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment

The problem solution was suggested by the teachers and headmaster. The points in the suggestion were the teacher should be able to adapt with the curriculum 2013. Had they familiar with this curriculum they would have been easy to implement it well. And they should always ask to their friends who know well about this curriculum. Whether in training, teachers' assemble (MGMP) or just by sharing with their colleague. The teacher also should develop their material or find another material whether in text book or internet when they thought it doesn't enough with the allocation time.

2. Discussion

The discussion of this research deals with the interpretation of the findings derived from the result of the script and the researcher's notes during the interaction or the conversation of teaching and learning process, it also deals with interpretation of the findings in interview process.

First point is the implementation of the assessment of English learning in curriculum 2013. Assessing student learning outcomes based on the existing principle according to minister regulation no. 81, assessment of students 'learning outcomes is based on the principles of (1) valid, (2) objectively, (3) equitable, (4) integrated, (5) opened, (6) whole, (7) systematically, (8) criteria reference, (9) accountable, and (10) educative. Regarding to the teacher and student textbooks published by the government by integrating the ability of listening and speaking to one as well as with the ability of reading and writing the respondents expressed no objection with that thing because the program directs students to make them easier to face national exam where there are many reading texts in it. It is also good because there are clear standards and uniformity of the material, but teachers should also be given the freedom to use other learning resources and adapted to the conditions of each school. Based on experience, exam question are customized with the indicators, the demands of each school and the student's ability.

Second point is Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school. Based on the above finding, there are some teachers who were having some problems in the implementation of the curriculum in 2013 starts from the assessment assumed enough complicating especially in attitude assessment, the book contained lack of material and insufficient with the available time and the material also little high for the student in junior level. The Subsequent findings was the limited time for teacher to have training for the assessment and instructors who come from the teachers of themselves are still not very proficient in the areas of curriculum 2013.

Third point is the suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment. The problem solution was suggested by the teachers and headmaster. The points in the suggestion were the teacher should be able to adapt with the curriculum 2013. Had they familiar with this curriculum they would have been easy to implement it well. And they should always ask to their friends who know well about this curriculum. Whether in training, teachers' assemble (MGMP) or just by sharing with their colleague. The teacher also should develop their material or find another material whether in text book or internet when they thought it doesn't enough with the allocation time.

E. Conclusion

Based on interviews and observations conducted by researchers it can be concluded that the respondents had conducted the assessment of curriculum 2013 well in accordance with the assessment implementation guides. For further conclusion we can see as follows:

In the implementation of the assessment in the Curriculum 2013, some teachers assumed that the aspects of assessment are too complicated because many formats of the assessment

should be completed by them and they are incapable to provide the appropriate assessment according to the aspects of curriculum assessment 2013. Although some teachers have not understand about the aspects of curriculum assessment in 2013 but there are still teachers understand the assessment well because they are able to develop themselves and conscious upon the importance of the assessment of the students in measuring student's ability and achievement actually.

There were five numbers of problem were found from the teachers' perception on the assessment in curriculum 2013, such as: (a) Teachers face problems dealing with the curriculum changing particularly in assessment process, (b) Teachers face problems dealing with the lack of material in the text book, (c) Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing, (d) Teachers face problems dealing with student's attitude assessment, (e) Teachers face problems dealing with time allocation.

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The Investigation of Questioning Modifications Used in EFL Classroom

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Abstract

Questions raised by a teacher as a part of teacher talk is important to stimulate students' participation in English Foreign Language (EFL) classroom interaction. The questions posed by teachers in the classrooms are sometimes modified when they notice that the students have difficulties in understanding the questions. This study investigated four types of questioning modifications –repetition, narrowing by means of clues, rephrasing with alternative or “or-choice” questions and wait-time– proposed by Chaudron (1988) used by a teacher in one bilingual senior high school in Banda Aceh. Six sessions (altogether 480 minutes) of classroom observation were conducted. A dominant questioning modification type was indicated as a result of the analysis of video recordings from the observations. In addition, the reason of the teacher to use the dominant type of questioning modification is also discussed in this paper.

Keywords: teachers' question, questioning modifications, classroom interaction

A. Introduction

In the classroom, a teacher is a key person to stimulate interaction. Interaction or turn talk can occur if teachers are able to encourage students to participate in a classroom where a language is the focus of learning. Therefore, employing strategies to encourage students to talk during teaching-learning processes is important. Some scholars (e.g. Brown, 2001; Richards & Lockhart, 1996; Nunan, 1991) conclude that asking question is one of teacher's strategies to get students talked and participated in the classroom lesson.

The use of different types of questions by a teacher stimulates students' participation; however, the questions alone do not guarantee for improving classroom interaction. In fact, the consideration to employ questioning modifications will provoke oral student's response and improve students' grammatical competence (Wu, 1993). The main problem found in most English as Foreign Language (EFL) classroom settings, including in Indonesian schools, is that teachers tend to ask more knowledge or comprehension questions, which require recall

information or recognition, without considering students' critical thinking. Lack of questioning modifications or strategies used by the teacher in the classroom is another obstacle to develop interactive environment and to reach learning language goals as stated in the Indonesian curriculum. Accordingly, it is important that teachers are able to ask any types of questions appropriately for any levels of students, and employ questioning modifications as one of strategies to follow up students' responses or absence of responses (Moore, 2007).

Questioning modifications are essential aspect in classroom interaction to improve the quality and quantity of students' responses and attention in learning process. Every question posed by teachers is expected to be answered by students. Unfortunately, not all questions are responded by students. This study assumes that the inability of students to respond appropriately is due to some reasons, for example, unclear, long and complex questions which are difficult to understand. When these circumstances keep happening, the classroom interaction remains non-interactive. Thus, questioning modification is important to stimulate students' responses and participation.

There are various questioning modifications that can be used in the classroom, for example, probing, repetition, wait-time, rephrasing with alternative, paraphrase, simplification, decomposition, and code switching. Wu (1993), for example, claims probing as one of the most appropriate questioning modifications to prompt or provoke students' responses. Additionally, Nunan (1991) proposes repetition, paraphrase, wait-time and slower speech as common speech modifications used by teachers. This study, however, used the framework modifications proposed by Chaudron (1988). He concludes four models of questioning modifications in the classroom, they are: repetition, narrowing by means of clues, rephrasing with alternative or "or-choice" questions, and wait-time.

Some studies related to questioning modifications in EFL contexts have been conducted by different researchers. One of them was studied by Yu (2010) in Qingdao University of Science and Technology. Her study focused on the types of questions and questioning modifications used by an EFL teacher (e.g. repetition and wait-time (pauses)). A parallel study of questioning modifications in different EFL context was conducted by Moritoshi (2002). He looked at modifications used by a teacher in terms of self-repetition, pauses, rephrasing, translation into Japanese and code-switching. Another study on questioning modifications was conducted by Farooq (1998) in Japan. His study focused on two types of modifications (teacher's wait-time and rate of speech). Although previous studies have focused on various types of questioning modifications, this study specifically investigated teacher questioning modification which is based on four questioning modifications proposed by Chaudron (1988). Hence, this study posed the following research question, "What is the frequency of each type of questioning modifications (repetition, narrowing by means of clues, rephrasing with alternative or "or-choice" question and wait-time) used by the teacher?" After finding the frequency of questioning modification, this study posed another question, "Why does the teacher modify the questions?"

B. Literature review

Questioning Modifications

Teachers need to be responsive in employing questioning modification (Wu, 1993) because it is important for some reasons. Hamiloğlu & Temiz (2012) point out that employing a good questioning modification can support teachers to use contextual teaching-learning. Contextual teaching-learning can lead to communication and negotiation of meaning. It also provides students with dialogic process to attain knowledge of real-life context. Moreover, different types of questioning modification have different purposes, for example, Wu (1993) suggests that questioning modifications like probing and decomposing are important to prompt students' utterance and to increase students' linguistic competence. For most of the time teachers modify their questions, they assume that this enhances and facilitates comprehensibility (Chaudron, 1988). Accordingly, an investigation into teacher questioning modification becomes an important area of research in an EFL classroom.

In deciding the types of questioning modification used in this study, it is important to take into account some classifications mentioned in the literature which seem to be overlapped. Reviewing and comparing research on modifications in teacher talk has been pioneered by Chaudron (1988). He has studied teacher talk for a long time, and he concluded some modifications in the classroom teacher talk into some types. In particular, Chaudron (1988) proposed four modifications of questioning; repetition, rephrasing, narrowing by means of clues, rephrasing with alternative or "or choice" questions and wait-time. Further, other

researchers (e.g. Nunan, 1991; Richards & Lockhart, 1996) have discussed modifications based on Chaudron's extensive analysis.

Another classification of questioning modification is proposed by Moore (2007), and he concluded five modifications. First, *redirecting* is when the teacher asks several students to respond. Moore (2007) argues that this is an effective way to build greater participation in the classroom talk. The second one is *wait-time* which is mostly proposed by other researchers (Chaudron, 1988; Nunan, 1991; Richards & Lockhart, 1996). Third is *halting time* which is similar to wait-time. Halting time is useful when teachers give difficult learning materials or directions. Fourth is *listening*, which is to listen to the learners. This modification is useful to develop the use of silent time after a student finished answering the question. So the teacher has to construct further questions or comment on students' answer. The last is *reinforcement*, which is the way the teacher reacts to the answer by giving appraisal, accepting without comment, or continuing the lesson.

The above classifications of questioning modifications have been developed based on different contexts of studies and frameworks. Chaudron (1988) identifies four types of questioning modifications which were derived from his taxonomy of speech modifications in teacher talk in ESL contexts. Meanwhile, Moore (2007) develops his taxonomy of questioning modifications for general instructional processes in the classroom. It is either used for language teachers or other teachers teaching other subjects. However, his suggestion on the wait-time technique in asking questions was one supported by Rowe (1974). Even though various types of modifications are classified from different perspectives, the one proposed by Chaudron (1988) is employed in this study considering that Chaudron (1988) is the leading of reviewing and collating research on speech modifications (Moritoshi, 2002; Yu, 2010). As well, questioning modifications suggested by Chaudron (1988) are among the most frequent modifications utilized by the teacher in both ESL and EFL contexts. The concise explanations of four questioning modifications proposed by Chaudron (1988) are therefore presented here.

Chaudron (1988; p. 45) explains that "repetition is an exact repeating of a previous string of speech (either partial or full, and either a self-or other repetition". Moreover, repetition of an utterance either unchanged or rephrased used by teachers is assumed to give learners more opportunities to process the input or information in their mind. It also provides opportunities for learners to comprehend or remember the lesson by giving the learners more time to process the input (Chaudron, 1988). Narrowing by Means of Clues is the second type of modification used by teachers to help students get close to the expected answer. Clues can be such as characteristics or features of something being learned, comparison or contrast of something, or a label provided to lead to the expected answer (Chaudron, 1988). Narrowing down some probable answers by providing some clues can help students to respond to the questions easier (Tsui, 1995 as cited in Pearl, 1995). Pearl (1995) claims that providing clues to get students' response can in one hand make the question easy to answer, and on the other hand, employ a certain request cognitively and linguistically on students.

Chaudron (1988, p. 128) provides the example of the third modification, rephrasing with alternative or "or-choice" questions, for example, "What would you like to drink? [pause] would you like coffee, tea, bear?". Brulhart (1986, p. 31) contend that an "or-choice" question is the one that includes a choice of two or more possible answer such as "Did the rest of you read the article? Or you heard it on the Radio or on TV?" and "Do all the chores? Do all the chores or help?". For the last modification, wait-time, Chaudron (1988, p.128) defines it as "the amount of time the teacher pauses after a question and before pursuing the answer with further questions or nomination of another student". Nunan (1991) claims that the strategy of wait-time used by teachers is commonly before calling students to answer, rephrasing the questions, giving the answers, or pointing other students to answer. The wait-time modification used by the teacher when asking a question was approximately less than two seconds (Nunan, 1991; Richards & Lockhart, 1996). However, Holley and King (1971) propose 5-second wait-time for a minimum wait-time in asking questions

C. Research Methodology

This case study was conducted at SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh. As a bilingual school, this school obliges the teachers to use more English instead of Bahasa Indonesia as a medium of communication in the classroom. Specifically for English subject, the teachers must use full English. One female English teacher was chosen purposively as the participant of this study. The EFL classroom that she usually teaches consists of fourteen second graders who are also female. In teaching, the teacher used Student's Book and Work Book 3.

This study tried to analyze teacher's questioning modifications used by the teacher during 840 minutes sessions of teaching-learning processes. The teaching-learning process was observed and videotaped. The data were then transcribed for the purpose of data analysis. During the classroom observation, observation sheets and field notes were utilized as well. To answer the second research question, an interview with the teacher was done after 6 sessions of classroom observations using open-ended questions. The interview result was also used to crosscheck the data from observations.

D. Findings and Discussion

This study found that the teacher used the four questioning modifications proposed by Chaudron (1988). These questioning modifications were calculated afterwards and displayed in Table 1. The table indicates the most dominant to the least type of modifications occurred in the classroom. Hence, the modification frequency can be made in percentage as shown in the following table.

Table 1. The frequency of questioning modifications

No.	Types of questions	Code	Frequency	Percentage
1.	Repetition	M1	31	14.6 %
2.	Narrowing by means of clues	M2	64	30.1 %
3.	Rephrasing with alternative or "or-choice" questions	M3	62	29.2 %
4.	Wait-time	M4	55	25.9 %
Total			212	100 %

The findings of this study, as indicated in the table, are different from a study conducted by Yu (2010). She discovered three questioning modifications namely; repetition, wait-time, and code switching, while this study found four modifications. The most common questioning modification found in her study was repetition, which reached 88.6%. Meanwhile, Moritoshi (2002) found five modifications of questions employed in his study. They were repetition, wait-time, rephrasing, translating, and code switching. For the frequency of modification, Moritoshi's finding was similar to Yu's (2010) finding that repetition was the most common modification used. Moritoshi found that up to 82% of questions were repeated by the teacher. Similarly, Faroq (1998) revealed various modified questions in his study, and the teacher's longer wait-time and self-repetition became the dominant modifications applied. Moreover, Farahian & Rezaee (2012) found that wait-time and providing students enough background are two important modifications need to be considered when asking questions. The framework used by the previous studies to analyze questioning modification is based on different experts; therefore, some types of modification found in those studies were not investigated in this study.

While repetition is found as the most dominant questioning modification in some previous studies, this study listed narrowing-modified question by giving clues (30.1%) as the leading type among other modifications which is based on the results of the classroom observations. Clues were more important in this study as the teacher confessed that they are forbidden to speak other languages instead of English as mentioned in the interview:

[E1] *We need [to provide clues], it's really important, because we cannot speak Indonesian here. So I have to use any words or any clues, like gestures.*

Additionally, rephrasing with alternative was the second dominant modifications used in the classroom (29.2%). Although the students understood the initial question, the teacher rephrased her questions as she wanted to avoid using more questions for checking comprehension like "do you understand?" This aim was depicted in the next recall interview conducted during post-observation:

[E2] *I don't really like to ask "do you understand", sometimes when we ask like "do you understand" it sometimes like they are not too smart to understand our questions. So, I don't want them to think about that one.*

Obviously, rephrasing has provided more input for the students, as a result, the silence of the class can be decreased. The frequency of rephrasing used by the teacher in this study, which is 29.2%, was higher than the rephrasing found in Moritoshi's (2002), which is 15%.

The other two modifications, wait-time and repetition, were respectively found as the third and fourth ones used by the teacher in this study (55 times or 25.9 % and 31 times or 14.6 %). The longest wait-time occurred in this study spent 1 minute and 20 seconds. The longest wait-time occurred when the teacher asked students about vocabulary meaning. The teacher gave

opportunity for the students to look up dictionary because she really wanted her students to know the meaning of a word being asked. So, she gave a longer wait time for the students to respond to the question. Moreover, there are three long wait-time modifications used by the teacher to ask students' preference about something and to inquire grammatical pattern. Even though the wait time is longer, this study found that it encouraged students to produce a longer response. Mirroring the discovery, the teacher seemed really wanted to get a response from her students. The aim of the teacher to use wait-time modification was disclosed in post-observation interview with the teacher which is recalled as follows:

[E3] *So maybe sometime she [student] still cannot answer, I will try to give some clues until at least she talks after being given wait time, if it only one word it's ok, but no problem, at least she tries, but the most important thing is she wants to try, that is what I want.*

This study also found out the reason of the teacher to use repetition as a modification in asking question. Repetition was used by the teacher for many times before the expected response. The teacher also repeated her question when she inquires responses from students. Apparently, the teacher used repetition in order to make her students understand the question as revealed in the next recall interview during post-observation interview:

[E4] *Sometimes they don't understand the questions, so I need to simplify it, to remind again, for example when I see no reaction from students, rather than saying "do you understand" I like to repeat or simplify my question.*

E. Conclusion

Successful classroom interaction can be achieved when both teacher and students actively interact to each other. The questions raised by the teacher can stimulate students to speak. The finding of this study indicates that when a teacher asks questions to students and she/he found no response coming from students, the teacher needs to modify the questions to be understandable and respond-able. Moreover, since the school, which is bilingual, obliges the teachers to use full English in EFL classroom, narrowing by means of clues was indicated as the leading modification employed by the teacher in this study. This has implied that the frequency of using different types of modification depends on the context of the classroom as well the school. This study also found that the question modification initiated by the teacher was for some reasons: encourage students to speak in target language, avoid a silent classroom, and help students to understand the questions being asked.

This study is not without limitations, for example, the investigation of modification frequency in the classroom was based on the observations of only one female teacher. Hence, further researchers are suggested to investigate the use of questioning modification in an EFL classroom by observing more than one teacher. Comparing questioning modification by female and male students will also be an interesting topic of investigation in this area.

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Using Action Song to Improve the Ability in Using Punctuation Among Year Three Pupils

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Abstract

The purpose of this research was to investigate the use of action song to improve the usage of punctuation among Year 3 pupils in a primary school in Johor. The whole class of eighteen pupils were selected as the target group. The teaching strategy comprised of the action song and the signs of punctuation marks such as full stop and comma. This study adopts a classroom action research. Tests, teacher's reflective journal and interview were used to gather the data for the study. The findings showed improvement when comparing the pupils' results in the tests before and after the implementation of action songs they were able to use the punctuations of full stop and comma correctly in the sentences. The findings also showed that the pupils were motivated to learn English and the strategy used improved the teacher's teaching practice. A few suggestions were given to improve the strategy for the next cycle of action research.

Keywords: action song; punctuation; English language

A. Introduction

In an English language classroom, song is often used by teachers to help their students to acquire a second language. Through songs, students can learn new vocabulary, grammar, and they can also improve their listening, speaking, reading and writing (Neila, 2013). In this study, song is used to improve the pupils' usage of punctuation in writing.

Punctuation is used in writing to imitate speech. When we speak, usually we use voice projection, body language and even gestures to indicate our meaning. For example, when we ask a question, our voice rises at the end of a sentence. This rising tone is a vocal question mark. When we make a statement our voice drops at the end of the sentence. This flatter tone is a vocal period. When we verbally list items we pause after each item. This verbal pause is a vocal comma. Similarly, punctuation is one of the most helpful tools to use in writing in order to make a sentence clearly delivered but it is a problem faced by the pupils in writing. According to Muslim (2014), several shortcomings which have covered most of the basics of good writing among which are paragraphing, ideas, grammar, spelling, punctuation and handwriting. It shows that punctuation is one of the basics of good writing skills. Dunaway (2013) explained that children feel they don't even need to learn the rules of grammar, punctuation, and

capitalisation. However, all these rules need to be learnt in constructing meaningful sentences especially punctuation. Above all, between sentences, the most common marks of punctuation are comma and full stop.

When it comes to punctuation, pupils sometimes have doubt to use it. Or even worse, they seem to diminish the role of punctuation to a level that leads to the complex effects it can have. When marking students' exercises, the lack or inappropriate use of punctuation marks has always been penalised as part of grammar errors because the true meaning of the sentences is not delivered well.

Based on my past teaching experiences during the practicum, I found that pupils are careless and do not see the importance of putting full stop at the end of the sentence. They often forgot to put the full stop although their teacher has reminded them to do so. According to Straus (2008), a full stop is used at the end of a complete sentence that is a statement. However, the pupils tend to leave the full stop although the task is only asking them to write the sentences.

The same problem happens when pupils do not place a comma between items in listing. Pupils do not notice comma is a valuable and useful tool in a sentence which helps them to separate things in a list. As Straus (2008) stressed that to avoid confusion, we need to use commas to separate words and word groups with a series of three or more. However the pupils neglected the commas between each item and they write those words continuously in a sentence. When teachers read the sentence, this can cause confusion due to the lack of punctuation marks. Therefore, it is the aim of this study to use action song as a strategy to help pupils in the correct usage of punctuation marks especially comma and full stop.

For preliminary investigation, I designed a diagnostic test related to punctuation of full stop and comma in writing. In the diagnostic test, I constructed five questions regarding full stop and comma. The test was given to a class of 18 pupils in which they needed to rewrite the sentences by putting the correct punctuations. Based on the results of the diagnostic test, I found that 13 pupils scored lower than 50% in the use of comma and 4 pupils scored lower than 50% in the use of full stop. This showed that most pupils had problem in using punctuations especially comma.

According to Alker (2000), omission or inappropriate use of punctuation can be the result of poor understanding of what a sentence is. Pupils who cannot identify the right place to put comma in sentences will encounter problem in constructing a sentence. Within sentences, the most common mark is the comma. This problem is due to the reason that pupils do not understand the significance of placing comma in separating things in sentences. Pupils must use comma to separate items in a list or a series. A series or a list is defined as three or more. If there is a list of three or more items, they should use a comma to separate them. To overcome this problem, I have come up with an idea of using action song to improve the usage of punctuation among the pupils.

The following research questions were formulated in order to meet the research objectives.

1. How does action song improve pupils' understanding in using full stop and comma correctly in the sentences?
2. How does the use of action song increase the pupils' motivation in learning English?
3. How does the use of action song improve my teaching practice?

B. Literature Review

1. Gardner's Multiple Intelligences

Action song is children's songs that are sung with finger, hand and body movements. It offers children with a wide variety of fun and playful ways to learn language. In this research, I adopt Howard Gardner's Multiple Intelligence (2006) with specified learning styles such as bodily-kinaesthetic, musical, interpersonal, and linguistic learning styles when I teach the pupils on the use of punctuation marks using the action song.

When singing the action song, the pupils move their body. This involves the learning style of bodily-kinaesthetic when they use their hands to hold the signs of full stop and comma while singing the punctuation action song which I had adapted from a children's song. Davis (2007) stated that the kinaesthetic learners use movement to enhance hand-eye coordination and concentration. As we know that, pupils' concentration is very limited. Therefore, through movement, this kind of learners helps themselves to keep the momentum to stay focused in the lesson.

According to Dixon & McPhee (2001), they view that ability to perform and respond to music is independent from other intelligences. Children love to use their voices, bodies and

imagination when they sing along and enjoy the music. Clark (2011) explains learners with learning style of music are sensitive to pitch, melody, rhythm, and tone as in a composer. Usually this type of children loves music but they are also sensitive to sounds in their environments. Their performance in study will be better if there is music in the background.

Besides, interpersonal also acts as one of the learning styles to be implemented in the action song. When singing the action song, the pupils interact and help their peers when they need to raise the respective signs according to the lyrics they sang. According to Dixon & McPhee (2001), when people have developed interpersonal intelligence to a high degree, they often attain high social status. Without the use of this intelligence, we are unable to exist as social beings. As long as the pupils interact with each other while singing the action song, I believe that this strategy can help them to improve their interpersonal skill.

Another learning style is linguistic. The lyric in the song requires the pupils to read before they could sing the song. This type of learning style is sensitive to the meaning and order of words as in a poet (Clark, 2011). The lyrics of the song contain words used effectively. Normally, the pupils at a young age group have highly developed auditory skills and often think in words. They like to read, play word games, and make up poetry or stories. By using the lyrics of the song, they can be taught by saying the words and reading the lyrics together. Regarding the use of punctuation action song as the strategy, I can see that the song could help this kind of children to improve their understanding towards punctuation usage because they indirectly comprehend the content of the song through singing activity.

2. Usage of Punctuation in Writing

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Correct punctuation is essential for clear and effective writing. It helps reader to understand the writer's message. As Krizan et al. (2010) stated that when we write, punctuation helps our readers understand our message. Punctuation tells our readers where one thought ends and the next begin; it helps emphasise ideas and clarify meaning. Therefore, it is necessary for the pupils to have full understanding of punctuation marks especially full stop and comma. The basic signs of punctuations are comma, full stop, capital letters, exclamation mark, and question mark. Pontecorvo et al. (2014) said that today the normativity of the spelling of words is not found in the use of punctuation marks. Except for a rather limited list of compulsory conventions (e.g., initial capital letter; full stop at the end of a paragraph, followed by a capital letter; comma in a list of nouns), the rest is a matter of choice.

I identified this problem during my practicum in the previous school when the pupils did not put full stop at the end of sentence even though it was so simple for them. They did not see the significance of putting the full stop in sentences. Besides, the pupils also encountered the problem in separating the items in a list because they did not comprehend the usage of comma in sentence. Teachers are often confused by the pupils when reading their sentences which contained items in a list. Sometimes, pupils just put the comma in the sentence wrongly. According to Alker (2000), both primary and secondary teachers believed that a lack of understanding of where to place punctuation and of its purpose was a major factor with pupils who experienced difficulties. Pupils tend to neglect full stop or comma because they did not comprehend the function of those punctuations in writing. This factor contributes to the existence of punctuation mistake happened in written language. Pupils who understand and know the purpose of writing and punctuation can punctuate correctly by placing those full stops and comma in the right place. This is supported by Alker (2000) that punctuation is used with greater accuracy when the pupils are motivated and have a clear sense of purpose and reader, as an example when they write letters and news reports.

Awad (2012) explained where many times the tone is ignored, the readers are free to interpret the tone the way they want and this may lead to confusing situations, and it is worse than grammatical mistakes when students keep making mistake in placing the punctuation. Awad (2012) also agreed that punctuation is an occupational hazard for almost any teacher, as hundreds of hours are given over correcting the vagrant punctuation of students. Correcting pupils' mistake due to punctuation problems has become the routine of teacher nowadays. Teacher needs to find solution to curb this situation from happening because there are other topics in English that need to be emphasised rather that keep reminding the same old mistake in the class.

3. Using Action Song in Classroom

I had chosen action song as the strategy because song can motivate the pupils to learn indirectly. As stated by Neila (2013), music has always been very important in her students' learning process. They feel more confident when using songs in the English lessons. They didn't feel pressured to talk in English, or shy if they had to sing in front of others, it felt natural to them. Krouse (1988) also agreed that with active singing in the classroom, the students discover new language structures and vocabulary incidentally and spontaneously and they can transfer that to conversation situations.

Besides, songs also have proved that it is one of the ways in learning which makes pupils to acquire the knowledge because it helps children to listen to it in a relax mood and enjoy it at the meantime. According to Yau (2015), songs have proved to be the most impressive characteristics of ESL programmes, that they are helpful listening materials, and the most relaxing and language learning strategy for young learners of English. In addition, they are vital and indispensable elements of English learning and teaching in young learners' scenario.

I found that song could help pupils to remember the cues when it came to punctuation. This is because song can help the children learn in a fun way. After seeing how pupils learned and interacted between each other during the English lessons when I exposed them to singing English songs, I decided to create something personal and meaningful based on real work and real experiences that can be used as a reference in future teaching situations.

C. Methodology

1. Research Design

The research design is action research. Kemmis & McTaggart (1988) explained that action research is a research done by particular people on their own work, to help them improve what they do, including how they work with and for others. Zeni (2001) also supported that action research involves practitioners in studying their own professional practice and framing their own questions and it has the immediate goal to assess, develop or improve their practice.

The model used for this study is Kemmis & McTaggart (1988) action research model. They proposed a spiral model comprising of four steps: planning, acting, observing, and reflecting. The figure below shows the steps I had taken to carry out this action research.

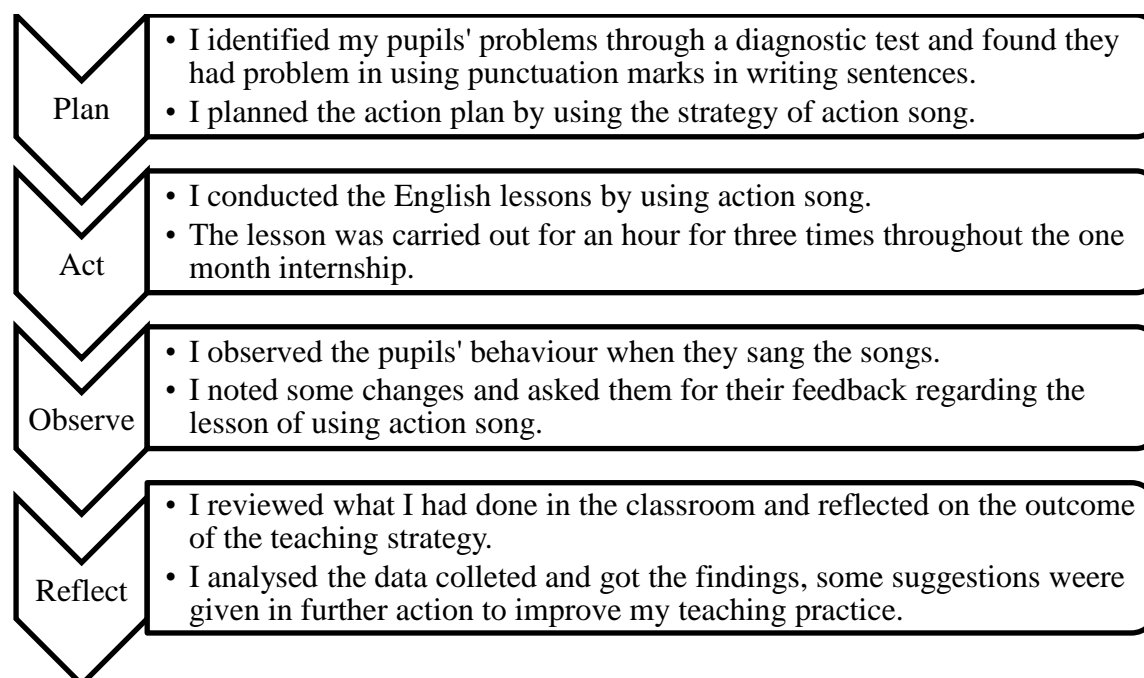


Figure 1: The Four Steps in Action Research Cycle

2. Participants

The targeted participants were eighteen pupils from a primary school in Johor, Malaysia. They were in Year 3 and in an average of nine years old. They had low proficiency in English and did not have motivation to learn the subject. I taught them as a teacher trainee during the 12-week practicum. Based on the information I gained from their English teacher, half of the pupils were involved in the Literacy and Numeracy (LINUS) programme in which these pupils are poor in the basic skills of reading, writing and counting. They could not read and pronounce words

correctly without teacher's guidance. The pupils also did not understand simple English words such as "search", "around" and "lucky". These participants did not practise and use English at all though during English period in school.

3. Procedure of Data Collection

The strategy that I applied for the target group was by using action song to teach the cues in placing full stop and comma correctly in sentences. Since the participants could not remember where they must put punctuation of full stop and comma in sentences, I changed some lyrics which contained examples for each punctuation involved.

At first, I administered a test before the implementation took place. By using this test, I gave them marks based on the full stop and comma which were used correctly. Their result would be compared with the result of another test that would be given later.

Then, I asked the participants to sing 'If You Are Happy' song. This song is popular and the participants could sing it easily. Then, the participants were asked to do the action while singing the song. The participants sang the action song repeatedly so that they were familiar with it.

After that, I introduced the adapted action song which followed the rhythm of 'If You Are Happy'. I asked them to read the lyrics and explained each line of the song which was related to the punctuation and showed the signs of full stop and comma which were found in the lyrics of that song. I adapted the lyrics so that the pupils could remember the cues to use full stop and comma at the right places in the sentences. While singing the songs the participants were given the signs of full stop and comma and they raised the correct sign at the right part of the lyric. Below is the lyric of the adapted song:

If you finish a sentence,
You put full stop.
Full stop! (raise full stop sign)

If you finish a sentence,
You put full stop.
Full stop! (raise full stop sign)

Leman eats an ice cream
Full stop at the end,
Leman eats an ice cream (full stop)

If you want to list items,
You use comma.
Comma! (raise comma sign)

If you want to list items,
You use comma.
Comma! (raise comma sign)

Ice cream (comma) yogurt (comma) sandwich (comma) and milk (full stop)

I wrote reflective journals after each lesson to identify my strength and weaknesses in the lesson. I also wrote down their behaviour and responses while singing the song. The information gathered would help me to improve my teaching practice.

Next, I administered another test to the participants after the implementation. The marks of both tests were compared to see the differences before and after the intervention.

Lastly, the interview session was conducted by asking the participants regarding their opinions regarding the action song and English lesson. The questions were asked in dual language which were English and Malay and the responses of the participants were jotted down and recorded. The next process that I needed to do was to translate the responses to English and to transcribe the interview and did the coding process to find out the emerging themes.

4. Instruments

The instruments used in this study were tests, teacher's reflective journal and interview. I chose the tests to collect data because I could see the differences of pupils' performance before and after the implementation of the strategy. According to Cheeseman & McDonough (2013), teachers need to fulfil their school requirements for "topic" assessment which often took the

form of pre- and post-evaluations. Both tests used the same questions. The test consisted of ten questions which required participants to rewrite the sentences by using comma and full stop correctly in the sentences. It was designed with the supervision of the lecturer and checked by both lecturer and the English teacher in school. The scores for both tests were shown in a table to make them more organised the results were compared to see the pupils' improvement in using the punctuation marks after the implementation.

I wrote the reflective journal after every lesson to reflect about the teaching strategy regarding punctuation of full stop and comma and any new idea. According to Borg (2001), the collective message emerging from this work is that reflective writing can provide much insight into the personal and often implicit processes which teachers experience in their work and development, and that these written accounts have benefits for the writer. Therefore, reflective journal helped me to reflect on my experiences and improve my teaching practice.

Lastly, I carried out a semi-structured interview to gather the data for this research. According to Harris & Brown (2010), in a semi-structured interview, interviewers begin with a small set of open-ended questions, but spend considerable time probing participant responses, encouraging them to provide detail and clarification; these data are generally analysed qualitatively. The questions were asked by using Malay Language and they were translated to English. The pupils' answers were written and recorded during the interview session. By using interview, I believed that the participants could give detail answer for each question. This type of method would enable me to get the participants' opinion on whether the action song helped in motivating them to learn punctuations.

5. Data Analysis and Interpretation

After all the needed data had been gathered, I analysed those data according to their procedure. This step was so important to see whether the strategy had brought any improvement to the target group in using full stop and comma correctly in the sentences. The pre-test and post-test were analysed descriptively while teacher's reflective journal and interview were analysed qualitatively through the coding process until themes were emerged.

(a) Tests

The questions given for the tests before and after the implementation were the same. These tests were given to see the improvement of the participants before and after the implementation of action song. The result of the tests is shown in the bar graph below:

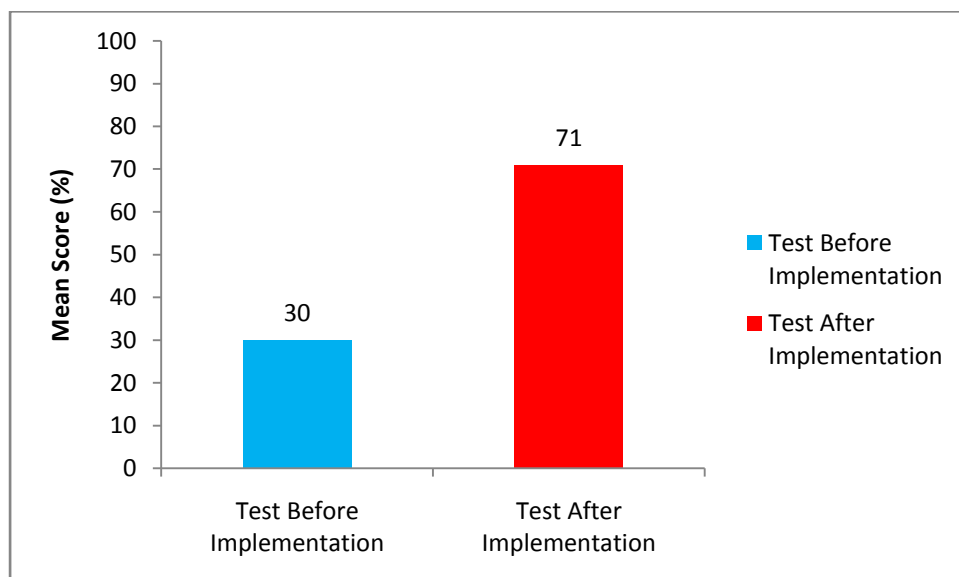


Figure 2: The Results of the Tests

Figure 2 shows the participants' performances for the two tests. The mean score for test before implementation was 30% while the mean score for test after implementation was 71%. It indicated an increase of 41%. Based on the analysis, I concluded that all the participants had improved in using comma and full stops correctly in the sentences. This showed that through action song, most of the participants was able to understand and could use more correctly the punctuations of full stop and comma in the sentences.

(b) Teacher's Reflective Journal and Interview

The reflective journal and interviewed were analysed and the themes emerged were improved understanding and increased motivation.

(i) Improved understanding

Based on the teacher's reflective journal that I had written, I found that the action song improved the participants' understanding. This was because I included the punctuations of full stop and comma and their function in the lyrics in the action song. Hence, the participants remembered the cues to put those punctuations correctly in sentences while singing the song. The lyrics and the rhythm of the song helped them remember the lyrics of the song. They comprehended the lyrics before singing the whole song with the action. The participants also agreed in the interview that the action song helped them to understand the punctuation of full stop and comma. They were able to use full stop and comma correctly in sentences. They told that the lyrics in the action song guided them where to put full stop and comma in the sentences correctly.

(ii) Increased Motivation

I also found that by using action song which had familiar rhythm, it made the pupils enjoyed the lesson very much. They knew the song because they were very familiar with the rhythm of "If You Are Happy" song. I could see that the participants were much immersed with the song they sang and they were motivated to sing loudly and happily. This showed that the adapted action song really increased their motivation.

When the participants really enjoyed singing the action song, indirectly, they comprehended the use of punctuations of full stop and comma at the same time. They enjoyed the song and raised the given signs at the same time. Sometimes, they continued singing the song though the English lesson was over. The action song helped to prevent the participants from feeling boredom in the activities. By using the strategy of action song, I helped the participants to learn about the punctuations in a fun way.

The participants also agreed that the use of signs had motivated them to learn English instead of singing the song solely. The presence of the given signs made them excited because they needed to stay focused in order to use the correct signs at the specific parts in the action song. Furthermore, each participant had their own signs and they could fully take part in the activity without any disturbance from peers. The action song also met their interest which was singing and they liked showing the signs given. Therefore, the participants could pay attention during the lesson. They engaged with the singing activity and the rhythm "If You Are Happy" song attracted the participants to enjoy the action song since they had already known and familiar with the song.

D. Findings and Discussion

The findings were discussed based on the research questions formulated in the earlier section.

Research Question 1: How does action song improve pupils' understanding in using full stop and comma correctly in the sentences?

The results from the tests had shown the pupils improved in their use of full stop and comma correctly in sentences. They scored higher in the test after implementation in which they gained 71% for the mean score when compared to the test before implementation when they only gained 30% for the mean score.

Through the comparison between the tests, it showed that the strategy of action song was effective to help the pupils to use full stop and comma correctly in sentences. According to Ara (2009), children learn better through interesting activities and for this reason, songs, rhymes and games are very useful tools for teaching them a foreign language. Pupils were able to remember the cues to put those punctuations by singing the action song. Therefore, the action song really helped the pupils to learn the second language in teaching and learning process.

Research Question 2: How does action song increase the pupils' motivation in learning English?

The action song had increased the pupils' motivation to learn English. This was because the rhythm of the action song was suitable with the participants' level while the action in the song attracted the participants to take part in the lesson. The rhythm of "If You Are Happy" song made them enjoyed singing the song because they were familiar with it. When pupils were familiarised with the rhythm, they felt less burdens to learn English. According to Ara (2009),

one thing that prevents children from learning a language is when they feel uncomfortable or under pressure in the language class.

While singing the song, the action included at some part of the song, for instance, raising the signs also triggered the participants to keep participating in the learning session. Ara (2009) also said that actually these are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language. Pupils would give their full co-operation towards the lesson when they enjoyed it.

Research Question 3: How does action song improve my teaching practice?

By using the action song as the strategy, it improved my teaching practice. I found out that the explanation of lyrics and the lyrics itself helped the participants in understanding. They understood the words used in the lyrics and the examples given in the song. According to Ara (2009), action songs also help the beginners to associate words and phrases with meanings. The meanings of the action song were very important for the pupils. Hence, I noticed that, in order to make the participants understand about the song, I must explain first what were the songs about and the meaning of the lyrics.

The expressions from the participants also helped me realise the participants must understand the song first before singing it. Besides, the singing activity met their interest and led them enjoyed the song very much. Ara (2009) also stated that action songs captivate young students and help teachers convert their natural energy and enthusiasm into meaningful learning experiences. Teacher who knows how to tackle the situation can lead the pupils to learn the topic. Therefore, I learnt I should make my lesson fun and enjoyable and this will help me to improve my teaching practice.

E. Conclusion

In conclusion, action song is a tool that teachers can use to teach English in the classroom. The findings had showed that the action song improved pupils' understanding in using punctuation correctly in the sentences. They were able to understand the function and usage of punctuation marks such as comma and full stop. Besides, action song also increased the pupils' interest in learning English and what is important is action song served as a good strategy for me to deliver the teaching and learning process in a fun way.

After implementing the strategy of action song, I noticed some improvement can be made although the action song had already shown the positive changes towards the participants' learning process regarding the related topic.

Based on my observations, I identified that some parts of the action song could be changed. For example, teacher can ask the pupils to play a game by changing the content in the lyrics, for example, other punctuations such as question mark or exclamation mark. According to Kuan (2012), it is believed that the mood of play could have its face value that facilitates creativity. Through this way, it triggers the pupils to think creatively. Pupils' creativity can be developed because it leads them to think critically and out of the box to find the suitable lyrics suit with the rhythm of the song.

Furthermore, teacher should integrate the Information and Communication Technologies (ICT) skill which is one of the most demanding trends in education nowadays. According to Carmona and Marin (2013), the ICT is more than ever living in our society and they are important parts of the education. Therefore, teacher can use the LCD projector to show the lyrics to the pupils in front of the classroom rather than displaying it on the mahjong paper. In addition, by integrating ICT in the classroom activities, it costs less than mahjong paper. Carmona and Marin (2013) also stated that by incorporating these technological trends into the educational system a higher quality education can be provided at a cheaper cost and spread over a larger segment of the population. Furthermore, it can assist teacher to make any changes to the lyrics easily during the intervention.

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Providing Indirect Corrective Feedback: A Technique to Reduce Errors in Students' Writing

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Abstract

This experimental study aims at investigating the application of Indirect Corrective Feedback (ICF) in teaching writing recount text. The subjects of the study were tenth graders of SMAN 1 Meulaboh who are chosen randomly. The instrument used is writing tests. This study focuses on giving ICF on students' recount writing in terms of grammatical features of the text. Accordingly, there are eight error aspects included in the analysis; these are verb, noun ending, spelling, word form, word order, pronoun, missing and unnecessary word. The findings indicate that Indirect Corrective Feedback helps students to reduce errors in eight aspects. It is shown from the decreased mean score of errors in the post-test ($\bar{x} = 12.17$) which was lower than the mean score of errors in the pre-test ($\bar{x} = 27.07$). Verb was the aspect reduced mostly in students' recount texts (56) followed by word order (18), word form (16), spelling (14), pronoun (12), noun ending (11), unnecessary word (8), and missing word (3). From t-test analysis in the post-tests of both groups, this study found that t-counted was higher than t-table ($1.823 > 1.68$). Thus, H_0 was rejected. The result confirmed that Indirect Corrective Feedback can significantly improve the students' writing achievement by the reduction of errors.

Keywords: indirect corrective feedback, error, writing

A. Introduction

English in Indonesia is considered as a foreign language. It is taught in formal education. Therefore, it is common for Indonesian students to face some difficulties in learning English due to some factors, for example, lack of vocabulary and learning strategies. One aspect of teaching and learning process is writing. Hence, writing is the skill needs to be learnt by the students. In the context of teaching English at senior high schools in Indonesia, particularly for first grade students, the students are expected to be able to write a simple recount text and understand the

social function, text structures and grammatical features of the text. Teaching writing for senior high school students aims to develop the students' competence in writing various types of texts from functional text to different text genres (Kementrian Pendidikan dan Kebudayaan, 2013).

Widiati & Cahyono (2016) agree that writing is considered a difficult skill in teaching and learning. The difficulty can come up from lack of understanding about grammar. Besides, the students are not interested in learning writing because they made the same errors. Oftentimes, teachers do not give error correction to the students' writing task. Teachers just put cross mark on the error part without providing the correct form. Most of them give writing assignment without any marks of correction to the students' work and there is no discussion of error in the classroom between the teacher and students before or after giving the writings back to the students (Hartono, 2010). In this situation, this present study assumes that teachers need to consider applying as corrective feedback that can utilize students' mistake by using correction codes on students' writing, so that they are informed of their mistakes and at the same time can improve their writing by correcting the errors based on the feedback.

Using corrective feedback helps the learners to improve students' grammatical accuracy of their text (Ferris, 2003). Students who wish to compose well in writing need a help in understanding and avoiding mistake in their writing since they need ways to know whether they are on the right track or not. The error correction can be done by providing correction symbols or by marking the error on students' writings. This way is called Indirect Corrective Feedback (Ferris, 2003). Riddel (2001) states that teacher can use correction symbols, underline the errors and write the symbols on students' writings to signify the mistakes. The students can do the correction by themselves. Many teachers believe that feedback should be provided through the use of error correction codes because this gives students the opportunity to look up their errors (Corpuz, 2011).

Some previous studies have investigated the use of ICF on students' writing and how ICF can help students to write better. Ferris & Robert (2001) explored the effect of indirect feedback on students' writings by dividing 72 English as Second Language (ESL) students into three groups: two experimental groups and one control group. The first experimental group students received coded feedback, and the second one received uncoded feedback. The control group students received no feedback. They found that students in the two experimental groups perform better than the control group students. The use of corrective feedback, both coded and uncoded, helps students to write better and do self-editing in five error categories: verb, noun, article, word choice and sentence structure.

Chandler (2003) examined two ESL undergraduate groups receiving direct corrective feedback in the control class and indirect corrective feedback in the experimental class. The feedback focused on grammatical and lexical errors. The result indicated that the application of indirect corrective feedback contributes more on students' self-editing for writing accuracy compared to the use of direct corrective feedback. Moreover, Pramana (2014) conducted an experimental study involving the employment of indirect corrective feedback on the descriptive writings of first grade students. The finding indicated an improvement of students' writing in five aspects: content, organization, vocabulary, grammar and mechanic. Mechanical aspect, which relates to spelling and punctuation, is the most correctable for the students among other aspects.

Although the investigation on corrective feedback has been conducted by previous studies, this study expanded the exploration to the grammatical error which focuses on the language features of a text genre; in this case is the features of language in a recount text. To find out the effect of Indirect Corrective Feedback on students' recount writing, this study posed this question: "Is there any significant decrease of students' grammatical errors by the implementation of Indirect Corrective Feedback?"

B. Literature review

1. Writing

According to Nunan (2003), writing is the process of thinking to construct ideas, thinking about how to express ideas into a good writing, and arranging ideas into statements and paragraphs clearly. It means that when learners want to write a good composition, they have to grammatically and structurally organize their ideas. In the context of teaching English at senior high schools in Indonesia, particularly for first grade students, they are expected to be able to compose descriptive, recount and narrative text. Hence, recount text is taken into account in this study. According to Derewianka (1990), recount text tells about sequential events occurred in the past. The general purpose of the text is to entertain readers. The text is developed in three

stages: orientation, sequent events, and re-orientation (optional). In this study, the experimental group students were introduced to the aspects of a recount text including the purpose, structures and language features. The ICF was given to indicate students' errors in writing based on the features of a recount text.

2. Error

Dulay, Burt & Krashen (1982) define errors as the deficiency of learners' oral or written language. The errors are deviating from the grammatical structures or rules of a language. In other words, error occurs because the learners do not know what is correct; hence, they find it difficult to do self-correction for the errors. Grammatical errors have been divided by Ferris & Robert (2001) into five categories; these are verb, noun ending, article, wrong word and sentence structure errors. In this study, the aspect of errors that is marked on students' writing follows the categories mentioned by Ferris & Robert (2001) plus the language features of a recount text based on Derewianka (1990) and Butt, Fahey, Feez, Spinks & Yallop (2003). Therefore, there are eight aspects of errors involved: verb, noun ending, spelling, word from, word order, pronoun, missing and unnecessary word.

3. Feedback

In addressing grammatical errors on students' writing, teacher can use two types of strategies, Direct Corrective Feedback (DCF) and Indirect Corrective Feedback (ICF) (Ferris & Hegdcock, 2005; Hendrickson, 1984; Lalande, 1982). Direct Corrective Feedback is done by providing the correct forms right on the errors (Ellis, 2009). In other words, DCF is the provision of correct answer in responding to students' errors (Lee, 2008). Indirect Corrective Feedback, according to Lee (2004), refers to the situations when the teacher marks the errors that have been made but the teacher does not write the correct forms so that the learners diagnose and correct the error by themselves. Furthermore, Lee (2004) also distinguishes ICF with code and without code. This study used coded ICF by marking the errors and the types of errors

C. Methodology

1. Research design

This true experimental study employed pre-test post-test only design involving one experimental group and one control group. The students in both groups were chosen randomly from the total population of 163 first graders of senior high school number 1 in Meulaboh, West Aceh. In choosing the samples, this study wrote each name of the first graders on a piece of paper. 163 names were written on 163 pieces of paper. The pieces were then rolled and put into a can. Afterwards, the can was shaken and the researchers took 60 rolled papers (about 36% of the population) randomly from the can. The sixty rolled papers were then divided into two groups; the first 30 names in the rolled paper were then listed as the experimental group participants, and the second 30 names as the control group participants. Students in the experimental group were given ICF, while those in the other group were not given ICF. Both groups were introduced to the aspects of recount genre.

To see if the use of ICF can significantly improve students' writing performance (significant decrease on the errors), this study formulated the hypotheses as follows:

- Ho : There is no difference in writing achievement between the students who are taught by using indirect feedback and those by using conventional way in terms of grammatical errors.
- Ha : There is a difference in writing achievement between the students who are taught by using indirect feedback and those by using conventional way in terms of grammatical errors.

2. Data Collection Technique

Test is the technique of data collection employed in this study. As an experimental study, this study conducted two types of test; these are pre-test and post-test. In the pre-test, the students were given a topic about "Idul Adha Holiday" with the length of words counted 100. Three-meeting treatment were given for the experimental students after the pre-test where the students were given error correction codes on their writings after they completed writing a simple recount text about "My Best Holiday". The tasks were then revised by the students and recollected by the researchers to be given the second error correction feedback. In the last

meeting of the treatment, the writing task with second feedback was returned and the students did the second revision. Post-test was then conducted by assigning students to write a recount text about "Unforgettable Experience".

3. Research instruments

Printed written instruction was created for the instrument used in pre-test and post-test. The instrument provides some instructions for students in both groups involving the topic and the length of recount text that they have to write, as well as the duration (in minutes) to complete writing the text. The instructions given in both pre-test and post-test were the same even though the assigned topic was different. The instructions used in the instrument are readable for the students, related to the topic of investigation of this study, and based on the curriculum of English subject for high school students. Hence, the instrument used in the tests is valid.

4. Technique of Data Analysis

An analytical framework based on Ferris & Robert (2001), Derewianka (1990) and Butt, Fahey, Feez, Spinks & Yallop (2003) was created for analyzing students' recount writings. The error aspects investigated in the texts are presented in Table 1.

Table 1. Error Code and Meaning

Error type	Symbol	Meaning
Verb	V	All errors in verb tense or form, including relevant subject-verb agreement.
Noun Ending	NE	All errors in plural and possessive ending
Spelling	Sp	Incorrect or misplaced use of word
Word Form	WF	Error is forming word.
Word Order	WO	It occurs when there is incorrect use of the pattern of sentence, clause or phrase.
Pronoun	Pr	There is lack of agreement between pronoun and antecedent or unclear use of pronoun reference. It relates to the use of pronoun as subject, object and possessive.
Missing word	Λ	Something has been left out and incorrect pattern without the word.
Unnecessary Word	X	Words or phrases that are useless or unnecessary in a sentence

For each text produced by students, this study marked the error by giving error code as indicated in Table 1. The number of error in students' texts was counted manually. Having this done, the frequency of error for each student was presented in a table. To calculate the differences of errors between the experimental and control group students, Statistical Package for the Social Science (SPSS) was used.

D. Findings and Discussion

The result from the statistical data analysis is presented in Table 2.

Table 2. Pre-test results from both groups

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Pretest	Equal variances assumed	.512	.477	-1.188	58	.240	-2.800	2.358	-7.519	1.919
	Equal variances not assumed			.1,188	57.472	.240	-2.800	2.358	-7.520	1.920

Table 2 indicates that t-counted from the pre-test of both groups is -1.18. T-table for $df = 58$ at the level significance 5% ($\alpha = 0.05$) is 1.68. The result shows that $t_{counted}$ is lower than t_{table} ($-1.188 < 1.68$). Therefore, H_0 is accepted and H_a is rejected. This has indicated that there is no significant difference in the pre-test results between the two groups.

Meanwhile, Table 3 shows that the statistical result of post-test from both groups.

Table 3. Post-test results from both groups

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Posttest	Equal variances assumed	.824	.368	1.823	58	.01	-2.333	1.639	-5.615	.948
	Equal variances not assumed			1.823	56.557	.01	-2.333	1.639	-5.616	.950

Table 3 shows that $t_{counted}$ from the post-test of both groups is 1.823. The result of t_{table} with $df = 58$ and significance 0.05 is 1.68. Hence, $t_{counted}$ is higher than t_{table} ($1.823 > 1.68$). Therefore, H_0 is rejected and H_a is accepted. This finding indicates that there is a significant difference between the result of the post-test in the experimental and control groups. Students in the experimental group increase their writing performance by reducing errors after the treatment is given.

The following table presents that the description of error aspects in pre- and post-test.

Table 4. Total Error Aspects and Error Reduction in Experimental Group

Error Aspect	Pre-test	Post-test	Frequency of reduction
Verb	112	56	56
Word order	48	22	18
Word form	77	61	16
Spelling	48	34	14
Pronoun	34	22	12
Noun ending	29	18	11
Unnecessary word	21	13	8
Missing word	26	23	3

Total	388	250	139
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Table 4 presents the list of total error aspects found in the pre-test and post-test of the experimental group. In pre-test, the highest error is found in the aspect of verb, while in post-test, the highest one is word form. Meanwhile, the lowest error in both pre-test and post-test is on the unnecessary word aspect. The verb aspect, which is the highest error in pre-test, is indicated as the highest reduced error based on the analysis. This study also found that students of the experimental group were able to make reduction for all error aspects. This finding is in line with Ferris and Robert (2001), Chandler (2003) & Pramana (2014).

The following table presents the total error and reduction from control group.

Table 5. Total Error Aspects and Error Reduction in Control Group

Error Aspect	Pre-test	Post-test	Frequency of Reduction
Verb	123	80	43
Word order	55	21	34
Noun ending	43	9	28
Pronoun	37	8	28
Spelling	46	32	14
Unnecessary word	19	6	13
Missing word	31	22	9
Word form	66	74	-8
Total	417	255	204

As indicated in Table 5, verb is the highest error aspect in both pre-test and post-test undertaken by control group students. Nevertheless, verb is also the highest reduced error made by the students. Moreover, the lowest error in both students' pre-test and post-test is in the aspect of unnecessary words. Except for the word form aspect, students in the control group indicate an improvement in writing performance by showing reduction of errors on the other seven aspects. For the word form aspect, these students unfortunately increase the error as can be seen in Table 5.

E. Conclusion

The findings of this study indicate that both groups of students increase their recount writing performance due to the treatment given to them. In other words, both groups can reduce errors in their writings. This study assumes that the involvement of genre aspects which were introduced to students in both groups help them to write better. However, the application of Indirect Corrective Feedback in the experimental group makes the improvement significantly higher than the improvement of students' writings in the control group.

Based on the results of the analysis of the tests, this study suggests future researchers to do a similar study which focuses more on the aspect of error that is less reduced, for example the word form aspect. Moreover, future researchers can also consider applying this feedback at different levels of students using different types of text.

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The Use of the Eclectic Method in an English Language Classroom for Learning Specific Skills

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Abstract

The purpose of this article is to demonstrate the need to base a teachers classroom activities, tasks and skill learning for English language on not just one approach, model or method, but numerous, to create a whole diverse learning environment. The Eclectic Method allows the teacher to better cover the necessary skills, tasks and activities for students to be able to learn, understand and ultimately gain the knowledge quintessential to becoming competent in speaking, reading, writing and listening in English in a large classroom setting in a shorter amount of time. Following this approach allows for the teacher to teach larger groups more information in the allotted time given. The professor of the class can use various methods, technique's, and activities to relate the necessary information to participates' while motivating them to learn. The students are taught more to their specific needs and learning styles through the use of the Eclectic Method. It was observed through various skills assessments that utilizing this method, students were able to internalize, use and remember the information given to them quicker. This is because it was adapted to their learning styles and needs throughout the activities completed utilizing specific techniques at the disposal of the teacher.

Keywords: eclectic method, English language learning, needs, skills

A. Introduction

While teaching English as a Foreign Language in institutions in Ecuador two reoccurring problems normally encountered are large class sizes and insufficient classroom or face-to-face hours teachers have with English language students. This problem does not allow for students to gain sufficient knowledge or time to practice to move forward in the language learning process. Throughout 7 years of teaching English in Ecuador in various institutions, universities and schools, specifically in Cuenca the professor encountered many students in comparable situations that were expected to learn and ultimately master large amounts of English language in a very short amount of time in a large classroom setting. They have all taken multiple years of English, but are still at a beginner level. To overcome these obstacles in the classroom the Eclectic Method of teaching has been adopted in many situations for reasons, which will be explained in the findings and results. This method allows students to receive the individual

attention that they need when there is a large group of students. This method has also allowed for the input of much more information in a much shorter amount of time to obtain the necessary results to progress in language learning.

This paper specifically looks at an English language class at the Universidad de Educacion (UNAE) in Azogues, Ecuador. This group of teacher trainees is a lower intermediate group in their third semester of university study. The specific topic being taught in the example plan created by the teacher explaining the grammar point; comparatives and superlatives and adjectives to describe and compare personal preferences about food. The article below will discuss the techniques used by the professor of the class incorporated within the Eclectic Method. These techniques are to be taught in face-to-face class time hours in the most direct way possible for students to absorb and learn the large amount of information presented to them in a short amount of time. The multiple methods, activities and tasks used by the teacher and discussed are used to increase the student's knowledge, teach directly to students needs and learning styles and increase the students English language skills in the given environment and time period.

Problems Encountered

One of the difficulties facing ELT at UNAE is the large class size for learning English. The specific group focused on consists of 30 students. According to the American Council of Teaching of Foreign Languages (ACTFL, 2010) class sizes should not be large. More than 15 students can impede meaningful learning between the teacher and the student. If the goals for students are to advance and gain the necessary knowledge to understand and speak English authentically other strategies must be utilized in the classroom when ideal class sizes are not realistic.

Another difficulty the teacher encounters is the allotted time in the semester for the group of students. These students only have two or three hours of English a week throughout the semester. They are all expected to be at a B1 level or be able to pass a B1 proficiency exam in the end of the sixth semester of study. The Common European Framework explains that 350-400 guided learning or classroom hours are necessary to learn a language (Desveaux, 2013). This group will receive a maximum of 40 face-to-face hours in the current April to July 2016 cycle. If the schedule for English language classes continues throughout future semesters the students will receive fewer hours of guided English classes necessary to take the B1 exam at the end of the sixth semester. Therefore, another approach has been taken by the professor to assure the students will receive all of the instruction, practice time and understanding to learn the large amount of the information included in the curriculum for the given cycle in fewer hours.

B. Literature review

Li (2012) explains how there is no single method or technique which functions to teach all skills and to the specific needs of the students therefore it is necessary as a teacher to take an Eclectic approach, which uses many activities involving various skills to motivate student learning. This supporter also points out how just following a single method can limit what and how the student learns. This can make it more difficult to teach to the needs of the students and the limits of the given class size and time. ESL students, especially university students, normally do not have a lot of time to learn a foreign language and expect to have the same results even when they invest fewer hours in the language learning process. The curriculum created for the English language groups in UNAE expected the students to learn a large amount of information, retain the information and be able to use the information in an authentic setting in a short amount of time. According to Billah (2015) the use of the Eclectic method allows for this to happen by combining the strengths of different methods, competences and pedagogies. This is a fairly new concept and for it to work in the classroom teachers must be prepared to think in new ways and constantly be open to change. Teachers must also have knowledge of the various methods and approaches to be able to connect the methods together in a form that functions in the classroom. Therefore, it is believed putting the approaches, methods and models together randomly may not provide the necessary results an English language teacher is looking for. The teacher must have sufficient prior knowledge of various methodologies to properly utilize the Eclectic Method. (Billah, 2015)

Kumar (2013) also supports the use of the Eclectic Method for teaching English. He also recognizes the need to teach language as a whole and the necessity of teachers to have knowledge of many types of methods and approaches. This supports the teaching strategy

showing how grammar and vocabulary is taught together in the example of the plan and using certain other models and methods to connect the various activities. It is also discussed how language should not be separated into parts such as, grammar or vocabulary. He believes it should be taught as a whole or together and the Eclectic Method allows this to happen in the classroom. He states "language should not be separated into chunks like pronunciation, grammar and vocabulary (Kumar, 2013, p.1)." These competences should be taught through various methods and approaches, proving the necessity of using the Eclectic Method. Following this plan will create students who will be able to successfully use English consistently and in authentic everyday settings. They will be able to follow a natural sequence to develop their language skills appropriately inside and outside of the classroom. The use of the Eclectic method was adopted by the author of the paper and utilized in the topic plan through the use of various models, methods, approaches and techniques to help the students learn and understand English language as a whole. (Kumar,2013)

One of the strategies used by the professor of the lesson was the Flipped classroom, which supports the Eclectic approach. It is defined by Bishop & Verleger (2013) as a learning technique where students participate in-group activities in the classroom and utilize computer resources independently outside of the classroom. They make the point that this technique is loosely based on the Constructivism Model, because students must independently find answers and information on their own. In the authors class the students are meant to gain a deeper understanding of how and when to use the grammar point by watching videos and taking time for individual learning outside of the classroom. This technique individualizes the learning process and helps students feel more comfortable participating in the classroom by having students work mostly in groups or pairs to share previously gained knowledge and help each other achieve a higher understanding of the topic.

To learn to speak a language, specifically English the use many activities are essential in the classroom since language is a diverse always-changing theme and students tend to have different learning styles and needs. Therefore, one of the roles of language teachers is to provide various strategies to address all of the skills, grammar and vocabulary necessary to develop the students' language learning in the class and give them the tools to use English independently outside of the class as well. If the teacher does not teach to students needs and include diverse activities to develop students learning styles individually, they may not feel confident to practice or feel motivated to learn. These are important factors and reasons for applying many different strategies and activities in an English language classroom. (Li,2012)

C. Methodology

1. Research Design

Qualitative research using a short-term inductive approach was completed in this study. The research completed for this paper was completed in one semester or 5 months with a group of 30 English language students. This qualitative approach allowed for specific information to be obtained in a short amount of time through the use of action research to find a solution to the problems explained by the author and addressed throughout the article. Action research allowed the teacher to improve the given situation through the use of theory put into practice in the classroom.

2. Participants

The participants of this study consisted of 30 students who were supposed to be a lower intermediate university level English language class. They were however a very mixed ability group. Some were advanced while others were at a true beginner level. The investigation was completed in the seventh week of the course so the teacher had a chance to understand the different learning styles and needs of the individual students. This was important, so the teacher could create different activities directed towards those needs and learning styles. All of the students' assessments, worksheets and participation in groups were used as evidence to support the professors' findings.

3. Technique of Data Analysis

In order to get the most consistent data the research was completed in the students' classroom in the university. It was completed over the span of two weeks or 6 face-to-face class hours. Much of the research was completed through observation of the students throughout the lesson. There were also question and answer sessions completed by author at the beginning and the end of the lesson. These sessions allowed the teacher to see how the teaching method

functioned and varied from previous methods used with students in the past. Assessment tools were also used to support the findings of the research. The assessment of the students through speaking activities and worksheets showed how well they were able to learn, use and comprehend the new information gained in the lesson.

4. Instrument

The main instrument used in the question and answer session was two short questionnaires. One questionnaire was used at the beginning of the class session to help the teacher pin point the needs and learning styles through various personal information and answers given by the students. The students completed another questionnaire at the end of the class session to determine the effectiveness of the techniques, activities and methods used by the teacher throughout the lesson. It also contained questions to find out if the students needs and specific learning styles were met by the professor of the class through the teaching techniques administered in class.

5. Technique of Data Analysis

The assessment tools used in the class to measure what the students learned were compared with other groups of students learning the same topics at the same time to verify if the teaching techniques applied were functioning or not. The professor of this group also discussed the success and failures of teaching this information using this approach with other English language professors and academic peers in the university who were teaching the same material using different methods at the same time to similar class sizes.

D. Discussion

Through the authors' experience in teaching EFL to students in Ecuador, the necessity to use various teaching techniques, methods and skills to teach English directly to the needs of the students has been proven over and over again in English language classrooms. The research shows combining these methods can be very helpful for the language learning process. There have been various discussions and research completed by many professionals to show a correlation to this point. The examples in this paper of the teachers' experience in EFL for utilizing the Eclectic method shows how it is the most effective method in Ecuador, but could be proven to function in other countries to combat the given problems that arise.

The first activity the students completed was using a combination of the technique of The Flipped classroom and Constructivism. This idea is based on the contexts of constructivism as it allows students to activate prior knowledge as discussed in the website called Learning Theories (ACTFL, 2010) to create new ideas from what the students learned the night before independently from videos and then use this new knowledge to expand their learning experience through class discussions about the topic in the videos. This technique therefore combines direct instruction with constructivist learning to allow the students to get the most out of the few class hours allotted to them. The flipped classroom is an important part of the teachers' method of teaching, because it is a way to increase interaction outside of the classroom and create personal connections between the students and the teachers when there is not a lot of face-to-face classroom time. The teacher goes on to use another technique as part of the Eclectic method to further the students learning (Bergmann, Overmyer & Wilie, 2014).

To utilize the knowledge learned in the Flipped Classroom activity the teacher utilizes a different approach of teaching called Communicative Learning or CLT. Richards (2006) explains how student interaction, feedback and language experimentation play important roles in this approach. Therefore, this approach was chosen for one of the communication activities to practice the grammar and vocabulary together to help the students become more comfortable communicating while using the new knowledge previously learned. This approach was effective to develop fluency, which in turn is one of the goals mentioned by Richards (2006) in Communicative Learning. While students were working in the communicative activities they were in small groups, so they had the chance to produce more language and it was a motivating factor in helping them become more fluent in a shorter amount of time. Another reason CLT was chosen by the author to use as part of the Eclectic Method plan is to promote authentic or individualized learning when there are larger class sizes and to teach various skills together. When students work in groups or pairs they are able to be more comfortable learning the grammar and vocabulary previously taught and the teacher can teach the skills simultaneously (Belchamber, 2007)".

To further the students learning they went on to use a task-based activity. Nunan (2006) explains that using the tasked based technique allows for teaching to students needs (i.e. individualized attention), space for authentic materials, and connecting the activities to real life situations and language. This task-based activity was meant to reinforce previously learned knowledge, allow for communication in small groups to promote fluency and complete an authentic activity, so students can connect the language and grammar to real life situations. Tasks are defined as “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan,2006, p.5)”.The task-based activity in the plan was used to promote authentic learning in the classroom and ultimately use the written instrument as an assessment tool of what the students learned throughout the lesson driven by the Eclectic Method.

E. Findings

To support the arguments and information cited in this paper. Three tables have been included below to show how the teacher obtained the results and completed the investigation to support the conclusion. The instrument created by the professor of this lesson is used as evidence to show how the success of the Eclectic Method was measured in this class.

Table 1 shows how the teacher of the topic, grammar and vocabulary of the lesson used the students’ assessment of speaking as results of what the students learned and how well the Eclectic method worked or did not work in the classroom.

Table 2 summarizes the results of the post questionnaire to validate the results of the paper and show how well the Eclectic Method, specifically the activities, techniques and approaches chosen by the teacher of the group functioned within this class.

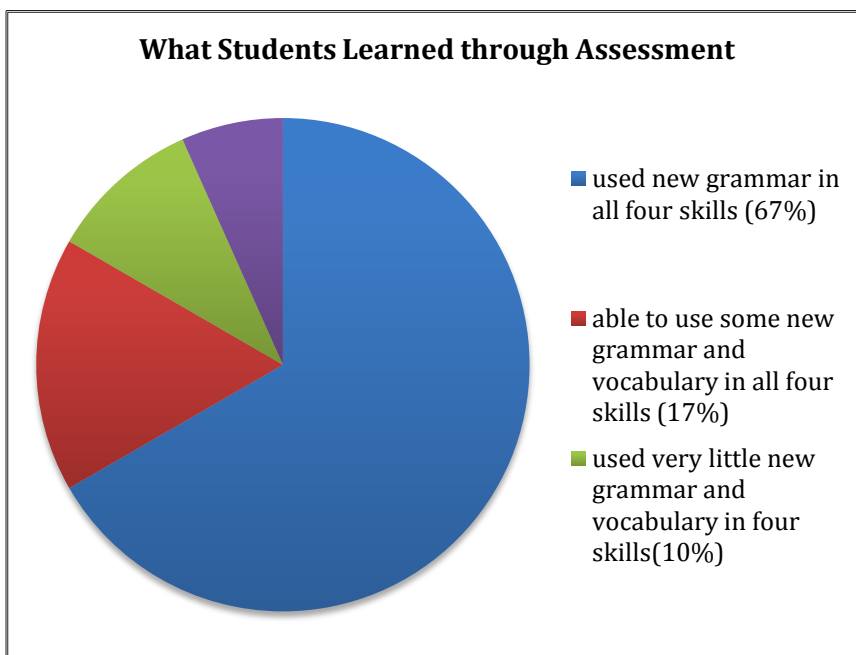


Figure 1. Students’ Learning through Assessment

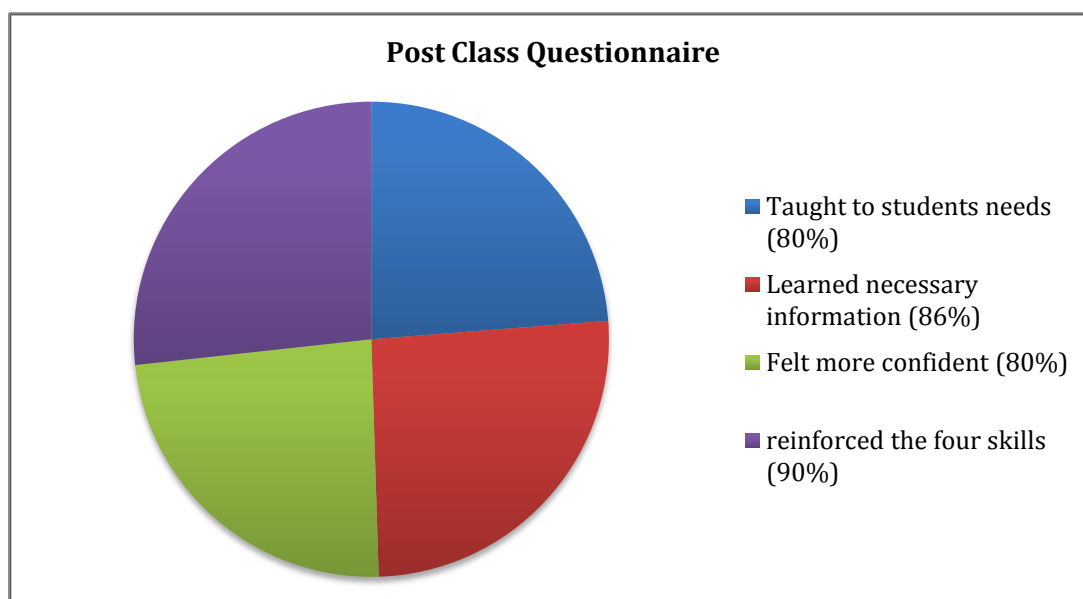


Figure 2. The Function of the Eclectic Method

F. Result

Through the findings of the research completed during and after the lesson it can be seen in Table 1 that the teacher was able to improve the English language skills of the students. More than half of the students were able to demonstrate through simple assessment and observation that they were able to naturally use the vocabulary and grammar when speaking and writing. Observation also showed that they understood the new information when listening to their team use this information. It was also seen through the peer editing process that many students were able to read the newly learned information correctly. These results allowed the professor to see that 87% of the class was actually able to utilize the new information in listening, speaking, reading and writing skills in an authentic manner. There was only 17% of the group that used some of the new information, 10% a little information and 7% that did not move forward in the language learning process. Over 80% of the group of students felt they learned all four skills, were more confident, learned and internalized the new vocabulary and grammar. The post class findings represent the participant's conclusions of what was taught, what they learned and what was remembered throughout the class. It also displays clear results for the effectiveness of the teaching approach utilized by the professor of this class. As a result of the different activities and tasks the teacher is able to accurately teach and communicate with the students who are given the tools necessary to learn new vocabulary, topics and grammar in a shorter amount of time with a large group through the Eclectic Method.

G. Conclusion

It can clearly be seen that through the research, findings, results and examples given in the paper that the use of the Eclectic Method in English Language classes, specifically in UNAE can be a very useful approach to teaching. This approach allows for teachers to be able to overcome two common obstacles presented in this paper. It has clearly been shown that the use of various methods, models and techniques will give the teacher the ability to teach to large class sizes in fewer hours while covering the four skills and personalizing the lessons to the students needs. The students will in return be more fluent, comfortable and gain the necessary knowledge to move forward in English language competency. The author of this article used a combination of various teaching techniques, but others could use a combination of different techniques, models and approaches, which would function for their class depending on the needs of the students. The most positive aspect of the Eclectic method is that it can be changed and morphed depending on the teacher and students needs.

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The Ballot or the Bullet (A Speech of Malcolm X)

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Abstract

Indeed, this article focus on one of speech of Malcolm X related to political thought and idea that how to throw away the prejudice and racial discrimination of white people, so whites could live as equal as black in the United States. Malcolm mentioned that under the control of white hegemony, and also because black people had not given their liberation from whites, it was true if blacks legalized their actions (by necessary means) in getting their rights. They legalized whatever means to throw away the white racism for reaching their freedom, and whatever means will do in getting the goal. That's the Malcolm, by necessary means come into the struggle for gaining black's liberation, equality, and human justice in the United States. The final tendentious action of Malcolm is to come into political action; he tended to get the political ways rather than separation in solving the race problem in the United States. For Malcolm, integration and fight for getting the rights of vote was the moderate ways in gaining the black common humanity (freedom, equality, and human justice) because they were supported by the principles of Charter of the United Nation, the Universal Declaration of Human rights, and the Constitutional of the U.S.A. This article was conducted by interdisciplinary approaches; historical, sociological, political, biographical and literary approaching.

Keywords: liberation, separation, equal right, blacks nationalism, and human justice

A. Introduction

The *Ballot or the Bullet* is an address delivered in April 3rd, 1964 in Harlem, Cleveland, shortly after Malcolm announced his break with Nation of Islam. It is a famous speech, a great example of a clear address using excellent text to persuade and inspire the audience, a natural leader, speaker and motivator. This famous Malcolm X Speech is famed for its great powers of verbal communication making good use of the words and language to illustrate the subject all critical requirements of a great speaker. This speech can be described in the category of powerful, persuasive, motivational speech. For knowing what does the purpose of Malcolm X in that speech so, in analysis below the writer intends to answer of what Malcolm's ideas and attitudes which are implied on his speech.

B. Literature review

The aim of literary review is to find and registered all the studies which presented before so that these studies could be known how far those studies runs on its topic and the next study like this can be conducted perfectly and do not show misunderstanding, misstatements, misrepresentation, etc. Therefore, here will show any studies that had written before although has relationship but not same such as Handayani's thesis *Black Resistance in the North Studies on Baldwin's The Fire Next Time and Malcolm X's The Ballot or the Bullet* (2000). In her thesis discussed about personal point of view. She compared the both resistance characters where Baldwin mentioned as "nonviolent." She said that "Malcolm especially in his speech is very radical. Baldwin focused on the social problem experienced by Black through the narrative of his life in the past" (Handayani, 2007: 23).

The next thesis is *Civil Rights Movement and Political Equality of Black American* by Yosa Abdul Alzuhdy (2000). He discussed about civil rights movement in gaining political rights in United States, he stated that "The political equality of Black Americans as the American citizens consists of four main political rights, that is (1) the right to vote (suffrage), (2) the right to seek and hold office, (3) the right to organize political party, and (4) the right to petition" (Alzuhdy, 2000: 36).

Thus, the other was found in Ulia Fitri's thesis, *The Political Struggle of Black American in the 21st Century: A Case Study of Barrack Obama* (2008). In this thesis she discussed about struggle of Barrack Obama as a black leader in American political institution. In thesis entitled *Affirmative Action For Minorities: Case Study of African American* written by Muh. Hasbi (1999) also discussed about blacks resistance but he focused on efforts or actions administratively in giving the progression for blacks' rights in the United States, such as in employment, education, housing, and other public accommodations.

Another book was found in Charles W. Eagles' essay which presented in a Boles' compiled book, *A Companion to the American South* (2002). In this book Eagles discussed about blacks' movement against the orders and systems of federal courts and congress to replaced the social, economic and social political system of white supremacy, there was stated that "The Second Reconstruction, under the pressure of black protests and orders by the federal courts and Congress, replaced the system of white supremacy with greater social, political, and economic equality for blacks" (Boles, 2002: 461).

C. Research design

In conducting the study the writer will use library research form and used two kinds of data on it, primary data and the second secondary data. The primary data, however, will be found in the Malcolm X's speech, *The Ballot or the Bullet* itself. Meanwhile, as the secondary data, needed secondary sources or supporting dates in support the primary data, they are taken from novels, essay, and some articles.

In order to have significant of history, society, politics aspect and also the author's personality which is presented in work, so the approaches that have been used are historical, sociological, political and literary approach. In presenting the analysis the writer used descriptive qualitative form, it means that analysis will try to reconstruct Malcolm X's ides and present them on qualitative analysis.

D. Findings and Discussion

1. Protest of Malcolm X to Inconsistently American Democracy in the Case of African American Group

a. Criticism of Melting Pot Concept

The failure of the constitution to address the question of discrimination was a great betrayal of the promise of the Declaration of Independence that all men are created equal, means that laws guarantee equality of opportunity among races. Concept of the "Melting Pot" was perhaps a noble one. But in practice it was difficult to form much more than a vague notion of how it would work. But in case of African Americans especially have been denied entrance into any of the white communities in the United States. African Americans, or blacks, have suffered the longest and the most severely under the American system. In the slavery times they had given their labor force, they were treated as free laborer in plantation by whites without payment. And in during the war they called to arms and sent into the battlefield intending to defend American honor from her enemies, but in fact they got nothing, they weren't counted by whites

to be part of American melting pot, so Alan Brinkley in *The Unfinished Nation: A Concise History of the American People*, there he remarked that:

The black man who had served in the armed forces during the war (367,000 of them) came in home in 1919 and marched down the main streets of the industrial cities with other troops. ... African American who believed that the glory of black heroism in the war would make it impossible for white society ever again to treat African American as less than equal citizens.... In truth, the fact that black soldiers had fought in the war had almost no impact at all on white attitudes. But it did have a profound effect on black attitudes: it accentuated African-American bitterness—and increased determination of blacks to fight for their rights. (Brinkley, 2004: 619).

Malcolm, also shown the same statement criticism, in paragraph (27) , there he stated:

This is our investment. This is our contribution—our blood. Not only did we give of our free labor, we gave of our blood. Every time he had a call to arms, we were the first ones in uniform. We died on every battlefield the white man had. We have made a greater sacrifice than anybody who's standing up in America today. We have made a greater contribution and have collected less. (Malcolm).

Here, Malcolm criticized the attitude of whites who always do the pretending and hypocrisy on blacks, said “We Shall Overcome” but they have never done and realized for doing better to the blacks, means that blacks always got nothing. Until 1960s they continually placed black people as a second-class society and the melting pot became very similar to the practice of Anglo-conformity. The contributions of minorities were often ignored, and the melting process consisted of discarding the ethnic in favor of the America.

It is ironically, America in one hand advocated the ideology of American melting pot and liberalism in hopes that freedom for all people, but the other hand, there was still kept racial determination and white supremacy measurement between whites and blacks. These conditions, Kallen in Kitano rejected the melting pot as the correct model for American society, he argued that: “...for culture diversity based on a model of a federation or commonwealth of national cultures...” That such a model represented the best of democratic ideas because individuals participated in groups, and therefore democracy for the individual must also mean democracy for the group (Kitano, 1985: 30). Morel in *History of American Political Thought*, said: “All of this hypocrisy that has been practiced by the so-called white liberal for the past four hundred years that compounds the problem, makes it more complicated, instead eliminating the problem” (Morel in Frost & Sikkenga, 2003: 690).

b. Malcolm X's Criticism toward Social Degradation of Blacks under the Jim Crow Laws and Segregation System of Plessy v. Ferguson in South

Since the 1890s, Black people is obligated to use different hotels from those patronized by white people, they must stay in separate “Jim Crow,” section on trains and buses, they are allowed to sit only in special galleries in theaters. The segregation laws prohibited the mixing of the races and barred “color people” from virtually all white institutions, as remarked by Brinkley, “Jim Crow laws—that by the first years of the twentieth century had institutionalized an elaborate system of segregation reaching into almost every area of southern life. Blacks and whites could not ride together in the same railroad cars, sit in the same waiting rooms, use the same washrooms, eat in the same restaurant, or sit in the same theaters” (Brinkley, 2004: 425).

The two strategies which had been adopted by Court is a narrow interpretation of the Fourteenth Amendment. White school children in Southern part were largely in the hands of private groups but education of Negroes was forbidden by law in some states. Education of Negroes was almost non-existent, and practically all of them were illiterate. In facing the segregated school system which considered as illegal system, so in paragraph (52) on his speech there he criticize schooling system unconstitutionally treated by Court to give a border line between whites and blacks into two spaces in education system, there he stated: “A segregated school system produces children who, when they graduate, graduate with crippled minds. But this doesn't mean that a school is segregated because it's all black. A segregated school means a school that is controlled by people who have no real interest in it whatsoever.” In this section criticized moral whites who legally applied discrimination and segregation system on school which violates to both Fifth and the Fourth Amendments of the Constitution of the United States, here he shown how moral bankrupt and degradation of whites at that times, so in paragraph (46) on his speech he stated:

America's conscience is bankrupt. She lost all conscience a long time ago. Uncle Sam has no conscience. They don't know what morals are. They don't try and eliminate an evil because it's evil, or because it's illegal, or because it's immoral; they eliminate it only when it threatens their existence. So you're wasting your time appealing to the moral conscience of a bankrupt man like Uncle Sam. If he had a conscience, he'd straighten this thing out with no more pressure being put upon him. So it is not necessary to change the white man's mind. (Malcolm).

Why did it happen on them (whites)? And why did spirit of American democracy and liberalism have been lost on the hand of whites? The answer is, because they didn't want to loose their supremacy which known as white supremacy, as civilized class, and dominant status who has always defended their White Anglo-Saxon Protestant culture in the United States, "... the right-wing white supremacist movement, which defined the differences that do exist as "cultural" and calls for a white-only society in order to maintain a "true Christian American" Culture" (Pincus & Ehrlich, 1994: 8). Furthermore, the same statement is also remarked by Issel, he stated that: "Because the dominant citizens have been WASP Americans, civil rights have been instrument to minority group members seeking jobs, housing, education, and health and warfare services. Because the nation's values and institutions are descended from the Anglo-American political tradition, civil rights have protected the ability to vote, to hold office, to serve on juries and the enjoyment of full citizenship (Issel, 1985: 171).

The central assumption behind the WASP model is the desirability of maintaining the English language and culture as the standard of American life. According to Gordon, that "As the immigrants and their children have become Americans, their contributions as laborers, farmers, doctors, lawyers, scientists, and artists have been by way of culture patterns that have taken their major impress from the mold of the overwhelmingly English character of the dominant Anglo-Saxon culture or subculture in America, whose domination dates from colonial times and whose cultural domination in the United States has never been seriously threatened" (Gordon, 1964: 73).

There are many form of inequality, the model of domination is an example of unequal pluralism and is based on a racial stratification system in which there a dominant white group and dominated minority groups. The boundary mechanisms of the two category stratification system, prejudice, discrimination, and segregation become stronger than ever. Blacks were, for all intents and purposes, relegated to a caste position based on color, and no black person could expect equal treatment. In talking about prejudice may be defined as a system of negative beliefs, feelings, and actions orientation regarding a group of people. This definition characteristically emphasizes the negative side of prejudice. Literally, prejudice refers to positive as well as the negative attitudes. The relationship tends to hold for ethnocentrism of both dominant and minority group. "Ranking is one characteristic of ethnocentric and thinking; generalizing is another. The more another group differs from one's own, the more one is likely to generalize about its social characteristics and to hold oversimplified attitudes toward its members (Rose, 1997: 112).

The basic problem with the pluralistic model has been that of unequal power. In the case of the United States social inequality based on racial lines means that whites usually will be assigned the more desirable position, and that people of color will end with the leftovers. Black people were welcomed in the United States for their labor, but once they outlived their usefulness, they no longer welcome.

As a result of bad situation at those times had made blacks' sentiment for racial separation and racial solidarity tend to emerge when minority race members perceive the struggle against racial inequality as hopeless. So Malcolm in first line of paragraph (22) on his speech stated, "So, where do we go from here?" And paragraph (9) disapprovingly, "I'm speaking as a victim of this American system. And I see America through the eyes of the victim. I don't see any American dream; I see an American night mare." According to Issel, it was a dilemma for blacks because, "...the dominant citizens have been WASP Americans, civil rights have been instrument to minority group members seeking jobs, housing, education, and health and warfare services. Because the nation's values and institutions are descended from the Anglo-American political tradition, civil rights have protected the ability to vote, to hold office, to serve on juries and the enjoyment of full citizenship" (Issel, 1985: 171). And in same words, Pincus and Ehrlich remarked: "It is also become central to the appeals of the right-wing white-supremacist movement, which defined the differences that do exist as "cultural" and calls for a white-only society in order to maintain a true *Christian American Culture*. (Pincus & Ehrlich, 1994: 8).

In the 19th century, one critical factor affecting the power position of the black people in the South, so that Rose in *They and We: Racial and Ethnic Relations in the United States* remarked: "The competition continued between whites who sought to maintain their superordinate position and African Americans who were hungry for work, housing, and respect" (Rose, 1997: 36, 37). It was not a simple.

The extreme to which such treatment of black people has been carried in the South has been lynching (associated with Charles Lynch, a Virginia Quaker who was born near the present city of Lynchburg, Virginia in 1737), the hanging of a person suspected of crime by a mob which takes the law into its own hands. In the South, lynching was one means of handling conflict; it has been used mainly against black people. Individuals who were suspected, accused, or convicted of the victim, caught them, held court, brought witnesses, and then meted out punishment to those who they felt were guilty. Blacks become the primary targets in the decades preceding the Civil war, and increasingly so after the war. According to Barry in Kitano: Finally, the period of the Civil War and the Reconstruction saw the pattern of lynching firmly established: courts of law, through in full operation are circumvented; no effort is made to determinate the guilt of the accused; punishment is invariably death, often accompanied by torture; and the victim is usually a Negro (Kitano, 1985: 110). In criticism of lynching treatment by whites in several states in Southern part, so in paragraph (11) on his speech he stated: "... Texas is a lynch state. It is in the same breath as Mississippi, no different; only they lynch you in Texas with a Texas accent and lynch you in Mississippi with a Mississippi accent." (Malcolm). In Figure 2 below will show lynching by states in the Southern part based on race.

Table 1. Lynching by State and Race in the South (1982 to 1951)

States	Whites	Negroes	Total
Arkansas	58	226	284
Florida	25	257	282
Georgia	39	491	530
Louisiana	56	335	391
Mississippi	40	534	574
North Carolina	15	84	99
South Carolina	4	156	160
Tennessee	47	204	251
Texas	141	352	493
Virginia	17	83	100
Total	442	2,722	3,164

Source: John Hope Franklin & Isidore Starr, *"The Negro in 20th Century America: A Reader on the Struggle for Civil Rights,"* published by Random House, Inc. U.S.A.:1967, p. 186 & 187.

c. The Challenge of Malcolm X to White Superiority and Unequal Position on Civil Rights and Politics

As is well known, in the society governed democratically such America, election determine what laws will be enforce and who will occupy post that involve political rule. In the elections, all adult members of society have a vote and opportunity, and all votes and opportunities are weighed equally. Richard J. Anerson in *Justice and Democracy* by Dowding, et al. said, "...each person is owned equal concern and respect. Each person's interest should be given equal consideration in the design of political institution (Dowdin, et al., 2004: 48).

In the case of African Americans and other races without whites, systematically unlucky requiring special treatment in the United States because their luck leads them to be treated unjustly, they never got the government they wanted, and never will, simply because their preferences are so out of line. Although three amendments (Article XIII ratified 1865, Article XIV ratified 1868, and Article XV ratified 1870) were added on the constitution; giving equal position on civil rights of blacks and other race as well as whites in the constitution, but in the reality, they couldn't owned whites' justification for having equal position in social and political justice. Why? It is because blacks and other races are still considered as minority, inferior, and being on second-level society; they (blacks) didn't intend to the living of *American Standard* in the United States, and also because they are uncivilized people. In facing the real condition of moral of white politicians, so Malcolm, in August Meir said that, "The real purpose of the Amendments are clothed in hypocrisy. The real purpose behind the Supreme Court Desegregation decision was clothed in hypocrisy" (Meier, et al., 1971: 410). Furthermore, in

statement below Malcolm was really disappointing with whites, it is because the impacts of the system always bring misery and suffering to the blacks. Paragraph (9) he continued:

No, I'm not an American. I'm one of the 22 million black people who are the victims of Americanism. One of the 22 million black people who are the victims of democracy, nothing but disguised hypocrisy. So, I'm not standing here speaking to you as an American, or a patriot, or a flag-saluter, or a flag-waver - no, not I. I'm speaking as a victim of this American system. And I see America through the eyes of the victim. I don't see any American dream; I see an American night mare. (Malcolm).

In facing those conditions, Malcolm on his speech explicitly opposed and criticized American politicians, both Democrats and Republicans who still practiced filibustering on legislation. They still make an effort to keep back blacks' political rights passed in the constitution. For example in the case of Civil Rights Act of 1964, since they came into amendment of bill of rights to be constitution, they always played a filibustering effort for aim to keep back political rights of African Americans to pass on constitution. They put blacks at a decided disadvantage; blacks were not allowed to vote at all in many areas and always need to keep unequal rights between whites and blacks in the United States. The statement above was clarified by Malcolm in paragraph (32) on his speech, there he stated:

This is part of the conspiracy. This old, tricky, blue-eyed liberal who is supposed to be your and my friend, supposed to be in our corner, supposed to be subsidizing our struggle, and supposed to be acting in the capacity of an adviser, never tells you any thing about human rights. They keep you wrapped up in civil rights. And you spend so much time barking up the civil-rights tree, you don't even know there's a human rights tree on the same floor. (Malcolm).

Furthermore, in following statement, statement in paragraph (33), there was stated that Malcolm wasn't only intending to struggle of civil rights for blacks, but there he tried to expand civil rights to the level human right. There he continually stated:

When you expand the civil rights struggle to the level human rights, you can then take the case of the black man in this country before the nations in the UN. You can take it before the General Assembly. You can take Uncle Sam before a world court. But the only level you can do it on is the level human rights. Civil rights keeps you under his restriction, under his jurisdiction. Civil rights keeps you in his pocket. Civil rights means you're asking Uncle Sam to treat you right. Human rights are something you were born with, Human rights are your God-given rights. Human rights are the rights that are recognized by all nations of this earth. And anytime any one violets your human rights, you can take them to the world court Uncle Sam's hands are dripping with blood, dripping with the blood of the black man in this country. (Malcolm).

Here, Malcolm felt disappointment in facing the filibustering of white politicians in Congress who has been conducting American political system by conspiracies, and all of those are done for the sake of their own interest. Why? It is because Democrats were having the power in controlling the two-third of the power in Congress to ratify the legislation and cut off blacks' political rights on the constitution. Then by conspiracy they passed the civil rights legislation dependent on them, it means that the constitution has been passed unconstitutionally. In this section Malcolm really disappointed by ways of thinking of white politicians who always kept *old giant con game* (filibustering) on the ratifying process of the legislation in Congress. So, Malcolm in paragraph (12) on his speech criticized political consciousness of white Southern politicians, he stated:

In this present administration they have in the House of Representatives 257 Democrats to only 177 Republicans. They control two-thirds of the House vote. Why can't they pass something that will help you and me? In the Senate, there are 67 senators who are of the Democratic Party. Only 33 of them are Republicans. Why, the Democrats have got the government sewed up, and you're the one who sewed it up for them. And what have they given you for it? Four years in office, and just now getting around to some civil-rights legislation. Just now, after everything else is gone, out of the way, they're going to sit down now and play with you all summer long - the same old giant con game that they call filibuster. (Malcolm).

In paragraph (17), there he continually stated that: "In fact, when you expel them, you don't need new legislation, because they will be replaced by black representatives from counties and districts where the black man is in the majority, not in the minority". Apparently, Southerners hastened to prevent this, chiefly by making the qualifications for voting to difficult for African

Americans to meet because the rule of white politicians coming from Southern part. "In 1964, there was a dramatic change, when over 80 percent of the Southern Democrats in Congress voted against Civil Rights Act" (Wilson, 1992: 532). In this section Malcolm want to say that Southerners are source of white racists in the United States. This statement affirmed in paragraph (11) on his speech, there he stated:

If he wasn't good in Texas, he sure can't be good in Washington, D.C. Because Texas is a lynch state. It is in the same breath as Mississippi, no different; only they lynch you in Texas with a Texas accent and lynch you in Mississippi with a Mississippi accent. And these Negro leaders have the audacity to go and have some coffee in the White House with a Texan, a Southern cracker - that's all he is - and then come out and tell you and me that he's going to be better for us because, since he's from the South, he knows how to deal with the Southerners. (Malcolm).

Malcolm in this part did not look any changes for making something better in American political system when the system still conducted by Southern politicians. He mentioned that either Texan or Mississippian as well, had some very convincing arguments against black people. Why? It is because *dixiecrats* controlled the government system in Washington D.C. and also because an integration component of the southern racial order is a body of ideas supporting and justifying the system in the United States., so that made Negroes couldn't took part in politics and gaining their political rights. In paragraph (15) on his speech he added:

The Dixiecrats in Washington, D.C., control the key committees that run the government. The only reason the Dixiecrats control these committees are because they have seniority. The only reason they have seniority is because they come from states where Negroes can't vote. This is not even a government that's based on democracy. It is not a government that is made up of representatives of the people. Half of the people in the South can't even vote. Eastland is not even supposed to be in Washington. Half of the senators and congressmen who occupy these key positions in Washington, D.C., are there illegally, are there unconstitutionally. (Malcolm).

For Malcolm, word of "Dixiecrats" above is referred to symbol of the confederacy, racialists from Southern part, "These symbols have two meanings—one that promotes the South's heritage and another that symbolizes slavery, racial separation, and hate...In 1948, the so-called Dixiecrats, rebelling against a strong civil rights plank in the Democratic platform, walked out of the party's convention" (Ore, 2003: 460). With another words, it was referred to Southern politicians who have been quite open in admitting this discrimination against the Negro. Even before these decisions, white Southerners were working to separate the races to the greatest extent possible. They have maintained that the Negroes have not been given their right of vote because they afraid to lose their power, such as stated in paragraph (18,19,20) on his speech as follows:

If the black man in these Southern states had his full voting rights, the key Dixiecrats in Washington, D. C., which means the key Democrats in Washington, D.C., would lose their seats. The Democratic Party itself would lose its power. It would cease to be powerful as a party. When you see the amount of power that would be lost by the Democratic Party if it were to lose the Dixiecrat wing, or branch, or element, you can see where it's against the interests of the Democrats to give voting rights to Negroes in states where the Democrats have been in complete power and authority ever since the Civil War. You just can't belong to that Party without analyzing it. When you keep the Democrats in power, you're keeping the Dixiecrats in power. I doubt that my good Brother Lomax will deny that. A vote for a Democrat is a vote for a Dixiecrat (Malcolm).

2. Malcolm X's Ideas and Political Struggle in against Racial Discrimination

a. Reinforcing of Self-Help and Black Unity in the Spirit of Black Nationalism

Although, Malcolm repudiated Christianity and then became Muslim minister in Muslim Mosque but he still made serious efforts to pursuit black unity and establish Black Nationalism among them. He actively advocated black unity in against white racists and social degradation and economic exploitation and political oppression, he tried to make Afro-Americans be aware in eliminating the ideology diversity for coming into unity, so in paragraph (3) he stated:

Although I'm still a Muslim, I'm not here tonight to discuss my religion. I'm not here to try and change your religion. I'm not here to argue or discuss anything that we differ about, because it's time for us to submerge our differences and realize that it is best for us to first see that we have the same problem, a common problem, a problem that will make you catch hell whether you're a Baptist, or a Methodist, or a Muslim, or a nationalist. Whether you're educated or illiterate, whether you live on the boulevard or in the alley, you're going to catch hell just like I am. We're all in the same boat and we all are going to catch the same hell from the same man. He just happens to be a white man. (Malcolm).

For Malcolm himself, he considered that racial discrimination and segregation in the United States was the their common problem, so that for coming into the struggle African Americans have to eliminate the discussion about their difference, are they Christians or Muslims or nationalists or whatever they are have to get the solidarity. Here Malcolm argued to form the black unity for aim to get the power and strength in against discrimination and segregation treatment. He believed that the only way for blacks to solve their problem is to build a feeling of solidarity blacks, as Malcolm that is the only solution. Here, Malcolm hopes black people to face their common problem with full of consciousness and suggested to throw over religion diversity, so, in paragraph (2) on his speech he continually stated:

I'm still a Muslim; my religion is still Islam. That's my personal belief. Just as Adam Clayton Powell is a Christian minister who heads the Abyssinian Baptist Church in New York, but at the same time takes part in the political struggles to try and bring about rights to the black people in this country; and Dr. Martin Luther King is a Christian minister down in Atlanta, Georgia, who heads another organization fighting for the civil rights of black people in this country; and Reverend Galamison, I guess you've heard of him, is another Christian minister in New York who has been deeply involved in the school boycotts to eliminate segregated education; well, I myself am a minister, not a Christian minister, but a Muslim minister; and I believe in action on all fronts by whatever means necessary. (Malcolm).

The statement above, it was even if Malcolm himself suggested that religion diversity among African American must be kept in organizations or in the temples because those couldn't bring the solution to solve the problem, Malcolm did not agree if those religions always bring into discussion then to conclude that you are good and those are bad. He thought that the best solution is how to form black's solidarity in the sprit of nationalism and then think how to eliminate their common problem and then how to pursue their liberation in the United States. In social, by the spirit of Black Nationalism, Malcolm argued that blacks must become conscious and make serious efforts to remove the evils such as alcoholism, drug addiction, and so forth which can destroy their moral fiber in black communities, so in paragraph (45) he stated:

The social philosophy of black nationalism only means that we have to get together and remove the evils, the vices, alcoholism, drug addiction, and other evils that are destroying the moral fiber of our community. We ourselves have to lift the level our community, the standard of our community to a higher level, make our own society beautiful so that we will be satisfied in our own social circles and won't be running around here trying to knock our way into a social circle where we're not wanted. (Malcolm).

In economic, by the spirit of Black Nationalism, Malcolm argued for all of black to become conscious of the importance of controlling the economics of their community. Maybe by operating some businesses and stores, establish some industries, and creating employments, such as stated in paragraph (44) on his speech there he stated:

So the economic philosophy of black nationalism means in every church, in every civic organization, in every fraternal order, it's time now for your people to become conscious of the importance of controlling the economics of our community. If we own the stores, if we operate the business, if we try and establish some industry in our own community, then we're developing to the position where we are creating employment for our own kind. Once you gain control of the economy of your own community, then you don't have to picket and boycott and beg some cracker downtown for a job in his business. (Malcolm).

In politics, by the spirit of Black Nationalism, Malcolm argued that all over blacks must take part in political struggle, by whatever means, to bring blacks' political rights return. For Malcolm, it means that the black people should control the politics and the politicians in their own community, political autonomy. The arguing for political autonomy that supposed by Malcolm, is a separate nationhood like remarked by Russell Hardin in Dowding's Justice and Democracy. For Hardin, there are three classes of reason for seeking group autonomy or separate nationhood: 1) satisfaction of interests that the group's members have in the ordinary kinds of policy that more or less all persons have interests in; 2) self-expression of a group or protection of its racial, linguistic, religious or other purity; 3) capacity to participate reasonably fully in politics, as in the case of some linguistic groups (this is essentially a concern grounded in the nature or democracy) (Dowding et al., 2004: 189). Here, in pursuing the separate nation or nationhood which is proposed by Malcolm, used the second class of Russell' classification. Related to Russell's purposing, Malcolm, in enforcing philosophy Black Nationalism among blacks by using racial identity (Blacks' Pride) to protect the unity of black Americans in against discrimination such as stated in paragraph (42) on his speech, there he stated:

The political philosophy of Black Nationalism is being taught in the Christian church. It's being taught in the NAACP. It's being taught in CORE meetings. It's being taught in the SNCC meetings. It's being taught in the Muslim meetings. It's being taught where nothing but atheist and agnostics come together. It's being taught everywhere. Black people are fed up with the dillydallying, pussyfooting, compromising approach that we've been using toward getting our freedom. We want freedom now, but we're not going to get it saying "We Shall Overcome." We've got to fight until we overcome. (Malcolm).

b. Strengthening of International Approach on Civil-Rights Struggle

Malcolm began to moderate his hostile views of white Americans after forming The Organization of Afro-American Unity. He later changed his militant stance after visiting Mecca, Middle East and getting true taste of what it really meant to be a Muslim. The OAAU stressed Afro-American and African unity, an international approach to fighting colonialism and imperialism. He took their anxiety as a sign of strength that blacks in America could have if the unity with their brothers in Africa. The organization is an international nonreligious group, open for membership to all persons of Africa descent.

In organization of OAAU, Malcolm welcomed blacks of all religious denominations. The aim of OAAU is to promote social, education, and political reform in fighting colonialism and imperialism. And by this organization he then urged black people to come together in harmony to get the solution in eliminating the problem such as stated in paragraph (46) on his speech, that, "We have to see each other as brothers and sisters. We have to come together with warmth so we can develop unity and harmony that's necessary to get this problem solved ourselves" (Malcolm).

3. Malcolm X's Method and Strategy of Struggle

In his political struggle, Malcolm used "revenge" strategy in countering the white racist. It is done when he break with Nation of Islam, he provoked black unity and spirit of nationalism by using revenge strategy in against oppression and racism of white America in gaining blacks' political rights and liberation. Malcolm himself, he mentioned that revenge strategy by non-violent action was the favorable means to solve the black's problem or to eliminate discrimination and segregation. In paragraph (52) on his speech he stated: "We will work with anybody, anywhere, at any time, who is genuinely interested in tackling the problem head-on, nonviolently as long as the enemy is nonviolent, but violent when the enemy gets violent.

The aim of Malcolm to use this strategy was based of needing to eliminate white influence from blacks then advocated for a separate and independent black nation America. It said because Malcolm mentioned that "integration with white society was like trying to crawl back on the plantation" (Breitman, 1965: 10). So, he considered that the only thing for gaining the liberation is to propagandize violent action and revenge strategy then come into fighting by using guerilla warfare. It was stated in paragraph (24) on the speech he explicitly stated:

And now you're facing a situation where the young Negro's coming up. They don't want to hear that "turn-the-other-cheek" stuff, no. In Jacksonville, those were teenagers, they were throwing Molotov cocktail. Negroes have never done that before. But it shows you there's a new deal

coming in. There's new thinking coming in. There's new strategy coming in. It'll be Molotov cocktail this month, hand grenades next month, and something else next month. (Malcolm).

Malcolm enforced himself to use violent action or militant approach in countering white racists because he has been remembered by his lives and family as victims of white racist who brutally treated them during in his childhood, especially by memory of the death of his father and mother in the hand of Ku Klux Klan. So, the way in countering white racists must be done in revenge strategy. For Malcolm, he justified for using militant action to defend blacks' property and lives from brutal action of whites because he mentioned that blacks had had guarantee by constitution to defense their own rights, property, and lives from the enemies, so militant action was a legal action and didn't be in conflict with constitution. So in facing brutal action of whites even police dog, as Malcolm, it was not prohibition to use militant action or by necessary means. Explicitly, stated in paragraph (29, 39):

Any time you demonstrate against segregation and a man has the audacity to put a police dog on you, kill that dog, kill him, I'm telling you, kill that dog. I say it, if they put me in jail tomorrow, kill—that—dog. Then you'll put a stop on it. Now, if these white people in here don't want to see that kind of action, get down and tell the major to tell the police department to pull the dogs in. That's all you have to do. If you don't do it, someone else will. (29). I just want to give you a little briefing on guerilla warfare because, before you know it, before know it—It takes heart to be a guerilla warrior because you're on your own. In conventional warfare you have tanks and whole lot of other people with you to back you up, planes over your head and all that kind of stuff. But a guerilla is on his own. All you have is a rifle, some sneakers and a bowl of rice, and that's all you need—and a lot of heart. (39).

E. Conclusion

The first thing to be said Malcolm as a political thinker when he was seventeen-years in Nation of Islam. There, he didn't consider politics a legitimate activity for black Americans because he mentioned that American government represented the interest only for whites. He desired a separation, separate from whites is the better thing than integrated one. For Malcolm, the desire of African American to integrate with white society was like trying to return them on plantation. So Malcolm in the Nation of Islam he became spokesman and built a religious sect that was both anti-Christian and anti-American, he saw black citizens in the United States as the victims of Americanism.

Malcolm freed himself of the religious restrains which only based on teaching that sometimes called passive movement that had previously kept his social activism focused on gaining converts to the Nation of Islam rather than political reform. He no longer saw whites as devils and separatism rhetoric, he then forced brotherhood upon people. It is preached after returning from holy land of Mecca and by disagreement any loyalties to Elijah Muhammad. He left Nation of Islam at the climax of Martin Luther King, Jr. popular as leader of the civil rights movement during 1963 and 1964.

For Malcolm, he believed that in gaining the liberation of blacks, Nation of Islam must come into greater force in the American black man's overall struggle. So, those times he preached a message of racial uplift that included a political element. Finally, he reformed racial movement with a simple definition of his program of Black Nationalism. Malcolm pressured the ideology black nationalism for blacks' community, in which politically, advocated political participation in blacks' community by controlling the own politics and black's politicians. And economically, he pressured black ownership by the development of the stores and business entire blacks' community. Finally, in black nationalism, he called for black unity and prepare blacks' moral attitude and built a mental consciousness by eliminating the "evils" such as alcoholism and drug addiction that are destroying the moral fiber of blacks community.

What is happening in the United States is one facet of the world-wide revolution of rising expectation. Colonialism is dead. White supremacy is dying. Once the first Negro was educated, once slavery was abolished, America made her choice. Negroes will demand and secure the same rights as other citizens. But the question is, are African Americans so called Negro would be able to defend their equal rights in "American dream?"

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Fostering Learners' Autonomy in Writing

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Abstract

In studying English as Second Language (ESL), learners' autonomy is needed. As we know, learner autonomy has been claimed to be an ultimate goal of education for a long time and has been identified as a complicated capacity that potentially has a great impact on personal growth and achievement. The autonomy positively affects language learning and it is no doubt that learners' autonomy is a prerequisite for effective language learning. This qualitative research aimed to describe the strategies to foster learners' autonomy in writing class. Participants consisted of students at Bina Nusantara University. Qualitative research was conducted because the researcher wanted to understand the context or setting in which the participants of the study addressed an issue connected with the strategies to promote the learners' autonomy in writing. The result showed that there were two strategies that foster learners' autonomy in writing class that covered the uses of Computer-Assisted Language Learning (CALL) and student-centered approach.

Keywords: learners' autonomy, Computer-Assisted Language Learning (CALL), writing, student-centered approach

A. Introduction

Whenever In recent highly technological society, the English language is evolving. People's mobility and dynamics amid today's flow of information and technological modernization, the teachers' roles, therefore, are needed to prepare learners for success in the 21st century. Creating a dynamic classroom that offers the learners opportunities to build and develop their imagination and creativity is essential by the use of technology, particularly the Internet and other digital tools.

Actually Bina Nusantara (Binus) University as one of the universities in Indonesia has a motto "Building-up the nation's future by science and technology". In accordance with this motto, Binus University consistently strives to improve the quality of graduates by continuously applying the development of information technology in the curriculum and subject syllabuses without ignoring the conditions outlined by the government. In order to equip the graduates'

excellent competencies to compete in today's Asian Economic Community (AEC), English becomes one of requisite subjects taken by all students.

One of them, English for Written Business Communication, was taught for intermediate students with a minimum PBT TOEFL of 500 that aims to achieve Business English written communication skills at the minimum intermediate level. This course, in addition, consists of both written and oral demonstration of producing and presenting business documents. English for Written Communication (EWBC) is under the approach of English for Specific Purposes (ESP). Here, the students learnt English for business based on the major they are enrolling at present, specifically International Business and Management Program. They eventually took this course for two hours per week in their even semester for academic year 2015/2016.

In studying English, of course, building and developing students' autonomy is significant. Dickinson (1987:11) illustrated autonomy as the condition in which the learner is completely responsible for all the decisions connected with his learning and the implementation of those decisions (Benson, 2007). However, when discussing about learners' autonomy in writing is not as easy as it sounds. As a matter of fact, in second language learning what happens to English language students is that most of them generally are not willing to take responsibility for their own learning process, especially in writing. Instead, they will find writing as productive skill hard and give up easily even the learning process itself has not been started yet. That is why the researcher thinks it is an urgency to bring up students' autonomy in writing class. Therefore, the strategies to foster students' autonomy are crucial. Therefore, this research aims to describe the strategies to foster the Binus students' autonomy in this writing class.

B. Literature review

1. Learners' autonomy

In Gai (2015), Holec (1981:3) defined autonomy as "the ability to take charge of one's own learning." Moreover, taking full responsibilities means one can manage his/her own learning from the following five aspects: (1) determining objectives, (2) defining content and progressions, (3) selecting methods and techniques to be used, (4) monitoring procedure of acquisition, and (5) evaluating what has happened. Therefore, learners who can really manage their own learning or accomplish the above learning cycle are regarded as autonomous learners.

According to Benson (2001: 7) in Liu (2015) autonomy is regarded as the capacity to "take control of one's own learning". Until now, there are some reasons why autonomous learning plays significant role in the process of learning. First, assisting students to become more effective and independent learners it is an educational goal for teachers (Smith, 2008). Second, language education is shifting toward a learner-centered approach (Benson, 2001; Ciekanski, 2007; Egel, 2009; Sakai, Takagi, & Chu, 2010; Sims, 2012; Ushioda, 1996), particularly when there is easy access to multimedia resources to help learners learn independently outside the classroom. Third, autonomy is considered a fundamental human need that can enhance learners' intrinsic motivation (Little, 1989, 2007; Spratt, Humphreys, & Chan, 2002).

According to Schwienhorst (2012: 9), learner autonomy is a pedagogical concept that denotes a capacity of the learner. First, learners need to become somewhat detached from their own learning. They need to develop linguistic and metalinguistic awareness and to be able critically reflect on their own position as learners. In addition, learners need to become experimenters with and explorers of language and language learning in a laboratory-like, stress-free environment. They need to understand that they themselves need to take control of and assume responsibility for their learning. They need to plan, monitor, and evaluate their own process of language learning. In summary, this involves experimentation. These approaches to learner autonomy have also important implications for the role of the teacher, not just the learner.

Writing allows "experience to be recorded in a permanent form and so communicated form and so communicated to others who are removed in time and space. It also provides a means for reflecting upon experience, for working out ideas and feelings away from the pressure of face-to-face communication (Wells, 1981a: 1 cited by Schwienhorst, 2012: 9). Schwienhorst, then, points out that writing is a process helps learners 'think'. Here, learners can more easily plan, monitor, and evaluate what they are doing and organize their thoughts. On the other hand, the finished product of writing becomes something external we can analyze, manipulate, re-use, research, and edit, in a variety of ways. It can be summarized, therefore, that written texts serve an interface between two kinds of awareness.

On the one hand, written texts are a resource that can be drawn on when speaking, so that they support communicative use of the spoken language and thus the development of language awareness in the psycholinguistic sense; and on the other, they provide a focus for the development, via analysis and evaluation, of language awareness as knowledge about the target language. (Little, 1997a:102).

Rather than just serving as a tool for conveying information, written text can be thought of as a cognitive tool, a key resource by which we effectively redescribe our own thoughts in a format which makes them available for a variety of new operations and manipulations. It is not surprising that writing plays a major part in pedagogical implementations of learner autonomy principles.

As cited by Schwienhorst, in Dam's (1990) view collaboration is the mode of interaction most apt to promote learner autonomy. Group work and collaboration, in this respect, facilitate the move towards learner-centeredness. In the classroom, the students work in groups, deciding on content and structuring it. After group work, learners compare notes, evaluating what goes well or not so well in the session, what they want to improve, and how they want to proceed. At the end of each session, groups will share more general problems and issues that have arisen in group work.

2. *Second Language Writing*

Fostering learners' autonomy is required when they do literacy learning. Actually, in early 21st century, what actually becomes a dominant emphasis is adolescent literacy learning in Western countries, particularly the United States. The reason is partly as an outgrowth of widely-publicized efforts to increase reading achievement in early grades. As a matter of fact, it is not amazing to see the policy makers, researchers, and educational leaders at present are turning their attention to the specific needs of adolescent literacy learners. After that, English language education is the primary content area for supporting adolescent literacy growth. Of course, it is not just about reading and literature but also writing.

In the 1980s there was the development of content-based instruction that focuses on authentic content. This approach is still important in the teaching of academic writing today. The objectives in content-based courses are drawn from the language, content, and study skills needed in a particular academic context (Brian, 2004: 5). Content-based writing courses are theme-based, focusing on particular content, topics, and language items in relation to particular themes. Approaches that have been made popular in first language settings are often drawn into English as Second Language (ESL) content-based courses. These include cooperative learning, whole language learning, literature-based teaching, task-based learning, case studies, and learners teaching the class about the own culture.

According to Sokolik in Nunan (2003: 88), up until the early twentieth century, there is still rigid set of assumptions in writing. Good writing is accomplished from a set of rules and principles, the teacher's responsibility to relate the writing to those rules and principles, students' responses to selected written texts by following the rules of good writing. After that, every student essay is graded for its grammatical accuracy and correct organization as well as its content.

Moreover, teaching writing is actually not an easy task for teachers. Richards & Renandya (2002) mention that writing skills are often viewed as the most difficult language skill to master. The difficulty lies in generating and organizing ideas and translating the ideas into a comprehensible text. This is not automatically learned from 'ordinary' writing stages. However, the skill can be learned; it can be trained, and with careful planning and implementation, the optimum learning result of this skill, together with learning other aspects of writing, can be successfully achieved.

On the other hand, for students, difficulty to write in English also happens. In language learning, writing is considered as one of the productive skills that cover many aspects of language. It initially requires learners' knowledge of language use and knowledge of content. Undeniably, writing is used as a way of communicating messages for a purpose similar to other language skills. In line with that, Byrne (1990) states that writing is the expression of ideas in a consecutive way which is ultimately aimed to be able to express the utilization of a special vocabulary and certain refinement of a structure. To be able to write needs practices in expressing systematic ideas, incorporating learners' prior experiences, and utilizing learners' understanding of vocabulary and grammar.

According to Richards and Renandya (2002: 316), writing has to go through several

processes, involving planning (pre-writing), drafting, revising, and editing and three other stages, namely responding (sharing), evaluating, and post-writing. Planning (pre-writing) is any activity in the classroom that encourages students to write. Drafting focuses on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. At editing stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Responding to student writing by the teacher has a central role to play in the successful implementation of process writing. Then, in evaluating student writing, the scoring may be analytical or holistic. In order to be effective, the criteria for evaluation should be made known to students in advance. Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, and transforming texts for stage performances. The post-writing stage is a platform for recognizing students' work as important and worthwhile.

3. *Strategies to Promote Autonomy*

As mentioned by Schwienhorst (2008: 11) that learner autonomy "highlights learner-centered approach to learning, where learners are stimulated to critically reflect on their learning process and develop a personally meaningful relation to it", therefore, one of the widespread and prevailing methods is applying computer and the Internet in the classroom setting. It is regarded that computers have the potential to help students to be more autonomous in learning (Schwienhorst, 2002). Computer-mediated communication has been acknowledged as the most widely used learning environment by learners, as it provides opportunity to extend their interaction and learning beyond the limitation of place and time (McAneer, 2002).

Recently, we observe increasing number of people connecting to the Internet for a variety of purposes. Some of these Internet users are learners who seek for the information on their own choice of time, place and type of materials. These flexibility in choosing the time, place and materials is believed to lead learners to autonomy in learning. Moreover, the ideal learning atmosphere for digital learners is a rich learning environment that allows and supports learners to gain knowledge collaboratively and independently, disregarding their ideal learning styles (Maesin, Mansor, Shafie, & Nayan, 2009).

According to Chapelle (2001), online language learners have laid-back access to supportive tools such as: online dictionaries, word processors, and the Internet information; consequently they develop interdependency of the teacher and are persuaded to manage their own learning to a certain extent. Moreover, Tschirhart & Rigler (2009) also believe that Computer-Assisted Language Learning (CALL) has significant role in promoting learner autonomy. They further emphasized the importance of appropriate learning materials and creating the suitable learning environment in CALL context where learners can communicate and interact with other learners of the target language.

The purpose of education in student-centered approach is to assist the students' learn what is useful in their life and to develop the individuals' ability to learn independently, to enjoy learning and continue to learn throughout life (Margaret, 1988). Therefore, in order to produce independent, competent and practice-oriented graduates employing student-centered approach of teaching is essential. The student-centered method is based on the fact that students who are given the freedom to explore areas based on their personal interests, and who are accompanied in their striving for solutions by a supportive understanding facilitator, not only achieve high academic results but also experience and increase in personal values, such as flexibility, self confidence, social skills and problem solving capacity.

C. **Methodology**

1. *Research Design*

This research used qualitative method. According to Creswell (2007: 37), qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problem inquiring into the meaning individuals or groups ascribe to a social or human problem. It was a descriptive study. It means the data collected take the form of words rather than numbers (Bogdan & Biklen, 2007). The goal of the research was to describe the strategies to foster learner autonomy in writing class.

2. *Participants (Population and Sample)*

The researcher used the concept of purposeful sampling that the individuals and the site for study were selected. By doing this, they can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell, 2007: 125). The participants consisted of 58 students of Bina Nusantara University who enrolled in writing class, especially English for Written Business Communication course, in even semester for academic year 2015/2016. They are specifically from International Business and Management Program.

3. *Technique of Data Collection*

The data was collected through observation, collecting personal students' documents, and doing non-structured questionnaires to the participants. Here, the researcher automatically played roles as both participant and observer in the classroom. Observation was used to get data about learner activities in writing class. Audio-visual was included as well. The collected data like students' writing papers and projects were also collected.

4. *Instruments*

a. Audiovisual material

In this research, audio recording was used when the students presented in the front of the class. Visual materials were covered as well as Binus University facilitated the students with online materials that can be accessed anytime and anywhere. Audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study. In qualitative research, sound or visual materials can become sources of information for qualitative inquiry (Creswell, 2013).

b. Questionnaires

Non-structured questionnaires were distributed to the participants of the research on their perception of the EWBC course whether it had assisted them to build and develop their autonomy toward the course itself. The questionnaires were the combination of open-ended and closed-questions aimed to investigate and explore deep answers on students' perception toward the writing course they were enrolling.

c. Field note

Field notes are text (words) recorded by the researcher during an observation in qualitative study (Creswell, 2013). In the research, field notes were involved.

d. Documents

Documents were gathered to give or complete additional information for the researcher, like students' writing routine business documents, such as letters, emails, and memos, and projects, including reports, proposals, ads, and leaflets.

5. *Technique of Data Analysis*

According to Creswell (2007: 148), data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes, and finally representing the data in figures, tables, or a discussion. In this qualitative research, the researcher did the observation and gathered the data from audio-visuals, documents, and questionnaires. The researcher, after that, made an interpretation of the situation that was to find the strategies to foster students' autonomy in writing.

D. Findings and Discussion

1. *Findings*

The findings of this research showed the students' positive perception on applying online web and blog. From the questionnaires, it showed that 46 out of 58 students stated that their responsibility toward their own learning increased in writing. They also mentioned that they did not have any major problems dealing with online web, blog and other writing tasks. They thought that they were more responsible for their own learning. The results of this research proved that incorporating Computer-Assisted Language Learning tools, including web and blog in the process of learning succeeded to support language learners in promoting their autonomy. Besides that, learner-centered approach was covered to build and develop students' autonomy

when they were encouraged to solve their own learning problem in the class or outside of the class. So, researcher concluded that CALL and learner-centered approach could be used in fostering students' autonomy in writing, particularly in English for Written Business Communication (EWBC).

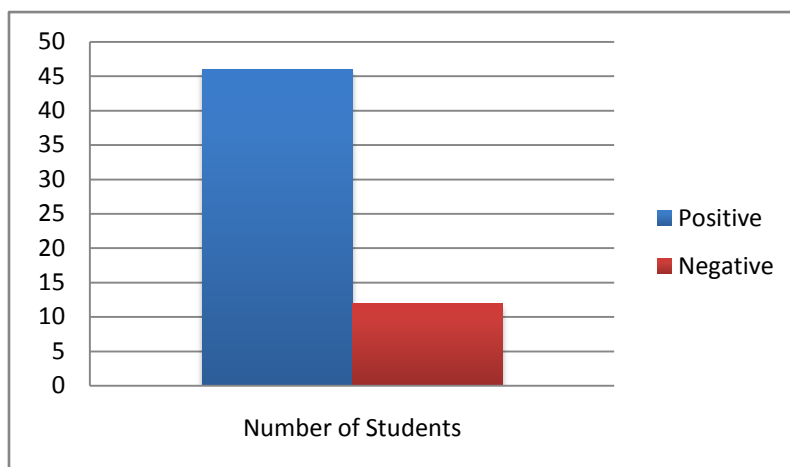


Figure 1. Chart of Students' Perception toward Autonomy in Writing

2. Discussion

As in the class there were 58 students of International Business and Management Program, in order to manage the time efficiently each of them had to present in the front for 5 to 7 minutes and be assessed using teacher's rubric. Here, each student was required to present online Curriculum Vitae (CV) using website <https://branded.me/> before the mid-term test and online web, store or blog using Weebly.com after the mid-term test.

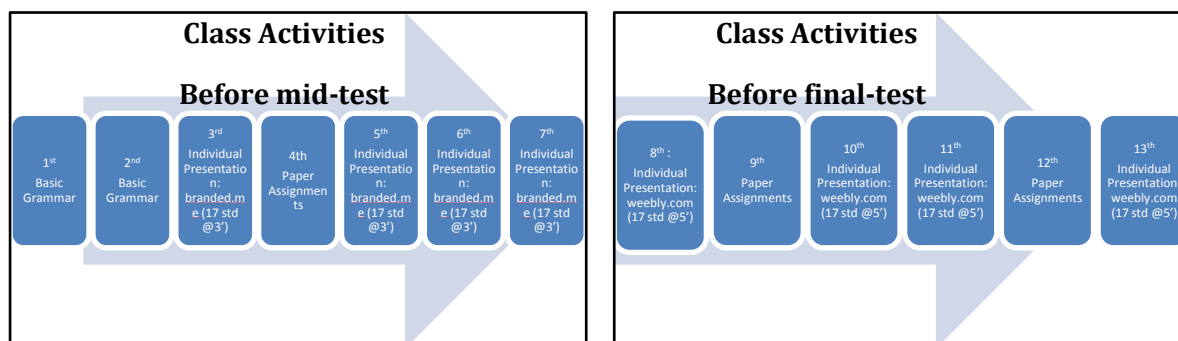


Figure 2. Students' Results of Activities

Since these online tools assist language learners to look for their own materials and correct their sentences by their own efforts. Therefore, it is believed that language learner have the capacity to gradually narrow their dependency to their teacher or their peers, and consequently find themselves responsible for their own learning. As mentioned earlier, students in this study enjoyed the process of sending and receiving writings from their peers. Moreover, online web and blog encouraged them to continue exchanging their writings even at home where no teacher could control and force them to learn. This shows that they have relatively reached to the ultimate goal of education that makes students motivated enough in learning to control their own learning.

Next, the teacher also applied learner-centered teaching in the writing course. Learner-centered teaching was carried out through group discussion, presentation and language awareness activities. Here, most sessions in the course were face-to-face sessions which were complemented by an e-learning platform to support offline teaching. The sessions actually would give the students the opportunity to use online tools in doing and enhancing their presentation and project independently. The projects that they had to do in the groups were leaflets and brochures. They were given freedom to design them based on their own creativity. Thus, by encouraging learner-centered approach, the students would be able to exercise their

responsible for their own learning and determine the direction of their own learning. At the end, it promoted their autonomy toward their study.

6. Conclusion

Based on the finding and discussion above, it could be concluded that building and developing learners' autonomy in writing is crucial. Therefore, the strategies to foster learners' autonomy are required to be known by ESL lecturers. There are two strategies to promote students' autonomy. Firstly, the use of Computer-Assisted Language Learning (CALL) is capable of making education more empowering for the individual learners. In this matter, the learners can take active role in what they learn as well as how and when they learn it. Secondly, learner-centered teaching in English for Written Communication (EWBC) course will be helpful in solving any problems they find in their learning process.

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Improving Students' Speaking Ability Under Total Physical Response at Class VII of SMP Negeri 8 Kendari

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Abstract

The reason to conduct this study was to improve student's speaking ability at class VII A in SMPN 8 Kendari by using Total Physical Response Technique. There were 24 students as the subject of this study. This study applied Action Research which involved planning, action, observation, and reflection. The researcher designed three cycles to see the students' improvement in speaking ability. To get accurate data, the researcher used four kinds of instruments such as speaking test, observation sheet, tape recorder, and note taking. Analytical and statistical analysis was used to measure the students' speaking ability. In analytical analysis the researcher examined what found in observation sheet and note taking. While, in statistical analysis the researcher calculated what found in students' speaking test. After analyzing the data, this research found that there was a significant improvement on students' speaking ability under TPR. It was indicated by the students' criteria of success 65% was achieved. It also found that under TPR students were not afraid to express their idea anymore, they seemed to enjoy the activity as they understand how to be an instructor and performer, and the students more active to participate all the activity in classroom.

Keywords: TPR, speaking ability, accuracy

A. Introduction

Speaking is not an easy task particularly for EFL learner, since that speaking contain many elements either linguistic or non-linguistic which as a requirement to produce an effective oral communication and the ability how to use the language appropriately in social interaction (Stovall, 1998). As speaking is complicated, it is not enough for the students to hear or listen to the speech only, here the students should get a situation where they are comfort to produce English language. One of the important person that is able to provide such a condition is a teacher. As stated by River (1968) to teach speaking, teacher must equip themself by various technique which enable the students to do a communication..

In current situation, most of the teacher lack of ability to encourage their students in order to speak in English. Many teachers simply concerning on teaching grammar which make students become a passive learner because they only asking to memorize a grammatical terms. The teacher miss the idea of learning a language means a learner should be able to use the language as communication. Learn a language is not only to know the component of language likes; vocabulary and grammar, but also a learner must master those components and perform it in the way of speaking. So, no wonder teachers can not cope with the students' hindrance in speaking English.

The phenomenon above was found in SMPN 8 Kendari especially at class VII A. At this class, most of students had never been exposure to produce English, because when teaching teacher only concern on grammar and the students had not any chance to practice their English orally. Moreover, students were not supported by enough facilities which made them interested in learning English.

To overcome such problem the researcher would apply TPR as a technique to improve students' speaking ability. The rationale reason why the researcher chooses this technique due to the process of TPR is learning the language through physical activity which is similar to the infants in acquiring the language (Asher in Richard&Rodgers, 1986:89). In line with Asher, Palmer in Wallace (1998) stated that instructional strategy in TPR provide a silence of period for learner, it means that in acquiring the language learners were not forced to speak, nevertheless they have enough time to visualize the language through command before they ready to utter the language itself. Asher (1997) cclaimed that TPR attempts to mirror the process of children acquire their language. In this case, when the teacher apply TPR in a classroom the language presented in the form of command which were modeled by the teacher and fulfilled by the students, individually of in groups.

Several studies related to this research had been examined by some researchers, such as Rasyu (2004) & Mualimin (1996). Both of them used experimental study that focused on the effectiveness of using TPR in teaching vocabulary, the result of their research showed that TPR was an effective technique to increase students' achievement in vocabulary. Rasyu (2004) claimed that TPR is simple technique to build the students' understanding in learning a language, TPR was able to reduce students difficulties in memorizing some word and through TPR students feel relax and enjoy the lesson. To open a new path in TPR research, this study would concern on other skill in English language namely speaking. Here, the researcher would use TPR as the technique to improve students' speaking ability.

B. Literature review

1. Total Physical Response (TPR)

TPR was developed by James Asher, a professor of psychology at San Jose State University, California in the 1960. It is an instructional strategy which attempts to teach the language physical activity, where this technique imitate the model of how children learn their first language.

The application of TPR relies on the assumption that human brain has a biological program for acquiring any natural languages on earth including the sign language of the deaf. The process is visible when we observe how infants internalize their first language (Finocciaro, 1989). Here, communication between parents and children combines both verbal and physical aspect, the child responses physically to the speech of their parents. The responses of the child are positively reinforced by the speech of the parents. For many months children just absorbs the language without being able to speak. It is called the period of internalization and code breaking occurs. After this stage, the child will be able to reproduce the language spontaneously.

In TPR, comprehension should be supported by listening skill because to make input more comprehensible a learner will recognize the word or sentences that they hear from someone. So that, the process of speaking is delayed until comprehension skill are established. As Burns (1997) contended that comprehension abilities precede productive skills in learning a language. Which means in teaching speaking the teacher should emphasize on meaning rather than a form to minimize the learner stress.

From above definition, it can be inferred that TPR is a process to immitate how infant acquire the language. In teaching activity teachers become a model who build the students' comprehension first before asking them to produce second language in the classroom. At this stage, speaking skill may not be forced, but it will appear naturally as a playful activity. And when speaking ability had appeared, it will not be in right way anymore, there were so many

errors. Nonetheless, if we are as tolerant of students' error as we are of infants acquiring the first language, gradually speech will shape itself in the direction of instruction.

2. *Teaching Speaking*

Speaking is one of productive skill to produce verbal or nonverbal utterance to convey the meaning that involves an interactive process, producing and processing information. Speaking is not only making the right sounds, choosing the right words or getting the construction grammatical correctly, nonetheless speaking is more complex as it covers many components and units such as phonology, morphology, syntax, discourse, text, utterance, etc. which function together when learner speak in English (Van Lier, 1995: 15).

In the same line, Bailey (1994) reveals that speaking English can be particularly difficult than the other skill because speaking is occur in a real time. It means that, in one situation two or more people talk each other about things that they think are mutually interesting, each participant both a speaker and listener taking turn to speak in which they have to provide any contribution, monitoring each other while speaking, and giving immediate feedback from one's another. Moreover, because spoken communication happens in a real time, the opportunity to plan and edit what we wish to say is limited, unlike in written communication, a learner has time to plan or revise what she/he wants to write.

Additionally, to break the complexity of speaking, Brown (1994: 45-46) suggest that speaking should taught into three major stages, they are; introducing the new language, practice, and communicative activities. At the first stage, the teachers have several role likes, introduce a new language to the students, explain the meaning of the language, the way to pronounce and write it grammatically. While, at the second stage, students are asked to practice the oral drills such a asking and answer the question. And at the endof the stage, students are involving in communicative activities that enable them to communicate in a varied used of language.

3. *Teaching Speaking Under TPR*

In teaching and learning process under TPR, Asher in Richard & Rodgers (1986: 95-96) reveals that TPR may be proceeded in six way of teaching, those are; review, new command, other items introduce, role reversal, and reading and writing.

- a. Review means that students are moved with commands, i.e. stand up please, open the door, etc.
- b. New command means that the teacher introduces a new instruction to the students. Here, the teacher should introduce a various command i.e. Look for the jasmine picture.
- c. Other items introduce. It means that, the teacher introduce and modeled the items to the students, here, the teacher ask a simple question which students are able to answer by using gesture, like pointing.
- d. Role reversal, it means that if the students are ready to speak they will volunteers their self by giving an instruction to their friends.

Reading and writing. Here, the instructor write on the whiteboard each new vocabulary items and sentences to illustrate the items, the teacher also speak each item and acted it out the sentences. The students listen while read the material, they may copy the information in their notebook.

C. **Methodology**

1. *Research Design*

This study used an action research, which was proposed by Kemmis & Taggart (1989). The researcher applied three cycles that consists of planning, action, observation, and reflection.

- a. Planning. In planning, researcher arranged what kind of activities were done in the field, such as the researcher inform to the Headmaster and an English teacher of SMPN 8 Kendari that the researcher will carry out a research concern on improving students' speaking ability by using TPR, the researcher and the teacher discussed the lesson plan related to the material, and the teacher and researcher prepare the instrument of the research.
- b. Applying Action and Observation. In this session, the teacher and the researcher applied the action based on the planning that has been arranged before. While, in the observation, the researcher collected the data deal with the application of TPR in teaching speaking, the strategy of the teacher to solve students' problem, and students speaking accuracy.

- c. Reflection. Reflection means to evaluate the strength and weakness of the previous classroom activities. Here, researcher determined whether the solution is successfully done or not. Researcher also worked collaboratively with the teacher to analyze the result of students speaking ability under TPR.

2. *Subject of the Research*

The subject of this research was the seventh class of SMPN 8 Kendari who enrolled 2008/2009. The total subject of the study was 26 students.

3. *Technique of Data Collection*

The researcher used all the research instruments to collect the data. The researcher first filled the observation sheet to see the students and teacher activities under TPR, second the researcher also taking note accordance with the students activities in the classroom, third, the researcher used tape recording to record the students' speaking presentation. It is used to get an accurate data about students' accuracy in speaking. The last, the researcher did a test to measure the result of students' speaking ability related to accuracy.

4. *Instruments*

The researcher used four kinds of instrument likes; observation sheet, speaking test, note taking, and tape recorder.

5. *Technique of Data Analysis*

The researcher analyzes the data qualitatively and quantitatively. Qualitatively, the researcher described the data found in observation into word. It covered teachers' strategy to solve students' problem in each cycle. While, quantitatively, the researcher examine statistically data found in students' speaking test.

D. Findings and Discussion

To find out the data of students' ability in speaking, the researcher designed three cycles in which each cycle consist of three meetings. The following paragraph explained those cycles clearly.

1. Cycle 1

This cycle consist of three meetings, the material for each cycle was similar, namely "kinds of flowers". In teaching and learning activities, the researcher asked the students to work in pair, the researcher also named every pairs with flowers. i.e.; pair A got sun flower, pair B as Tulip, etc. After that, the researcher explained the procedure of TPR. Here, the researcher described the duty of instructor and performer, the researcher modeled the way of becoming instructor and performer either. In demonstrating the use of TPR, the researcher simply noticed on three grammatical features such as; imperatives sentences, preposition of place, and possessive adjective. This thing was done to make input more comprehensible before students asked to produce the target language.

The major problem in this cycle were most of students lost their idea when initiate to speak, it was due to the lack of vocabulary, therefore, in conveying the instruction the students tend to use Indonesian language and a little bit English. Furthermore, the researcher found that students who acted as instructor still did not understand how to instruct their friends, they simply spoke out the utterance without giving any modeled, that's why students who acted as performer felt confuse and did nothing.

Other students' problems were dealing with the grammatical using. Here, the students composed an imperative sentences ungrammatically, likes; "please to piqi to stand up", "you Resmi please to go to group sun flower", etc. The students got problem either on the using of possessive adjective correctly, such as; "you picture", "you friend", he bag", etc. The students as well had many obstacles on the field of pronunciation and lexical choice. Most of them pronounced the word based on the word written, for example; the word "come here" was pronounced by /komher/. In lexical choice the students could not distinguish how to use verb word, past, and past participle.

Referring to the problems above, researcher collaboratively with the teacher designed the next cycle which emphasized on treating the students' vocabulary mastery by giving them vocabulary lists based on the material would be taught. It was to facilitate the students who

eager to speak. Besides that, the researcher noticed the using of imperative sentences, preposition of place, and possessive adjective correctly to minimize the students' mistaken on grammatical aspect. Obviously students' achievement could be seen in the table below.

Table 1. Students' Speaking Score in Cycle One

NO	Remark	Score	Number of Students
1	Passed	72	2
2		70	2
		67	3
3	Failed	64	3
4		61	3
5		59	3
6		56	1
7		50	3
8		29	1
9		27	3
Total			24
Maximum Score			72
Minimum Score			27
Mean			57,3
Percentage			46%

The table above revealed that there had not been an improvement yet after the implementation of TPR. In this first cycle, most of the students were still unfamiliar with this technique, they got confuse when performing the role either as the instructor or performer. Besides that, the students could not produce English because they lack of vocabulary related to the teaching material. As the table shown that from 24 students, only 7 students (29,16%) passed the test, while 17 students (70,83%) failed the test. The data also confirmed the maximum score of students' speaking ability was 72 and their minimum score was 27. From the data, the researcher concluded that the students' ability in speaking was low, there should be a next cycle to treat their problems. Moreover, the criteria of students' success had not been achieved yet, as the percentage was fewer than 65%.

2. Cycle 2

This cycle was the continuance of the first cycle. It was consist of three meetings, in which every meeting the students would be treated by using TPR to improve their speaking ability. The material would be taught was "Planting Equipment" while for the grammatical features was still focused on the using of imperative sentences, preposition of place, and possessive adjective. As the aimed of this cycle was to re-examine of students' problem which found in the previous cycle, hence, the researcher equipped the students with the way to deal with their problems, such as; on vocabulary mastery, the researcher asked the students to make a list of vocabulary which was related with the material. It was to enable the students to memorize any words when initiating to speak. On lexical choice problem, the researcher provided the lists of regular and irregular verb in order the students was able to distinguish the verb word, past, and past participle. On pronunciation problems, the researcher assisted the students with the list of minimal pairs which was useful to help them in understanding how to pronounce the word properly.

In teaching and learning process, the researcher practiced one game called "Simon says". This game intended to reduce student's anxiety in learning process under TPR. The students felt free to express their idea when this game being applied, the students had already understand how to give a command to their friend and as a performer the students' were not confuse anymore since their friend gave the instruction by using a gesture. In this cycle, only few students looked anxious to speak, while some of them seemed to enjoy all the activities in a classroom.

A slight problem occurred in this cycle, most of the students had understood well about the duty of instructor and performer. They were able to give an appropriate instruction to the other who act as performer. And also in giving command the students had already used a gesture which reflects to the instruction. However, there was still a few student who did not focus on

classroom activity, such as they did not make vocabulary list which related to the topic being taught, therefore it affected to their performance in demonstrating the idea by using TPR.

Considering the criteria of students' success had not been achieved yet, the researcher and the teacher worked collaboratively to design the third cycle with the aimed to force students to speak by using TPR.

3. Cycle 3

This cycle consists of three meetings, it was designed to enhance students' ability in speaking, especially in accuracy. The topic would be taught was "the procedure of planting". Here, the students would take turn as instructor and performer in commanding their pairs to plant a flower. Students' speaking accuracy was focus on the use of imperative sentences, preposition of place, and possessive adjective.

Generally, the students' performance was better than the previous cycle. It was indicated by most of the students were ready to speak in English, they looked very enthusiastic to present their idea in front of the classroom, the students also enjoyed their activities since they were really like planting the flowers. Besides that, the students could minimize their mistake in terms of grammatical, lexical choice, and pronunciation.

Considering the students' ability in speaking had been improved significantly by achieving the criteria of students' success, thus the treatment was accomplished in third cycle. So, the researcher and the teacher did not design the next cycle anymore. The students' score could be seen in table below

Table 2. Students' peaking score in cycle three

No	Remark	Score	Number of Students
1	Passed	81	4
2		78	4
3		75	3
4		72	3
5		70	3
6		67	3
7	Failed	61	1
8		59	1
9		44	2
Total			24
Maximum Score			81
Minimum Score			44
Mean			68,4
Percentage			83%

Based on the table above, it could be concluded that there was a significant improvement on students' speaking ability. In this cycle, the students had got through the process of language internalization, in which the speaking was delay until they comprehend the language through listening and gesture. The students' problems on vocabulary had been overcome as well. The data showed that there were 20 students (83,33%) got score ≥ 67 which meant they passed the test, while only 4 students (16,66%) failed the test who got score ≤ 61 . Thus, the researcher concluded that TPR was a good technique to improve students' ability in speaking, that's why the next cycle would not be designed anymore due to the students' criterion of success was achieved.

The result of this study indicated that there was a significant improvement of students' ability in speaking since they were treated by using TPR for three cycles. The students' increasing was obviously described at their score in speaking test. As reported in cycle one most of the students got score ≤ 67 and the percentage of students' success was 46%. While, at the second test which was conducted in cycle three the percentage of students' score increased 37%. So at the end of the cycle the students got 83% that was meant the criteria of students' success had been achieved.

The improvement of students in speaking was affected by some factors. First factor was TPR attempted to mirror the process of children acquired their first language. In this case, the teacher presented the language in a form of instructional strategy which covers teaching material such as; imperatives sentences, preposition of place, and possessive adjectives. Those

would be demonstrated by the teacher and fulfilled by the students individually or in pairs. As Finnociaro (1989) stated that in TPR students would learn the language just like infants learn their mother tongue. It means that when introducing the new language, the teacher should refer to the communication between parents and children which combine both of verbal and physical aspect.

The second factor was TPR minimized the students' anxiety when initiating to speak. Here, the students might not be forced to speak, they allowed to speak unless they were ready. So before getting ready to speak, there was a period of silence in which students only listen and comprehend the language through gesture or command. As revealed by Weir (1990) that TPR emphasized on developing students' comprehension. It means that in teaching and learning process by using TPR, teacher had to build the students' language comprehension before asked them to produce the language. So that, the process of speaking was delayed until the comprehension skill was established. To comprehend the language, students needed to listen attentively to the teacher instruction which was synchronizing through the body movement.

The third factor was TPR raised the students' confidence. Most of students perceived trying to speak in English was difficult thing where before talking they must convince that what they wanted to say was appropriate in terms of grammar, pronunciation, and lexical choice. Thus, only a few students had a braveness to speak while the other just kept silence. In addition, the students were fear of making mistake because when they made any mistaken, the other students would laugh at them. However, TPR could cope with those hindrances, as Asher (1977) confessed that in correcting students' error, the teacher should follow the way of parents giving feedback to the children. In this case, the teacher refrain their self to give much correction to the students' error, the teacher just letting the students to speak, because too much correction at the early stage may inhibit learner to produce the language. Here, the teacher simply making a note on students' errors. After that, at the end of the class the teacher explained those mistaken generally without saying a mistake belong to whom.

Based on the above explanation, it could be concluded that TPR was a good technique to improve students' speaking ability in SMPN 8 Kendari. TPR overcome students' hindrances in speaking because the process of TPR facilitates the students to comprehend the language deeper. Whereas, they would not ask to speak until they were ready to produce the language, they only listen and visualize the instruction through body movement. Naturally, their ability to speak would appear as a playful activity.

6. Conclusion

This present study had explored the use of TPR to improve students' speaking ability at SMPN 8 Kendari. Based on the result of finding and discussion in chapter four, it could be concluded that;

After applying TPR for three cycle, there was a significant improvement on students' speaking ability. The percentage of students' speaking score increased 37% at the third cycle. TPR coped with the students' problem in terms of grammatical, lexical choice, and pronunciation. It indicated that TPR was a good technique to be applied in language learning especially in speaking skill.

There were three main factors that made TPR succeeded to improve students' speaking ability. Firstly, in learning the language TPR relies on the way of how children learn their mother tongue. Here, the teacher present the language either verbal or physical aspect. Secondly, TPR developed comprehension through listening skill which was relating with gesture. The students only need to listen to the command and shaped the language into instruction. They were not forced to speak as long as they were ready to produce the language. Thus, this kind of atmosphere comforts the students to be an active speaker in a classroom. Lastly, TPR minimize the students' anxiety in speaking. They were not afraid of making a mistake in using the language because the teacher would not interrupt when they had any errors in speaking accuracy, instead, the teacher allowed them to speak and her feedback would explain generally at the end of the class.

As mentioned previously, the findings of this study positively improve students' ability in speaking. However, this study was far from conclusive and had some limitations. Therefore, further research was needed. The suggestion were as follows

- a. This research was simply focus on the aspect of accuracy, for the next research, it might be better to cover both of accuracy and fluency.
- b. This is a classroom action research, for the further research might use the other method like experimental research, comparative study, and so forth.

This study took junior high school as the subject, the next research might take a different level of students, because TPR could be applied in any level.

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