

Full Galley: <https://doi.org/10.31327/jee.v4i1>

ONLINE ISSN: 2502-6909

PRINT ISSN: 2502-9207

# Journal of English Education

*Volume 4, No. 1, June 2019*



Published by USN Scientific Journal, Indonesia

<http://www.usnsj.com/>

## **Editorial Board**

### ***Person in Charge***

Roslina, S.S., M.Hum., LP2M Universitas Sembilanbelas November Kolaka, Indonesia

### ***Editor in Chief***

Fernandes Arung, Universitas Sembilanbelas November Kolaka, Indonesia

### ***Editors***

- Dr. S. Syarfuni, *STKIP Bina Bangsa Getsempena, Indonesia*  
Han Kwangwoo, *Global Young Business Manager, Korea*  
Zakaria, S.S., M.A., *Universitas Sembilanbelas November Kolaka, Indonesia*  
La Ode Muh. Idrus H.B., S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Eulis Khoerun Nisa, *Balai Bahasa UPI, Bandung, Indonesia*  
Norul Rafidah Redzuan, *Institut Pendidikan Guru, Kampus Tun Hussein Onn, Malaysia*  
Adi Fadel Mahmud, *Muhammadiyah University of North Maluku, Indonesia*  
Kadaruddin, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Lina Anisah, S.S., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Karman, S.Pd. M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Dian Resty Pratiwi, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Dra. Sri Setyarini, *Universitas Pendidikan Indonesia, Indonesia*  
Novi Rahmania Aquariza, *Universitas Nahdlatul Ulama Surabaya, Indonesia*  
Martha Betaubun, *Musamus University of Merauke, Indonesia*  
Erwin Gay, *Universitas Muhammadiyah Maluku Utara, Indonesia*  
Hariadi Syam, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

### ***Reviewers***

- Prof. James T. Collins, Ph.D., *Institut Kajian Etnik Universiti Kebangsaan Malaysia, Malaysia*  
Dra. Nasmilah Yunus, Ph.D., *Universitas Hasanuddin, Indonesia*  
Iskandar Abdul Samad, Ph.D., *Syiah Kuala University, Indonesia*  
Dr. Sukardi Weda, *Universitas Negeri Makassar, Indonesia*  
Dr. Saidna Zulfiqar Bin-Tahir, *Universitas Iqra Buru, Maluku, Indonesia*  
Dr. Songqing Li, *Xi'an Jiaotong-Liverpool University, China*  
Dr. Amrendra Kumar Sharma, *Department of English, C. M. College, Darbhanga, India*  
Professor Haryanto Atmowardoyo, *Graduate Program, State University of Makassar, Indonesia*  
Dr. Eko Kuntarto, *State University of Jambi, Indonesia*  
Dr. Kundharu Saddhono, *Universitas Sebelas Maret, Indonesia*  
Dr. Mehmet Cem Odacıoğlu, *Bartın University, Turkey*  
Professor Punaji Setyosari, *Universitas Negeri Malang, Indonesia*  
Dr. Aan Komariah, *Universitas Pendidikan Indonesia, Indonesia*  
Professor I Nyoman Adi Jaya Putra, *Universitas Pendidikan Ganesha, Indonesia*  
Professor S. Mohan, *Department of English, Kalasalingam University, India*  
Dr. Seyyed Morteza Hashemi Toroujeni, *Chabahar Marine and Maritime University, Iran*  
Professor Endang Fauziati, *Universitas Muhammadiyah Surakarta, Indonesia*  
Ms. Vicky Panossian, *Lebanese American University, Lebanon*  
Dr. Ernest Williamson, *Department of English, Allen University, United States*  
Endri Shqerra, M.A., *University of New York Tirana Albania, Albania*  
Netty Husniati Andas, S.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

### ***Administrative staff***

Nasmah Riyani, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

### ***Graphic designer***

Agus, S.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

**Photographer**

Muardin, S.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

**Translators**

Dr. Karimuddin, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Wa Ode Nur Maulid, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Rais Abin, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*  
Bimas Reskiawan, S.Pd., M.Pd., *Universitas Sembilanbelas November Kolaka, Indonesia*

**Hardcopy Provider**

USN Scientific Journal

Affiliated with the Universitas Sembilanbelas November Kolaka

Jl. Pemuda, No. 339 Kolaka – 93517

Southeast Sulawesi

Indonesia

Website: [www.usnsj.com](http://www.usnsj.com)

Email: [info@usnsj.com](mailto:info@usnsj.com)

All papers in this book are available by online and meet the minimum requirements of the **USN Scientific Journal**.

Dilarang mengutip sebagian atau seluruh isi buku ini dengan cara apapun serta memperjualbelikannya tanpa mendapat izin tertulis dari Penerbit.

*No part of this book may be reproduced in any form, by print, photo print, microfilm, or any other means without written permission from the publisher.*

**The Journal of English Education (JEE) is indexed at some Indexing institutions.**



**UU No. 19 Tahun 2002 Tentang Hak Cipta**

*Fungsi dan Sifat hak Cipta Pasal 2*

Hak Cipta merupakan hak eksklusif bagi pencipta atau pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundang-undangan yang berlaku.

*Hak Terkait Pasal 49*

Pelaku memiliki hak eksklusif untuk memberikan izin atau melarang pihak lain yang tanpa persetujuannya membuat, memperbanyak, atau menyiarkan rekaman suara dan/atau gambar pertunjukannya.

*Sanksi Pelanggaran Pasal 72*

Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) atau pasal 49 ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).

Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta sebagaimana dimaksud dalam ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).



All Rights Reserved by the Indonesian Constitution

Copyright © JEE 2019

Website: <http://www.usnsj.com/index.php/JEE/>

E-mail: [editor.jee@usnsj.com](mailto:editor.jee@usnsj.com)

**Table of Content**

Volume 4, No. 1, June 2019

The Students and Teacher's Views on the Use of E-textbooks in Reading Classroom <i>Hera Nopiyanti, Abdul Asib, Sri Samiati Tarjana</i>	1-15
Relevance of Bilingualism in Adult Learners' English Language Development in South-West Nigeria <i>Chris Ajibade Adetuyi</i>	16-23
From Inland to Outland: Experiences of Non-native Expatriate Teachers Teaching in a Foreign Context <i>Remart Padua Dumlao, Trixia Mengorio</i>	24-37
Use of Hand Gestures through Digital Video to Improve Phonemic Awareness Among Year 2 Pupils <i>Bee Cho Yee, Nursasniza Adilah bte Abd. Samad</i>	38-47
The Role of Instrumental Motivation among EFL Students in Language Learning Process <i>Nanda Aspuri, Iskandar Abdul Samad, Siti Sarah Fitriani, Nanda Marlina Abdul Samad</i>	48-53
The Difficulties of Writing Scientific Work at the English Education Students <i>Rizkariani Sulaiman, Muhajir</i>	54-60



## The Students and Teacher's Views on the Use of E-textbooks in Reading Classroom

### AUTHORS INFO

#### Hera Nopiyanti

Universitas Sebelas Maret  
[heranopiyanti2509@gmail.com](mailto:heranopiyanti2509@gmail.com)

#### Abdul Asib

Universitas Sebelas Maret  
[abdulasib@yahoo.com](mailto:abdulasib@yahoo.com)

#### Sri Samiati Tarjana

Universitas Sebelas Maret  
[samiati@uns.ac.id](mailto:samiati@uns.ac.id)

### ARTICLE INFO

o-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.859>

Received	:	26 October 2018
Reviewed	:	27 October 2018
Accepted	:	29 November 2018

©Nopiyanti, et al. 2019 All rights reserved

### **Suggestion for the Citation and Bibliography**

#### *Citation in text:*

Nopiyanti, Asib, & Tarjana (2019) or (Nopiyanti, Asib, & Tarjana, 2019)

#### *Bibliography:*

Nopiyanti, H., Asib, A., & Tarjana, S. S. (2019). The Students and Teacher's Views on the Use of E-textbooks in Reading Classroom. *Journal of English Education*, 4(1), 1-15. doi: <http://dx.doi.org/10.31327/jee.v4i1.859>

### **Abstract**

Since the development of information technology grows rapidly, the educational institutions are offered various media or tools of instruction supporting and enhancing teaching and learning process. E-textbooks are a variety of technology which changes the experience of classroom language from traditional into paperless in reading classroom. This research is about the teacher and students' views on using e-textbooks for reading in EFL classroom. This research aims to identify, describe, and analyze teacher and students' perceptions on using e-textbooks technology as the paper textbooks in teaching and learning reading for Indonesian lower secondary school. Mix method of qualitative and quantitative was applied in the research. The research was conducted on an English teacher and the twenty-five eighth-grade students who used e-textbooks in reading classroom of Islamic junior high school in Lampung, Indonesian. The techniques of data collection used were interviews, questionnaires, observation, and documentation. The results showed that the teacher and majority of the students had a good perception of using e-textbooks. Considering insufficiently available textbooks provided by the government which do not meet students' need and interest, the teacher should find out and develop many other resources for teaching and learning in the classroom. However, e-textbook technology will not displace traditional paper textbooks in the future, but they will become the perfect complement to paper textbooks.

**Keywords:** e-textbook, reading, classroom, technology, perception, e-learning, textbook

## A. Introduction

Information and technology in this digital age are phenomena of modern society facilitating teaching and learning process. Information technology is a new product of the modern world, which contributes greatly to education and increase the quality of teaching and learning. Nowadays, the tools and semiotic of the digital society are able to permeate pedagogical practices in this period of computer technology which has been changing metaphorically from the solid culture of the 19<sup>th</sup> and 20<sup>th</sup> centuries to the liquid information culture of the 21<sup>st</sup> century (Oliveira & Camacho, 2014). The information, communication, and technology (ICT) have been propelling the process of socio-cultural everywhere. As stated by Murat (2014), the developments and advancements of technology affect the educational system of the countries. In this case, school as an educational institution in the system will get the benefit of innovations of information technology.

In this modern era, most students have an addiction to various digital devices such as personal computers, mobile phones, iPads, and tablets. They cannot release themselves from those devices since they offer very profound facilitations, particularly in obtaining and storing information. Consequently, the teachers as the main facilitator of educational process have to play their role in finding the ways and tools to maximize the potential of those digital devices for the students in teaching and learning process.

'E-learning environment of an educational institution is a system which equips the students with a new tool for competence formation and development of a modern specialist. The e-learning environment is a combination of conditions providing the teaching' (Shishkovskaya, Sokolova, & Chernaya, 2015). This means that the e-learning technology functions in arranging the conditions for acquisition independently and splendid mastering of necessary information which can be used at EFL/ESL classrooms. Furthermore, the e-learning environment carries other significant functions; information-methodical, communication-training, motivational and monitoring-evaluation ones. The integration of e-textbook technology can be implemented in the educational process in order to reach the functions of the e-learning environment mentioned above.

New systems of technology and devices begin to be more common to use and bring benefit for education and instructional activities which is proportional to the development of technology in education (Joo, Bong, & Chol, 2002). Innovation and technology employed in learning institutions are assumed to be the basic structure of education, which will drive other elements in it. Murphy (2003) presents internet, computer, television, educational CDs and DVDs, and banks of information as the examples of the new system of technology in education. E-textbooks can be delineated as one of the new technologies in this digital age, which have been rapid growth and provide various possibilities for teaching and learning. Educational institutions have progressively adopted such technology as an aid of teaching and learning. Both teachers and learners will get opportunities and challenges in elaborating education.

As stated by Mahadi & Shahrill (2014),

*"The socialization of pupils to the aims and goals of education in a country takes place through curriculum. The curriculum provides the focus for teaching and learning activities and thereby occupies a central role in the formation of fundamental attitudes and images that provide the basic core of values."*

The textbook is accepted as the key role of the curriculum since it is a main form of material as a classroom teaching tool for the instructional process in the curriculum. In line with the development of technology, e-textbooks have replaced the existence of paper books in the digital era. Everything related to printed resources, such as course book, newspaper, magazines, and reading book has been changing. According to (Armstrong, Edwards, & Lonsdale, 2002), e-textbooks are "any pieces of electronic text regardless of size or composition (a digital object), but excluding journal publications, made available electronically (or optically) for any device (handheld or desk-bound) that includes a screen." Since the internet access is being used effectively today to spread the information very fast, individuals are able to get

various resources of e-textbooks easily. The internet is one of rapidly widespread technology, which contributes to the increase of educational and instructional activities (Uzunboylu, 2002).

The electronic textbooks, or e-textbooks, have increasingly grown in popularity. They offer students, teacher, and schools an additional medium or tool of instruction supporting and enhancing the process of learning. The use of e-textbooks as paper textbooks in the classroom at schools is a new paradigm especially in developing country (Embong, Noor, Hashim, Ali, & Shaari, 2012). As stated by (Fojtik, 2015), e-books become mainstream and percentage of study materials available as e-books is growing rapidly. The teacher will become more creative to find the e-textbooks as a utilitarian medium replacing conventional paper textbooks.

All people require kinds of materials to read in all activities. Reading keeps them to make the way into their daily life by having loaded words in their head. According to Silver-Pacuilla, Ruedel & Mistrett (2004), "The ability to read is the main foundational skill for all school-based learning. Without it, the chances for academic and occupational success are limited. In fact, the most pressing issue in guaranteeing students equal access to the curriculum is ensuring their ability to read class materials" (Lyon, 1997). While children do not learn to read, their general knowledge and writing abilities suffer. Thus, engaging literacy activities to lead habit of reading should be improved in this nation.

Reading has been the common practice since the time immemorial, but now with the change in time and advancement of technology, most people especially the students are avoiding books and are addicted to tech practiced things like smartphones. Not only the habits of reading, having resources access and material preferences also changed rapidly in this digital world. Most students prefer to use many kinds of online and offline materials throughout the day. They are more tethered to the computer or phone screens to access countless electronic resources. As stated by Graddol (1997), technology has indeed proved to be of profound significance to culture and language. It becomes the heart of the globalization process in affecting education. Therefore, e-textbooks technology to incorporate into teaching in order to assist students in learning more effectively is very important.

E-textbooks technology is relatively the new technology in educational institutions in Indonesia, in which this kind of technology is expected to use only computer-based devices to complete the absence of teaching paper materials. Since this technology is not only free for all types of education but also attempt to eliminate illiteracy, e-textbooks have been applying in many countries. Therefore, this research is aimed to investigate the teacher and the students' perceptions of using e-textbooks in the reading classroom compared to the conventional reading material of traditional paper textbooks. By conducting this research, it is expected that the research will benefit certain individuals and groups to improve the teaching and learning reading classroom. This research was guided by the main research question "What are the teacher and students' views in the use of e-textbooks in the reading classroom? This study is limited to an English teacher and 25 students of the eighth-grade of Islamic Junior High School in Lampung, Indonesia.

## B. Literature review

Advanced technology in this modern era offers a various potential for teaching and learning. Most people apply new technology appliances as the modes of representation and communication to reorganize experience of social interaction in the classroom in complex ways. E-textbooks technology presents a wide range of benefits for teaching and learning in the reading classroom. Electronic textbooks as the product of this technology have provided a teaching tool that can assist both teachers and students to conduct teaching and learning activities in the classroom. The awareness of electronic textbooks demand is increasing. As the result, practitioners and researchers embark on a more extensive engagement with electronic textbooks.

According to (Vassiliou & Rowley, 2008), electronic textbooks are digital objects with textual and/or other content, which arise as a result of integrating the familiar concept of a book with features that can be provided in an electronic environment. They are available on the platform of online education for students arranged by e-learning content service provider. This technology can never replace the fundamental function of teachers irrespective of the extent of technological advancements. The complicated and complex task of teaching

elementary-lower secondary school-age pupils still need teacher's deep knowledge of the children's mental capacities as well as their emotional requirements of adapting the surrounding. Moreover, the only teacher who has the knowledge, passion, and enthusiasm for providing feedback, direction, and encouragement.

E-textbooks reading are technology carrying modern teaching and learning environment to enter a new paradigm to keep pace with the emerging green environment trend. Carley (2014) exposed the advantages of e-textbooks reading technology in the classroom, as follows:

- a) Flexibility and adaptability of the lessons  
Students can start, complete, check, and mark their works directly at any time convenient for them nurturing them to become independent learners in the near future. Furthermore, it is able to record, organize, and then report the information on teachers' instructional decision in various formats and also to make documentation of students' progress efficiently.
- b) The availability of various resources  
The unlimited number of people can use the same source of information. Electronic textbook as the product of technology provide programs to enable the learner to highlight text sections, take notes, and create drawing within the book. These facilities can develop students' comprehension and attention to the instructional process.
- c) Effort and time minimization  
The teachers can deliver their reading materials directly to the students. The students are also able to send their home tasks or papers online and time-saving. Some electronic textbooks have a program of interactive dictionaries providing just in time learning, which allow learners to select any word within the electronic textbooks. Then, the learners will get the definition of the word instantly, have the definition read aloud, or request an instant translation to another language.
- d) Cooperative students work  
By the use of chats, forums, team projects, and etc., the technology can create interactive and cooperative students work.
- e) Self-assessment and self-control  
Self-checking, self-test, self-testing, self-verification provided by this technology allow students to become independent learners.
- f) Sustainable Resources of Knowledge  
E-textbooks reading technology can contribute to the continuous effort by maximizing the availability of knowledge while reducing the numbers of trees cut down to produce printed books.

The teachers are often dependent on textbooks or paper books. When electronic books supersede the existence of those paper books, students can get the newest information they need on the internet. Furthermore, publishing houses can sell their published books in electronic versions which are easier, cheaper, eco-friendly, and more convenient to buy. Thus, educational organizations need to consider the use of e-textbooks educational technology in instructional and learning process of EFL classroom. They need to think about the principle of pedagogical applicability relating to the use of information-communication techniques in education. As stated by Reeves (1994), most teachers have the final judgment that "reasonability of computerization is determined by the level of the achievement of pedagogical, methodical and economic efficiency compared with the traditional forms of education." Based on that statement, in applying the modern technology of information and communication for educational activity, every teacher should consider several things, as follows:

- a) The teacher should understand their technique of application.
- b) The teacher should have satisfactory and clear methodical grounds of such integration.
- c) The teacher should be able to vary and adapt the existing techniques of information technology taking account of his/her specific training course.

E-textbooks technology in teaching EFL classroom has different techniques of foreign

language teaching. The techniques include structural techniques which are the audio-lingual method and interactive techniques which could be communicative language teaching, community language learning, language immersion, etc. The objectives of these teaching techniques are to offer the best quality of English knowledge and to increase the students' motivation by getting rid of drags because of dependency on the place, time, and paper textbooks in learning English. The technology of paperless will create the transition from the dependence character to the autonomous character of students in the self-study environment.

The paradigm of e-textbooks classroom use information education technology by intensifying the individualization of teaching and changing the interaction between the students and the teachers into information search partners and up-to-date information transformation. Using this paradigm "...the traditional paradigm as the paradigm of knowledge transfer should be turned to the paradigm of knowledge processing and construction" (Carley, 2014).

The e-textbooks in the reading classroom offer several ways to create digital foreign language reading. The success of e-textbook reading is determined by some criteria. Firstly, digital devices with internet access should be available for the participants of the educational process. Secondly, it is important to make the platform for publication, storage, and exchange information of teaching and reading materials. The use of blogs and Moodle (Modular Object Oriented Developmental Learning Environment) can be the samples of platforms. Not only free of charge, but the blog is also easy to create and allows both students and teachers to perform educational activities. It contains various teaching, applied sources, and instrumental media, and communication which allows teaching interaction of educational participants separated by space and time. Then, Moodle offers a preference of the quality change of electronic textbook content. The various resources of Blog and Moodle provide possibilities to serve reading material for foreign language teaching and learning in comprehensible, interesting, and computerized environment in order to achieve the communicative approach.

Electronic textbooks developed on the basis of hypertext are suggested to use as the main reading material of paperless education. E-books through e-learning resources are created and developed to improve the quality of foreign language teaching in the reading classroom. Electronic textbooks established by the technology of hypertext provide some advantages. They are possible to structure and arrange the learning information in a hierarchical manner of text unloading. They contribute to the implementation of the visualization principle in non-linear learning information presentation. The information visualization allows learners to study different concept, notions, and subjects by using video materials and graphic images. This technology is clearly able to increase learner's interest and encourage them in learning new material. Furthermore, the learners get the opportunity to increase their own individual track of material acquisition.

Electronic textbooks as one of paperless technology are not the panacea of education but only a tool contributing to the modernization and enhancement of technology which is efficient for the educational process. The e-textbooks will not replace the existence of paper textbooks in the near future, because they complement each other perfectly. With the help of computer and internet access, paperless technology brings the changes in instructional strategies in EFL reading classroom and ultimately improves the efficiency of teaching and learning. The technology will be beneficial to liberate the heavy labor of teachers' in facilitating reading material and enables the students to easily master English reading skill. As stated by Heick (2012), "There is more information available to any student with a smartphone than an entire empire would have had access to three thousand years ago." Consequently, the primary purpose of the teacher in this modern era is to teach students to apply as much as possible information technology for the efficient solution of the learning problems.

## C. Methodology

### 1. Research Design

This research used mixed method design in which both methods of quantitative and qualitative involved in the research. According to Creswell (2008), a mixed method is both a method and methodology for conducting research that involves collecting, analyzing, and

integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. Then, Ary, Jacobs, Sorensen, & Razavieh (2010) defines mixed method is combination between approach of qualitative and quantitative in a single or multiphase study in which the mixing process may occur in any or all phases of the research, including the methodology, the logistics of the design, the specified to be conducted, the procedures or data collection, and the analysis. Since both data of quantitative and qualitative were provided in the research and the researchers were demanded to give a distinctive methodology in order to offer a better understanding of the research problem, the mixed method was conducted in this research.

The research was conducted in Bandar Lampung, Lampung province, Indonesia involving an English teacher and twenty-five students of Islamic junior high school, exactly at the eighth-grade. This research focused on understanding the views of respondents who utilized e-textbooks in reading classroom. Interviews, questionnaires, documentation, and field notes were the data of the research.

## **2. Respondents**

The research respondents for the study included an English teacher and twenty-five students of the eighth-grade of Islamic Junior High School in Bandar Lampung city, Lampung province, Indonesia. At the beginning of the school new year, school administration already divided the students into four classes randomly, without considering students' academic background. There was the only one class, grade 8A, consisted of all female students as the initial model of the Islamic school, in which male and female students were in separated classes. Based on this consideration, the principle of the school recommended the students of this class as the respondents of the research.

Since the school is IT-based school, it is compulsory for every student to bring a laptop to school every day. So the participants were the representation of students who utilized technology in learning, including e-textbooks. The English teacher was male who had almost 10 years of teaching experience. He was chosen because he taught the class of the students participated in the research.

## **3. Technique of Data Collection**

There were four methods of collecting data, namely interviews, questionnaires, observations, and documentary studies (Sukmadinata, 2011). The mixed questionnaire accessed by the respondents and the structured interview conducted by the researchers consisted of 39 questions and had been designed specifically and objectively for the research. It was conducted in order to find out the teacher and the students' perceptions of the use of e-textbooks for the reading classroom. It referred to views, usage, problems, curriculum, needs, illustration, interest, and activities concerning the use of e-textbooks in reading classroom. The response's rate given by participants was 100%. Furthermore, the classroom observation was performed in order to get the real picture of the teaching and learning process happening in the classroom and to collect information about the use of e-textbooks complementing physical paper textbook. Analysis of some documents, namely lesson plan and available published textbooks, were also done to support other data. These four techniques of data collection were also applied to process triangulation of research data in order to corroborate data purposing to get data validity.

## **4. Technique of Data Analysis**

To analyze the qualitative data, the interactive model was applied in the research. According to Miles, Huberman, & Saldana (2014), there were three steps in the interactive model, namely data condensation, data display, and data conclusion drawing/verification. This research used several instruments such as questionnaire sheets, interview guides, observation sheets, and documents. Questionnaire sheet was a collection of questions used to gather specific data on the teacher and the students' views on the use of e-textbooks. Interview guides were applied to help the researchers direct the questions toward the topic to be studied. Observation sheet was a structured form used to record the observational data obtained during the research process at the research site. Documents were the sources of written data which were relevant to the study obtained through document analysis process. Then, the data obtained were selected, focused,

abstracted, and transformed systematically and objectively to get relevant information that was more specific so that it could bring up a picture of the theme pursued by the researchers. Then, the information was organized and compressed to get the conclusion of drawing and action from the mass of data in order to examine their views on the use of e-textbooks in reading classroom. Furthermore, in analyzing the quantitative data, the researchers applied the formula of  $P = \frac{X}{X_i} \times 100\%$  in which P is the percentage, X is score obtained,  $X_i$  is the maximum score, and 100% is Constanta. This formula used to analyze the data from the questionnaire in order to show the percentages.

#### D. Findings and Discussion

Observing the teaching and learning process was conducted at the beginning of the research. To dig up more information and description of the students and teacher's view towards the use of e-textbooks in the reading classroom, the researchers conducted interviews, distributed questionnaires, and analyzed documentation in the form of the lesson plan and available course books.

Based on the analysis of the data, the results of the research are presented under five broad conceptual themes as follows:

##### 1. *The significant of using e-textbooks for reading classroom*

Based on the result of observation, it is found that the teacher used more e-textbooks other than the paper textbook in teaching reading. Since the classroom was equipped with a laptop, LCD, and audio system, both teacher and students were more tethered to the computer to access countless electronic resources. The teacher shared the paperless reading materials in form of e-books through school's e-learning system and the students could directly log in themselves and access the files. As a consequence of the use of technology in the classroom, the students were more active and very cooperative with the teacher's instruction during the learning process. This is supported by the teacher and students' explanation during the interview that they admitted the use of e-textbooks was significant for the reading classroom. As stated by the teacher,

*"I always use e-textbooks in teaching reading because they complement the existence of traditional paper textbooks. Not all students were from elementary school which applied technology in teaching and learning, even some of them were from regencies which were far from the access of technology and information. So, when they entered into the school, they were very excited about having learning by applied technology in the classroom. I can share the file of e-textbook through e-learning system and then they open it on their screen. I can also invite them to find and read online e-books on the internet. I can see that they are very active doing the instruction and completing the tasks of reading. E-textbooks, of course, are very significant for me in teaching reading in the classroom." (The teacher on the interview on October 11, 2018)*

His response to the interview was confirmed after the researchers did the classroom observation. During his teaching, the participating teacher could easily handle the classroom with the students who were able to work independently using online reading technology. Most students are digital natives. They apply tool of technology constantly not only at school but also at home. The school does not allow them to bring their smartphone, but laptop becomes an alternative tool allowing them to have different learning experience. They can access and read e-textbooks on their portable computer anytime and anywhere they need. Regarding this issue, a participating student said,

*"E-textbooks itu penting banget buat saya karena sangat membantu dalam belajar. Jadi saya gak perlu beli buku mahal-mahal, trus gak perlu susah-susah bawanya ke sekolah. Maksudnya itu, kalau bawa buku banyak kan berat, kalau pakai e-textbooks cukup buka laptop, masuk ke internet, trus download materi apa aja yang kita mau. Saya gak suka kalau guru ngajar pakai buku karena ngebosenin banget dan bikin ngantuk, kebayangkan kami harus baca buku sambil dengerin guru cerita di depan kelas." (A participating student on the interview in the native*

language on October 11, 2018)

[E-textbooks are very important since they support me in learning. I don't have to buy and bring many kinds of books to school, I just need to access the internet and then get the resource I need rapidly. I cannot imagine to have a teacher in front of the class reading his book and we have to listen to his story. It will be very boring and we will fall asleep.]

In addition, the questionnaires distributed give a similar result. The statement given to participant related to the theme was 'E-textbooks are significant for the reading classroom?' The teacher concurred that the use of e-textbooks are significant for teaching reading even though he has other printed sources used in the classroom. Looking at Fig. 1 Category 1, the majority of the students agreed that e-textbooks are significant for learning English reading. This is represented by 88 % of students who agreed that e-textbooks are significant for the reading classroom. The rest of the students were doubted about this theme since they felt that reading on screen for a long caused problem of eye strain.

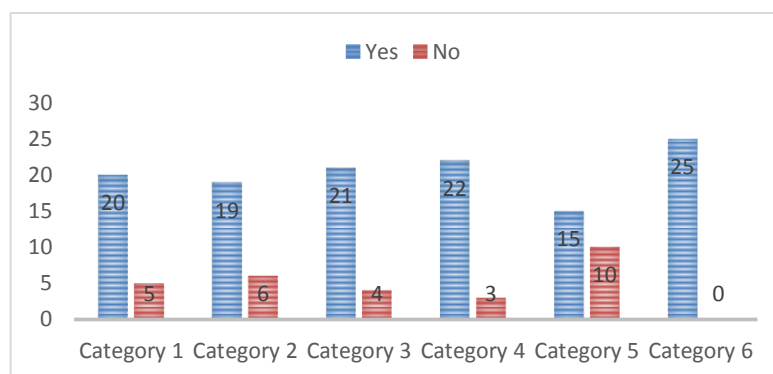


Figure 1. The Use of E-textbooks in Reading Classroom

Furthermore, the teacher explicitly stated that he utilized not only school course book published by the government but also e-textbooks as learning sources in his lesson plan. Besides, the teacher stated supported media of learning he applied for teaching, such as a laptop, LCD projector, screen, and material display in the lesson plan. Finally, it can be concluded that the use of e-textbooks in the reading classroom is significant for both the teacher and the students.

## 2. Teacher and students' perceptions towards the use of e-textbooks for reading classroom

Teacher's views really depend on whether he teaches or works at the school, which demands him to apply technology in instructional activities. Since the school was IT based school where information, communication, and technology became integral to teaching and learning interaction and also school administration, the teacher was strongly asked to use set of ICT tools in the instructional process. Meanwhile, students' view totally depends on their interest, need, and habit. In this era of digital culture and digital literacy, the way students learn has changed. The students would more consider electronic devices that could hold hundreds of books in digital form utilized in reading activity.

In order to find out teacher's perception regarding the use of textbooks in reading classroom, the question delivered was 'E-textbooks assist you in teaching and learning reading classroom?' The finding of observation and the interview were in line with the result of the questionnaire. The teacher agreed that e-textbooks really helped him teaching reading. Similar to the teacher, Fig. 1 Category 2 shows that 76 % of students accepted that e-textbooks assist them in learning reading. Based on the teacher's explanation in the interview, he admitted that e-textbooks offer many benefits in the reading classroom. The teacher could provide the most up-to-date best teaching practices. By applying e-textbooks, the students were allowed to practice different strategies in learning. Taking notes and highlighting right in the text were two of many benefits of e-textbook that student could take. So the students did not have to put many sticky notes on

their textbook pages until the notes fell off somewhere and never to be found again. Another benefit was the students could use the search function tool to find relevant information they need. It would need less time skimming the reading text and finding the result they were looking for than they used their fingers and bookmarks to search for information they want in the physical print textbook. This condition resulted the students' involvement in classroom instruction, in which the students were more active, collaborative, and cooperative. Thus, both the teacher and the students believed that e-textbooks really assist them in teaching and learning reading.

### ***3. Teacher and students' interpretations regarding the practicality of available published English paper-textbook particularly for reading material.***

The school provided students the core textbook from Ministry of National Education and other local published textbooks related to the curriculum. Unfortunately, the textbooks do not provide adequate materials, particularly for reading material. It was reflected in class observation and document analysis conducted by the researchers. The teacher was rarely to use the available published textbooks for teaching reading. From the result of the interview, both the teacher and students stated that the textbooks had limited reading material and activity, the textbooks more focused on other skill. Other students' reason to have different resource preferences was about the practicality of available published paper-textbook compared to e-textbooks. The traditional textbooks merely provided paper-based media, in which the textbook has an inconvenient shape and weight to bring everywhere. Since the school is full-day school, the students have many subject to discuss every day, which means that they have to bring many books from home to school. The more subject they have a day, the more material in it they have to learn, the more weight their bag possess. Therefore, they need electronic reading resources which are easy to carry around and store all necessary reading materials.

According to the information from the teacher, the textbook was provided by the school but could not be possessed by the students because the government textbook was limited production and not even sold in any store. As the consequence, the students have to keep clean and save the textbook until they have to return it to school at the end of the year. The students did not have an opportunity to correct or change the content of the textbook, and do the exercises in it. In other words, the available textbooks did not support sustainable material of learning and apply technological touch in it. From the student' questionnaire, it gave similar results to other data. The statements below were delivered to the participants about their interpretations of the theme. They are also completed by the percentage of the respondents who agreed with the statements. Refer to Fig. 1 Category 3-6.

- a) The reading text does not use the latest technological support (84%).
- b) The contents of reading texts are not possible to be corrected or changed (88%).
- c) If the textbook is broken or lost, it is complicated to duplicate (60 %).
- d) If the textbook is broken or lost, it needs money to supply it (100%).

From the investigation above, it seems that the respondents were not satisfied with the available paper course books because of practicality reason. Since every student was facilitated by laptop and the school provided high-speed internet access and convenient e-learning environment, the teacher and students preferred e-textbooks to conventional paper textbooks to be utilized in the reading classroom. In other words, both the teacher and the students will practice e-textbooks technology since it offers a comfortable way in presenting the material.

### ***4. Teacher and students' interpretations of the Indonesian secondary English curriculum for reading skill.***

The curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational objectives (Act No. 20 of 2003; Regulation number 19 of 2005). Curriculum 2013, applied by the school, is the competency-based curriculum that is designed in the form of documents, processes, and the assessment based on the achievement of objectives, content, and organization of learning and teaching materials. From the definition, it can be stated that teaching material becomes one of the significant parts in the curriculum. Therefore, teachers have to know how to choose the best material for instruction, how to make

supplementary materials for the class, and how to adapt materials, especially reading materials.

Technology nowadays plays a conspicuous role in the development of instructional materials, both a tool in support of their creation and as a means of delivering content. According to Zain (2007), all the institutions have to think about the development of the teaching module for the vocational education which involves skill development. Since the rapid use of computer technology has offered great flexibility in the type of resources to learners, it has become an increasingly common tool used for enhancing and enriching the teaching and learning process. Therefore, it is important that educational institutions implement technology-based learning successfully to meet students' needs. Electronic textbooks or e-textbooks in this research is included in non-printed material created by technology.

According to the results of the interview and questionnaire, the participants were also asked several questions about their views of the Indonesian secondary English curriculum for reading. In this case, the questions were related to the existing reading materials based on Curriculum 2013 in the course book entitled "When English Rings a Bell" used in their school. The summaries of the interview and questionnaire responses are provided below. Besides, there are also the percentages of respondents whose perceptions matched with the themes of the summary.

- a) The reading text is relevant to curriculum 2013 (100%).
- b) The reading text has the authenticity of the students' life (92%).
- c) The vocabularies of the reading text are inappropriate for students' level so the students are difficult to understand them (24%).
- d) The sentences organization of the reading text is too complex for students so they are bored to read the text (40%).
- e) The types of exercises are inappropriate for students' level (extremely hard). As the result, the students have great difficulty doing the exercises (0%).
- f) The types of exercises are inappropriate for students' level (extremely easy). As the result, the students have great boredom doing the exercises (40%).
- g) The types of text accord with the objective of the lesson (96%).
- h) The reading activities are arranged in good order from simple to complex or easy to hard one (56%).
- i) The reading activity is organized appropriately based on the syllabus (96%).
- j) The content of the reading text is appropriate for students' interest so the students are motivated to participate actively in the classroom (84%).
- k) The reading activity is completed by interesting pictures, diagrams, and illustrations (76%).
- l) The reading activity facilitates the students to participate individually in the teaching and learning process (85%).
- m) The reading activity facilitates the students to have group participation in the teaching and learning process (44%).
- n) The reading text is provided with clear instruction (100%).
- o) The reading task is provided with clear instruction (96%).
- p) The reading text is provided with adequate reading tasks (40%).
- q) The reading task is provided with examples of similar questions for guidance (68%).
- r) The material of remedial is provided at the end of the material (0%).

In addition to data of questionnaire and interview, the researchers also find out similar results from classroom observation and documentation, in which reading materials in the existing textbook have several weaknesses, among them vocabulary, sentence organization, exercises, tasks, and remedial material. It is reflected from the very low number of respondents who agreed with the themes shared above. The weaknesses of the available textbook above need deep attention as they are very crucial for an instructional reading material.

After having an investigation about the teacher and students' view about English curriculum of lower secondary education especially for reading skill, it can be concluded that the curriculum does not really meet what students need and interest. The data above show that the curriculum does not really provide what the students require. There are some aspects of reading in the curriculum which should be improved, those are the level of reading types and

tasks, the organization of the text, activities, and tasks of reading texts. Because of this condition, the teacher should be more creative in providing many other electronic resources to meet students' need and interest in the reading classroom. Moreover, with respect to the weaknesses elaborated above, there is apparently a big urgency of developing reading material in form of an electronic textbook for the sake of the students' need and characteristics in order that they are able to learn reading ideally and feasible.

### 5. The availability of indicators of reading skill in the reading activity

As one of the language skills, reading holds an important role in people's communication. Reading can be considered probably the most important skill for language learners to major in academic contexts. In order to master this proficiency, students have to master the indicators of reading. According to some experts of reading, there are five indicators of reading skills, those are the main idea, explicit information, implicit information, contextual meaning of words, and pronoun reference. Apart from the use of e-textbooks in the reading classroom, the available published course books used by the school do not focus on those five indicators of reading. It was reflected in the documentation result. The researchers did not find any reading activities in the textbook that provide activities to find out reading indicators. Based on the result of observation, the teacher did not use available textbooks to provide the students reading activity containing reading indicators. In the interview, the teacher explained that he has to find many other resources in form of e-books to facilitate the students understanding the five indicators of reading. The participating teacher said,

*"Reading is considered to be difficult by the students. They are not accustomed to do the questions about the five reading indicators. It can be seen from the result of their reading tasks which is quite low. This happened before I provide them additional online reading materials which are completed with reading indicators." (The teacher on the interview on October 11, 2018)*

To have more information, the researchers also distributed a questionnaire with the statements below. Refer to Fig. 2.

- The activities of reading facilitate the students to find out mind idea of the text (8%).
- The activities of reading facilitate the students to find out explicit information of the text (92%).
- The activities of reading facilitate the students to find out implicit information of the text (8%).
- The activities of reading facilitate the students to find out contextual meaning of the text (0%).
- The activities of reading facilitate the students to find out pronoun reference of the text (4%).

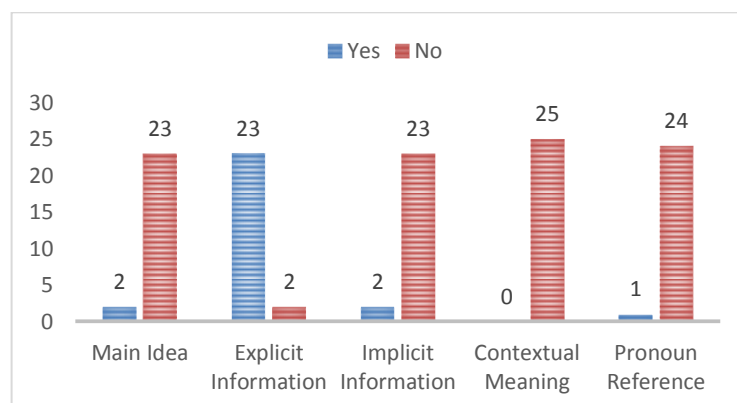


Figure 2. The Availability of Reading Indicators

Based on the results of the questionnaire related to reading indicators, the students agreed that the available course textbooks do not provide reading activities facilitating them to comprehend the indicators of reading, especially for indicators of main idea, implicit meaning, contextual meaning, and pronoun reference. There was only one reading indicator, explicit information, which fulfills the standard of evaluation. Students' low competence in reading skill will be the consequence of this condition. Finally, the teacher browsed and downloaded various electronic textbooks on the internet and shared the appropriate one to the students with the intention that they can practice understanding the five indicators of reading from the text.

### 6. The language appropriateness and format of the textbook to facilitate the reading activity

This is an additional theme used by the researchers to dig out more information about the quality of available reading material and the urgency of e-textbook need. The questions below were delivered during the teacher and the students' interview and questionnaire about language employed by the reading text in course book at school. Refer to Fig. 3.

- The reading text consists of a main clause and dependent clauses related to the topic (52%).
- The reading text uses simple and understandable sentences (96%).
- Formal terms related to the topic are provided in the text (96%).
- Grammatical sentences are provided in the text (100%).
- The rules of English orthography are provided in the text (96%).

One other aspect which is also a significant factor in the textbook is the format. The statements related to textbook format together with the percentage are provided below.

- The text is readable in term of font, size, and organization of the letters (84%).
- The course book provides glossary (16%).
- The course book provides a table of content (96%).

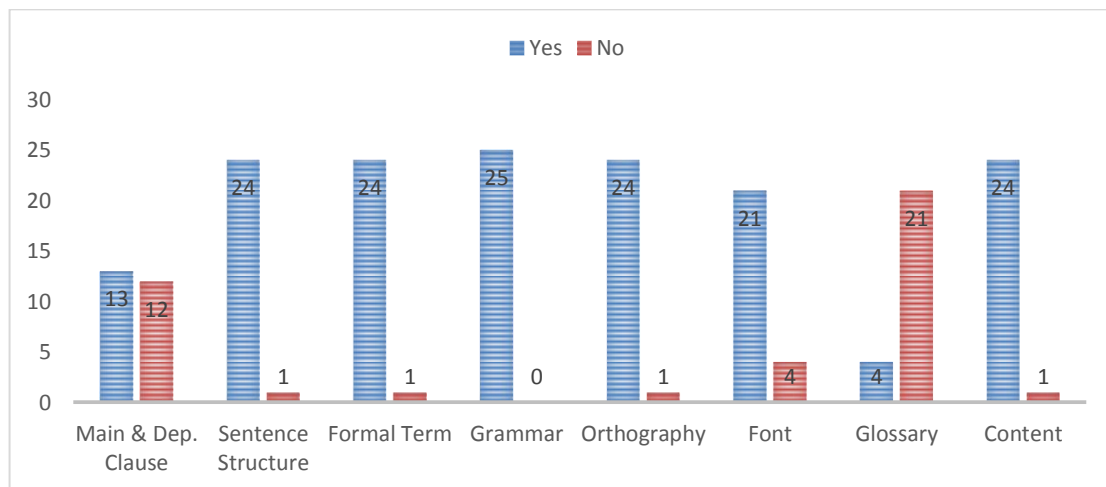


Figure 3. The Language Appropriateness and Format of the Textbook

According to the result of the research above, aspect of language appropriateness of the reading text in the available course book already succeed in providing the indicators needed. The majority of participants gave a positive response to all indicators except sentence structure. There is only 52% of participants who agreed that the reading text consists of a main clause and dependent clauses related to the topic. The rest reasoned that most reading texts are merely transactional, interpersonal, and short functional text. So, they did not find many structures of sentences consisted of main clauses and dependent clauses. As the result, they were not really accustomed to read and do the tasks about the complex sentence.

The format of the textbook also determines teacher and students' preference of reading sources. The data shows that two aspects of the textbook format, fond and table of content, already fulfill good indicators of the textbook. Even though the percentage of contents availability of the textbook is 96%, there are some other things needed to be improved of them. The interview and documentation of textbook revealed that the available textbooks provide the

table of content at the beginning of the book. But, it merely presents the title of each chapter without giving a clear and specific description about the content. So, the students have to open every page of the book to check the content and discover what they need. Meanwhile, the result of glossary availability is very low, that is 16%. The standard of this evaluation is very bad since the percentage is under 50. An approximate result showed from the interview where the respondents stated that they did not find the glossary in the textbook. The data are also supported by document analysis conducted by the researchers, in which glossary did not exist in the textbook. Whereas, in order to understand what the text is about, the reader has to discover the meaning of the text by finding the meaning of the words. Glossary really helps the reader to discover the meaning of difficult words. Thus, it is necessary to provide a glossary in the textbook.

From the investigation the existing textbook provided by the government above, the researchers can conclude that there are some reasons for the teacher to discover and use other reading sources in the classroom in order to fulfill the indicators of good reading material. This is also a necessity for the teacher to develop material to teach reading by using technology in order that the students could reach the objective of the study.

The result of e-textbook technology in reading classroom reveals that this kind of technology provides a number of advantages. First of all, by means of this technology, the students are more active in the educational process, since it provides easiness to find educational information and novelty in education. Then, it creates interactive communication and variety of forms and modes of behavior with the e-learning environment. It also offers flexible technique in training with a computer. And then, it is possible to adjust and control the learning rate and intensity, achieve the load, optimization, information intensity, and update information. Since the technology of e-textbook reading provides teachers' creativity in searching for new techniques of training and technologies freely, it can enhance the potential of the teachers. Moreover, this technology can improve students' motivation in learning a foreign language, especially for reading skill and realize the combination of classroom and extracurricular activity on an interactive basis. Finally, the quality of all educational participants can be improved as the result technology application.

## E. Conclusion

The questionnaire conducted in the research revealed that most of the participants showed a positive perception on the use of e-textbooks for the reading classroom. They responded that they liked to use the e-textbooks and preferred utilizing it to the conventional paper textbook. Even though the technology of e-textbooks are the latest technology development needed to be promoted in education, the existence of teacher and conventional paper textbook will never be replaced by this technology. E-textbooks are a perfect complement to the paper textbook, even teacher.

In term of curriculum, content, presentation, the language of appropriateness, and format of the textbook, both teacher and students seemed to find insufficient indicators of reading material from the available published course books. For that reason, they needed many other electronic textbooks providing qualified supports for teaching and learning process, especially for the reading classroom. E-textbooks will provide the teacher with a tool for teaching that can assist them to conduct teaching and learning reading effectively in the classroom.

E-textbooks have been used in the instructional and learning process at schools for many countries, especially in Indonesia for the reason of advancement of technology. Since the e-textbooks contribute significantly to the success of teaching and learning reading classroom, both instructor and learner prefer to use that product of technology in this modern learning environment than traditional paper textbooks. This application of technology is absolutely suited to be applied in educational institutions as the part of participation of the dynamic technological oriented society. Therefore, e-textbooks as the unquestioned application for reading classroom should be improved in their understanding and functions.

Nonetheless, the implementation of e-textbooks in teaching and learning of reading classroom demand lots of reconsideration before it can be completely performed. Cost, proficiency, readiness, infrastructure, and clear-cut instructions and guidelines are some consideration drafted properly. Because teachers and students' needs immerse themselves in educational application technology continuously, e-textbooks are expected to become an invention in creating a student-centered and comfortable classroom environment, and also facilitating the process of long-life learning.

## F. References

- Armstrong, C., Edwards, L., & Lonsdale, R. (2002). Virtually there? E-books in UK academic libraries. *Program*, 36(4), 216–227. doi: <https://doi.org/10.1108/00330330210447181>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education (8<sup>th</sup> edition)*. Canada: Wadsworth
- Carley, H. (2014). Going green: The Paperless Classroom. *Global Issues in Language Education Newsletter Issue*, Vol. 91, 10-13. Retrieved from <https://www.researchgate.net/publication/283540718>
- Creswell, J. W. (2008). *Mixed Methods Research: Design and Procedures*. University of Pretoria
- Embong, A. M., Noor, A. M., Hashim, H. M., Ali, R. M., & Shaari, Z. H. (2012). Ebooks as Textbooks in the Classroom. *Procedia – Social and Behavioral Sciences*, Vol. 47, 1802-1809. doi: <http://dx.doi.org/10.1016/j.sbspro.2012.06.903>
- Fojtik, R. (2015). Ebooks and Mobile Devices in Education. *Procedia - Social and Behavioral Sciences*, 182, 742–745. doi: <https://doi.org/10.1016/j.sbspro.2015.04.824>
- Graddol, D. (1997). *The future of English?* London, UK: British Council.
- Heick, T. (2012). *How 21<sup>st</sup> Century Thinking is Just Different*. Retrieved from <http://www.teachthought.com/learning/how-21st-century-thinking-is-different>
- Joo, Y. J., Bong, M., & Chol, H. J. (2002). Self-efficacy for self-regulated learning, academic self-efficacy and internet self-efficacy in web based instruction. *Educational Technology Research and Development*, 48(2), 2000, 5-17. doi: <http://psycnet.apa.org/doi/10.1007/BF02313398>
- Lyon, G. R. (1997). *Learning to read: A call from research to action*. New York, NY: National Center for Learning Disabilities.
- Mahadi, M. A. & Shahrill, M. (2014). In Pursuit of Teachers' Views on the Use of Textbooks in Their Classroom Practice. *International Journal of Education*, 6(2), 149–158. doi: <https://doi.org/10.5296/ije.v6i2.5637>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3<sup>rd</sup> ed.)*. Los Angeles: SAGE Publications, Inc.
- Murat, İ. (2014). The Investigation of Instructors' Views on Using Technology in English Language Teaching. *Procedia - Social and Behavioral Sciences*, Vol. 141, 670–674. doi: <https://doi.org/10.1016/j.sbspro.2014.05.117>
- Murphy, R. (2003). *Essential Grammar in Use*. New York: Cambridge University Press.
- Oliveira, J. De. & Camacho, M. (2014). Exploring Student and Teacher's Perception of E-textbooks in a Primary School. *Comunicar - Media Education Research Journal*, Vol. 42, 1–8. doi: <https://doi.org/10.3916/C42-2014-08>
- Reeves, T. C. (1994). *Evaluating what really matters in computer-based education*. Retrieved from <https://www.eduworks.com/Documents/Workshops/EdMedia1998/docs/reeves.html>
- Shishkovskaya, J., Sokolova, E., & Chernaya, A. (2015). "Paperless" Foreign Languages Teaching. *Procedia - Social and Behavioral Sciences*, Vol. 206, 232–235. doi: <https://doi.org/10.1016/j.sbspro.2015.10.014>
- Silver-Pacuilla, H., Ruedel, K., & Mistrett, S. (2004). A review of technology-based approaches for reading instruction: Tools for researchers and vendors. In *The National Center for Technology innovation: Reading Matrix*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.118.8463>
- Sukmadinata. (2011). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Undang-undang no. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, (Jakarta, Indonesia: Depdikbud).
- 
- Nopiyanti, H., Asib, A., & Tarjana, S. S. (2019). The Students and Teacher's Views on the Use of E-textbooks in Reading Classroom. *Journal of English Education*, 4(1), 1-15. doi: <http://dx.doi.org/10.31327/jee.v4i1.859>

- Uzunboylu, H. (2002). *Web Destekli Ingilizce Ogretiminin Ogrenci Basarisi uzerindeki etkisi*. Doktoral Tezi, Ankara Universitesi.
- Vassiliou, M. & Rowley, J. (2008). Progressing the definition of “e-book.” *Library Hi Tech*, 26(3), 355–368. doi: <https://doi.org/10.1108/07378830810903292>
- Zain, M. M. (2007). *Developing on Teaching Module for the Vocational Education*. Shah Alam: Selangor Malaysia.



## Relevance of Bilingualism in Adult Learners' English Language Development in South-West Nigeria

### AUTHORS INFO

**Chris Ajibade Adetuyi**

Samuel Adegboyega University, Ogwa, Edo State, Nigeria  
[dradetuyi2016@gmail.com](mailto:dradetuyi2016@gmail.com)

### ARTICLE INFO

o-ISSN:2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.888>

Received	:	9 Januari2019
Reviewed	:	9 Januari2019
Accepted	:	13 March2019

©Adetuyi 2019 All rights reserved

### **Suggestion for the Citation and Bibliography**

*Citation in text:*

Adetuyi (2019) or (Adetuyi, 2019)

*Bibliography:*

Adetuyi, C. A. (2019). Relevance of Bilingualism in Adult Learners' English Language Development in South-West Nigeria. *Journal of English Education*, 4(1), 16-23. doi: <http://dx.doi.org/10.31327/jee.v4i1.888>

### **Abstract**

The general English studies was introduced as a compulsory course for sandwich learners of colleges of education with a view to allowing them attain proficiency in English. Despite the measure, it seems attainment of proficiency is a mirage. Unattainment of English proficiency in sandwich program has been ascribed to less satisfactory teaching skill embracing language competence and pedagogy. However, there has been a dearth of studies on the teaching method of facilitators of the course. This paper therefore, has a focus on the relevance of bilingualism in English Language development in the sandwich centers. Pretest and posttest control group as quasi-experimental design with 3X2X2 factorial matrix was adopted for the study. Data were analyzed using analysis of covariance and multiple classification analysis. Bilingual method of teaching was ascertained as having an upper hand over Direct and conventional method with a mean score of 67.54. Bilingualism therefore proved relevant to the teaching of General English Studies to the Adult learners. The paper concludes that facilitators should recognize the learners' mother tongue in the learning of English. This would stimulate learners' interest, accelerate their understanding, and ensure effective class-contact needed in adult education teaching-learning process.

**Keywords:** bilingualism, sandwich, adult learners, proficiency, communication

## A. Introduction

### 1. Background of the Study

In spite of the second language status of English to many countries, it has attained a global status that other languages do not have. It is an international language for gaining access to science and technology and international relations. Widdowson (2000) observes that English language appears practically everywhere because of its relevance and also a subject that features in the school curriculum in most parts of the world. Though Elugbe (1990) describes it as a minority language in Nigeria, used in varying degrees of intelligibility by just about 10% of the population, Adeniran (2005) says it is a blessing of multilingualism in Nigeria. In spite of the multilingual situation in Nigeria, English Language has succeeded in attaining a comfortable dominance in the nation's speech community due to the important functions ascribed to it. Its utilitarian role in the acquisition and transmission of knowledge from the primary, through the tertiary levels of education in Nigeria makes it an important determinant of students' academic success. Jegede (1989) and Ogunsiji (2001) and past researches also attested to the importance of English Language as the lifeblood of the whole educational system in Nigeria presently.

The inclusion of English students in the curriculum of Nigeria colleges of Education at the sandwich level stemmed from the need to produce better serving teachers at both the primary and secondary school levels NCCE (1993). The course otherwise tagged 'Language and communication' is designed and taught to equip the students in terms of communicative competence and skills basic to the target language. It is therefore made compulsory course for the students (Part-time of Full-time) without which they cannot obtain the Nigerian Certificate of Education (NCE).

It is also noteworthy that the poor performance of students and the hue and cry about the fallen standard of education, measured by the performance in English in the West African School Certificate Examination eventually led to the introduction of the formal instruction in the English Language tagged General Studies in English (GSE) or Use of English (UOE) or Language and Communications as the case may be Onukaogu (1994) and Kolawole (1998). It is the only course that emphasizes the academic development of the students in their expressions in writing, reading, and speaking. It is a course designed for the adult learners to perform better in their course and their chosen career of teaching while on course as well as thereafter. It is, however, unfortunate that the inclusion of General English Studies in the curriculum of the colleges of Education especially those on sandwich program has not been justified due to the deficiencies observed among the adult of non-native users and learners on course. It is, therefore, the belief of the researcher that the facilitator who is at the middle of the learning process is a determinant of the standard of the general English studies in the standard program meant for the adult learners. The methods used may not be good enough for the effective realization of the goals set for the course. The facilitator of the course should bear it in mind that its introduction indicates the provision of English Language for Academic purpose (EAP) to expose the adult learners to written forms and proficiency in the language. It is an attempt to reduce the linguistic problems of the adult students coming from secondary school to higher institutions, for them to be able to cope with the academic demands thrust at them. Of important note is the consideration of the language background of the adult learners in attempt to make an academic language development of the pre-service teachers. There is the assumption that competence in the second language literacy is more easily acquired if the student is already literate in his/her native language. It is, therefore, the focus of this paper is to examine the relevance of Bilingualism to the academic language development of the adult learners who registered for the sandwich N C E course.

According to Hammers & Blanc (2000), bilingualism is referred to as a multi-dimensional continuum. He insisted that the fundamental focus on defining the concept should not only be on the linguistic dimension but also contemplate the other aspects, namely, psychological and sociocultural factors. In his psycholinguistic view of bilingualism identifies two types of bilingualism viz (i) co-ordinate bilingualism and (ii) compound bilinguals. Co-ordinate Bilingual situation involves the independent functioning of two languages expressing two distinct background and ways of life. A Bilingual person of this type is one who has learnt each of his two languages at different times and/or in different environment and presumed to have distinct referent for words in each language. A compound Bilingual would have each same referent for the words, one in

each language. If one examines the circumstance and contexts in which the mother tongue and English are learnt and used in Nigeria, one would be tempted to characterize Nigerian Bilinguals as Co-ordinate bilinguals. This is because in coordinate bilingualism, there is always a dominant language, which is the language in which the bilingual is more competent. In Nigerian situation, English, as buttressed by Elugbe (1990), is the dominant language due to its importance in the country. Code switching and code mixing therefore characterize our language use in Nigeria. Therefore, the adoption of bilingual method of teaching alongside the direct and conventional methods should be examined on the performance of the adult learner in General English studies in selected sandwich centers.

## **2. Statement of the Problem**

The poor performance of Nigerian students in English Language in West African senior school certificate examination at the ordinary level led to the eventual introduction of General English Studies as a compulsory course in the curriculum of the Colleges of Education (both fulltime and sandwich). Banjo (1993) revealed that, the difference between the expected and observed learning achievement is traced to the teaching strategies adopted by the facilitator, among other reasons.

The deteriorating performance in the target language by the adult learners has been ascribed to factors of andragogy. The method adopted by the facilitator has been considered less satisfactory. It is also observed that lecturers adopt any method they like, not minding its appropriateness to the learning situation.

This study, therefore, focuses on an examination of the relevance of Bilingual method of teaching alongside Direct method, the duo of which consider the possible mother tongue factor and interference associated with code mixing and code switching.

## **3. Hypotheses**

The following Null hypothesis were generated and tested at the .05 level of significance for the purpose of this study.

- H0<sub>1</sub> There was no significant effect of treatment on the learners' effect performance in English Studies.
- H0<sub>2</sub> There was no significant effect of Gender on the learners' performance in English Studies
- H0<sub>3</sub> There was no significant effect of ability on the learners' performance in English studies
- H0<sub>4</sub> There was no significant interaction effect of treatment, ability & gender on the learners' performance in English Studies

## **B. Methodology**

A quasi experimental pre, post-test with non-randomized control design was adopted for the study in the intact classes of groups used. It was a 3x2x2 factorial design with the adoption of teaching methods at the three levels (Bilingual, Direct and Conventional methods), gender at two levels (male and female).

### **1. Population and Sample**

The target population for the study comprised students who registered for General English Studies of the College of Education sandwich program in the selected south western states comprising Ekiti, Osun and Oyo. Based on Judgmental Sampling procedure, the participants were selected from Osun State College of Education, Ilesa (120 participants), Emmanuel Alayande College of Education, Oyo (Urban Day Grammar School Ibadan Centre) (220 participants), and College of Education Ikere Ekiti (Aramoko Centre), (170 participants). Total subjects of five hundred and ten (510) were used in their intact classes.

### **2. Data collection**

Data for this study was collected through learners' Pre and Post Achievement Tests. The instrument comprised a 60-item achievement test in the General English studies based on the instructional program of this study. The final form of the 60-item instrument measuring the

language skills (listening, speaking, reading and writing) was used for the study. The tests were administered simultaneously in the three centers twice; first, as a pre-test and second, as a post-test. The pre-test was meant to measure the ability or entry behavior of the learners before the commencement of the treatment, while the post-test was to determine the effectiveness of each instructional method used in teaching the learners in their intact classes. The experimental treatment lasted eight weekends of two lecture-contacts for 3 hours per week (Friday and Saturdays). There were two experimental groups with different instructional methods and a control group. Osun College of Education, Ilesa was allotted the Direct Instructional method which involves teaching English in English Language without deviation into any other language. Emmanuel Alayande College of Education, Oyo was allotted the Bilingual method of teaching which involves Code-mixing and Code switching between English Language and the mother tongue, College of Education, Ikere Ekiti was used as the Control Group (Conventional Instructional Method). This to a great extent eliminated interactive effect by the participants. The lecturers of each treatment group were trained in the first two weeks on the instructional methods used in their groups. Instruments used included General English studies Ability Test Scale (GESATS) (Pre-Test), General English Studies Achievement Test (GESAT)(Post-Test), General English Studies Teaching Observation (GESTO) (While teaching was on), and Teaching Methods Assessment Scale (TMAS) After the Class contact.

### 3. Instruments validity

In ascertaining the context validity and reliability of the instrument, experts in language teaching and evaluation were consulted for its assessment. The corrections and suggestions were effected for the adequacy of the 60 items.

However, to ascertain the reliability of the instruments, the General English Studies Ability Test (GESAT) was tested a sample of fifty learners of students of Osun State College of Education, Ila-Orangun (Ikire Centre) in their intact class. The Cronbach alpha was computed after pilot testing and the result showed a value of 0.68. This index showed evidence of internal consistency and reliability of the instrument. The instrument was therefore considered appropriate to be administered for the purpose of the study.

### C. Findings

The data collected in the study was processed using the Analysis of Covariance (ANCOVA) with pre-test score as covariate. The Factorial analysis was used to determine difference in performance of the sexes within groups and across the groups to see whether one method favors more than the other. Multiple Classification analysis was also used due to the use of intact classes which involve the adoption of multiple test procedure.

The presentation of results is therefore tailored towards the hypothesis raised in the order in which they were tested. The interpretation of the result is also given stating whether the hypothesis were upheld or not at the .05 level of significance. The result of the first hypothesis as follows.

H0<sub>1</sub>: Effect of Treatments on the Learners' Achievement

**Table 1. Multiple Classification Analysis (MCA) of the Post-test Scores according to Treatments**

Grand < Mean - 62.18					
Variable + Category	N	Unadjusted		Unadjusted	
Treatment Group		Dev'n	Eta	Dev'n	Eta
1. Direct method	120	-2.07		-2.56	
2. Conventional method	170	-5.48		-5.42	
3. Bilingual method	220	5.36	.57	5.59	.58
Multiple R squared		.406 Multiple R			

The MCA table showed Direct Method has a mean of 60.11, Conventional Method had a mean of 56.70 while the Bilingual method of mean of 67.54.

The results of the Multiple Classification analysis that was done to ascertain the relative effectiveness of each of the treatments further showed that Bilingual instructional method is the most effective for enhancing learners' achievement with a mean score of 67.54. This is followed by Direct method ( $x = 60.14$ ) while convention method learner recorded the lowest mean score ( $x = 56.70$ ) in their achievement in the General English Studies. In other words, the adult learners on sandwich NCE course taught with the Bilingual method performed much better than those taught with the Direct method and those used in the control group respectively. From this result, we can rightly conclude that there is substance in the postulation of the linguists who are "apostles" of Bilingualism fighting tooth and nail to re-establish the Bilingual method towards an effective teaching of the target or foreign language.

The positive transfer of the structures of the native language of the adult learners during the class contact can be explained for the victory of the method over the Direct method. The Bilingual method entails explanation of the content of the topic in English and then translation and explanation in the learners' local language with the devices of code-switching and code mixing.

Though Direct method may be a nod in learning of a target or second language such as English because of the belief that "we learn a language by speaking and writing such language". It is, however, important to consider some obstacles or foreign language. These learners are on course for additional qualification or to make for their academic loss in secondary schools. Majority of them are married men women who could not concentrate easily except you teach them at their social level. The result of this study thus showed that the Direct method has also been proved to be an effective teaching approach, but teaching-learning process of the General English Studies to the adult learners of the sandwich program of the Colleges of Education. Though there may be degree or extent of effectiveness of the method in question, the fact remains that all the treatments are relevant to both the facilitators and learners.

#### ***Effect of gender on learners' achievement***

H<sub>02</sub> : There is no significant main effect of gender on the learners' achievement in the use of English.

**Table 2. Analysis of covariance (ANCOVA) Table Showing the Effect of Gender on Learners' Achievement**

Source	Sum	Df	Mean	F	Sig.	Remark
Covariates	2399.988	1	2399.988	35.282	.000	
Pretest	2399.988	1	2399.988	35.282	.000	
Main Effects	103.120	1	103.120	1.516	.219	
Sex	103.120	1	103.120	1.516	.219	Not Sig.
Explained	2503.108	2	1251.554	18.399	.000	
Residual	34487.655	507	68.023			
Total	36990.763	509	72.673			

The table 2 above showed that there was no significant main effect of gender on learner's achievement. There was however a significant interaction effects of the pre-post achievement scores between the male and female respondents ( $F(2,507)=1.516$ ,  $P<.05$ ) as the table 3 shows below.

**Table 3. The Pre-post Achievement Scores**

Grand < Mean = 62.18					
Variable + Category	N	Unadjusted		Unadjusted	
		Dev'n	Fta	Dev'n	Fta
Treatment group					
1. Male	170	-51		-64	
2. Female	340	-25		-32	
			.04		.05
Multiple R-squared .068 Multiple R .260					

**D. Discussion**

According to the current study, one of the intervening variables considered relevant was gender. Consequently, it was revealed that gender as a variable did not show any significant relationship to learners' achievement in the Use of English. The mean achievement score of male learners was (61.67) while female recorded (x = 62.43). Both male and female learners in this study are adults with all the associated characteristics of adults but could not show any significant difference in their performance.

This result is contrary to the work of Adetuyi (2012) which established that girls and women tend to perform better than boys and men in language use. However, the result is in consonance with Okediran (1988) and Akinleye (1988), who reported that achievement in Yoruba reading and Economics respectively is not gender sensitive. Findings about sex differences in language achievement are not therefore, conclusive in favor of students as evident in the above research findings.

The most important variable in the learning of the General English Studies in tertiary institution such as the NCE sandwich is the method of instruction. (Adetuyi 2010) Method of instruction would definitely determine the achievement of these adult learners in the General English Studies.

H0<sub>3</sub> : There is no significant main effect of ability on the learners achievement in the Use of English.

**Table 4. Multiple classification Analysis (MCA) of post-test scores according to Ability**  
GRAND < MEAN = 62.18

Variable + Category	N	Unadjusted		Unadjusted	
		Dev'n	Fta	Dev'n	Fta
Treatment Group					
1. Low ability	243	-72		1.17	
2. High ability	267	.65		-1.06	
			.08		.13
Multiple R squared	.75				
Multiple R	.274				

The above MCA table showed the difference between the mean scores of learner with low ability and those with high ability. Those with low ability had (x = 61.46) while those with high ability had (x = 62.83).

H0<sub>4</sub> : The MCA post hoc test showed an interactive effect of the independent and intervening variables on learners' achievement.

Hypotheses Four is therefore rejected. This is contrary to Iyagba (1992) that proved the 3-way interaction of treatment, sex and ability non-significant. It however, supported

Akinleye (1988) findings of the significant interactive effect of instructional methods and gender on learner's performance.

The findings in this study show that the experimental groups performed better than the control group. There are significant differences between and within the experimental groups too. The result could be an indication that the Bilingual and Direct instructional method adopted in the experimental groups have differential facilitative effects on learners' achievement than the normal conventional mode of instruction. The interaction of the treatments, sex and ability would definitely produce positive effects on the learners' achievement in the General English Studies. It is however noteworthy in this study that the facilitator does not only communicate knowledge but stimulates knowledge to produce needed skills in the General English Studies at the NCE level.

### E. Conclusion

The main purpose of this study was to find out the relevance of Bilingualism in Learners' Achievement in the General English Studies at the College of Education (Sandwich) level in Nigeria. The two experimental groups out-performed the control group on all the measures, the Bilingual instructional method is the most facilitative on all the measures, followed by the Direct method and lastly the control, the high ability learners obtained higher relative percentage gain in achievement while the low ability learners obtained the lower relative percentage gain, there is no significant gender difference in the learners' achievement in the Use of English after treatment.

There is a significant difference in the learners' performance at the pretest and post-test. This can be ascribed to the upper hand of the experimental groups over the control group. This study indicates that Bilingual Instructional Method is more suitable to cater for adult learners in the colleges of Education program of the General English Studies. Obemeta's (1980) findings even show that learners carry out mental translation of concepts presented in a foreign language to their own mother-tongue in order to gain sufficient meaning of concepts being presented. It is therefore necessary to familiarize the teachers of the Use of English with the operations of Bilingual Instructional method against the set objectives of the language in question.

### F. References

- Adeniran, A. (2005). *Nigeria as Babel. The Paradox of a Sociolinguistic Blessing*. Inaugural Lecture. Department of Linguistics and African Languages, University of Ibadan: University of Ibadan press.
- Adetuyi, C. A. (2010). *Effectiveness of Direct and Bilingual Instructional Method on learner's achievement in the use of English in selected sandwich centres in Southwestern Nigeria*. Unpublished Ph.D Thesis. University of Ibadan
- Adetuyi, C. A. (2012). Functional Literacy as Agent of Effective Change in Nigeria After the Golden Jubilee. *African Journal of Educational Research and Development*, 5(3), 100-106.
- Akinleye, J. O. (1988). A Comparative Study of the Cost-Effectiveness of Instructional Television and Conventional Classroom Instruction in Non-Formal Education. *Unpublished Ph.D Thesis*. University of Ibadan.
- Banjo, A. (1993). "Linguistics and Reading" In Unoh, S. O. et al (eds). *Literacy and Reading in Nigeria*. I. Zaria. ABU
- Elugbe, B. (1990). National Language and National Development' In Emananjo, E. N. *Multilingualism, Minority Language and Language Policy in Nigeria*. Agbori Central Books Ltd.
- Hammers, J. F. & Blanc, H. A. (2000). *Bilinguality and bilingualism (2<sup>nd</sup> ed.)*. New York, NY: Cambridge University Press.
- Iyagba, B. (1992). Reading-Writing and Discussion Strategies as Determinants of Secondary School Students' Achievement and Attitude in English Composition Writing Skills. *Unpublished Ph.D Thesis*. University of Ibadan.
- Jegede, J. O. (1989). "Effects of Achievement Motivation and Study Habits on English Language Performance of Secondary School Students". *Unpublished Ph.D Research Proposal*. University of Ilorin.

- Kolawole, C. O. O. (1998). Linguistics Inputs and Three Methods of Presentation as Determinants of Students' Achievement in Senior Secondary School Essay Writing in Ibadan. *Unpublished Ph.D Thesis*. University of Ibadan
- National Commission for Colleges of Education (1993) *Annual Report*. NCCE, January-December
- Obemeata, J. O. (1980). Pupils' perspective of the purpose of economics education in Nigerian secondary grammar schools. *West African Journal of Education*, 21(2), 113-121.
- Ogunsiji, A. (2001). "Utilitarian Dimensions of Language in Nigeria" In Igboanusi, H. (ed) *Language Attitude and Language Conflict in West Africa*. Ibadan. Enicrownfit Publishers
- Okediran, A. (1988) An Experimental Study of Different Approaches to Teaching Reading to Adult Learners. *Unpublished Ph.D Thesis*. University of Ibadan.
- Onukaogu, C. E. (1994) "Teacher Effectiveness as a factor in the Use of English Programme in a Nigerian University". *Unpublished Ph.D Thesis*.
- Widdowson, H. G. (2000). 'English'. In M. Byram: *Routledge Encyclopedia of Language Teaching and Learning*. London Routledge.



## From Inland to Outland: Experiences of Non-native Expatriate Teachers Teaching in a Foreign Context

### AUTHORS INFO

#### Remart Padua Dumlao

Muban Chombueng Rajabhat University,  
Thailand  
[Dumlaoremart25@gmail.com](mailto:Dumlaoremart25@gmail.com)

#### Trixia Mengorio

Rizal technological University, Philippines

### ARTICLE INFO

o-ISSN:2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.898>

Received	:	23 March 2019
Reviewed	:	24 March 2019
Accepted	:	29 April 2019

©Dumlao & Mengorio 2019 All rights reserved

### **Suggestion for the Citation and Bibliography**

*Citation in text:*

Dumlao & Mengorio (2019) or (Dumlao & Mengorio, 2019)

*Bibliography:*

Dumlao, R. P. & Mengorio, T. (2019). From Inland to Outland: Experiences of Non-native Expatriate Teachers Teaching in a Foreign Context. *Journal of English Education*, 4(1), 24-37. doi: <http://dx.doi.org/10.31327/jee.v4i1.898>

### Abstract

The numbers of English language learners and limited domestic English language teachers have grown exponentially in Indonesia, Thailand and Vietnam, as well as to the ASEAN region over the past decades due to the demand of globalization. Given the huge cultural and linguistic diversity among learners, educating these populations of English language learners can be a challenging but also beneficial for foreign language teachers. This study aimed to analyse the experiences of fifteen Non-native English Speaking Foreign Teachers (NNESFT) teaching in Indonesia, Thailand and Vietnam. The results of this study suggested that although teachers' reasons in teaching English language in a foreign classroom were more extrinsic reasons rather than intrinsic and altruistic. NNESFT recognized benefits of teaching in foreign classroom, namely, financial aspects, personal development, and building cultural awareness. Meanwhile, challenges were reported include as a non-native English speaking teachers in a foreign classroom, on the part of textbooks and curriculum, and cultural differences in the classroom. Implications were discussed in light of the findings and recommendations formulated for future research directions.

**Keywords:** ASEAN, education, benefits, challenges

## A. Introduction

In recent decade, there has been a tremendous increase in teacher migration and mobility due to exponential increase in the number of learners learning English as a foreign language (Altbach,2004;Butler,2009;Cameron,2003) because parents think that strong English background skills can offer their children better employment opportunities in the future. However, with these huge numbers of English learners, Native English Speaking Foreign Teacher (NESFT) and Domestic English Teachers (DET) are not enough to fill the demands (Medgyes, 2001). This opens an opportunity for Non-native English Speaking Foreign Teacher (NNEST) to teach in a foreign classroom (Graddol, 2006; Llorca, 2005a; McKay, 2000). Therefore, more and more NNEST are being enticed and attracted in teaching abroad due to some reasons (e.g. salary, employability, opportunities).

In Southeast Asian region context, Thailand, Indonesia, and Vietnam are the top countries who are continuously recruiting foreign-teachers, because of growing population of English language learners and limited English language domestic teacher (Hoang, 2010 Choi & Lee, 2008; Suwarsih, 2007; Warschauer, 2000) and also the situation of English policy where English is being learned as a foreign language. Several studies explained the importance of English in these countries such as: economic development (Chalapati, 2007; Baker, 2012; Phillipson, 2009), globalization impact (Sitorus & Budhwar, 2003; Duflo, 2001), English for communication (Hiranburana, 2015) and educational purposes (Tsui, 2004). Correspondingly, this brings benefits to other English teachers around the world. For instance, teaching abroad can make internationally minded teachers (Cushner, 2007), intercultural development (Howard, 2003), and once foreign teachers returns home they are more likely to seek out multicultural experiences, careers and organizations (Merryfield, 2000; Gay, 2002) where their new acquired skills are needed .

Undeniably, teaching abroad is a significant credential that allows foreign teachers to develop new skills and facilitate the establishment of new peers that could result in future professional development. Conversely, the number of reports of teachers from abusive employers and blogs advising on how to break contract (e.g. ajarn.com, International labour organisations, UNESCO) is an indication of dissatisfaction. Therefore, it is essential to explore the experiences of foreign-teachers in general, non-native English speaking teachers in particular, while teaching in a foreign context, to know what is really happening in a foreign academic community.

In Asian studies of teacher education, most studies so far were concerning the experiences of student-teachers teaching abroad, relatively little to non-native English speaking teachers teaching in a foreign classroom apart from the study of Ulla (2018), where he studied about the perspective and challenges of Filipino teachers in Thailand. This study addressed the challenges facing NNEST while teaching in a foreign classroom, regardless of the type of school in which they work. This study did not totally investigate NESFT or NNEST dichotomy in foreign classroom; this was another area requiring research due to the ease information with sensitive issues. Knowing and understanding the experiences of NNEST abroad, this may guide international law makers, manpower agencies around the world, and policy maker in decision making towards internalization. This may also help curriculum designers to see if their courses offered and taught are aligned on what is really happening in the field, thus helps aspirant teachers who were planning to teach in an international arena. Additionally, the findings contributed to the research literature regarding the relationship between NNEST teachers' experiences, transference, adaptation, and integration into the classroom practice of beginning teachers in foreign classroom —an area in which research remains sparse.

## B. Literature review

### 1. *Becoming a Foreign English Language Teacher*

Becoming a foreign teacher did not only convene with one decision even one reason, rather a product of complex decisions and a couple list of reasons (Struyven & Vanthournout, 2014; Frederiksen, 2014; Ubalde, 2007). There were three primary reasons why NNEST foreign teachers go abroad; first extrinsic reason such as lower pay of salary in previous work, teachers status in their workplace, and perceived job dissatisfaction (Clark & Paran, 2007; DeVillar &

Jiang, 2012; Thornton & Reid, 2001; Evans, 2001; Khaopa, 2011; Thornton, Bricheno, & Reid, 2002); Second, intrinsic reason refers to personal development or exposure, career path, and international minded teachers (Moran, Kilpatrick, Dallat, & McClune, 2001; Creemers & Kyriakides, 2008; Alpaugh, 2016; Nunan, 2012; Cushner, 2007; Darling-Hammond & Youngs, 2006a); and third, altruistic reasons like as seeing teaching as a globally worthwhile and desire to help society improves (Moran et al., 2001; (Smithers & Robinson, 2001a). Similarly, Sutchter, Darling-Hammond, and Carver-Thomasn (2016) reported basic factors why teachers left their teaching position such as compensation, preparation, and teaching condition. With that, becoming teacher in a foreign classroom was not that easy, as teachers need to have at least strong educational background, trainings, and workshops related to teaching field (Frederiksen, 2014; Halicioglu, 2015; Novio, 2014) before getting a teaching job.

Halicioglu (2015) outlined reasons on becoming teachers abroad. First, finding the optimal position and the type of school in which they wanted to work or according to their preferences which include workplace geographical location, language used of the learners, the school settings, and premises. Second, checking the employment contact specifically the information stipulated on it. Third, understanding foreign culture as it resulted to misunderstanding and the inability to communicate with other people in a working place. Lastly, knowing the curriculum of foreign school as pedagogical knowledge was necessary. Likewise, Garson (2005) reported that culture shock in teaching abroad might result to cultural bereavement, culture fatigue, cross-cultural adjustment, and stress. While Graves (2000) suggested that teachers should know foreign curriculum as it one of the primary guide in teaching abroad.

Given the fact that there was an increase demand for foreign English teachers, expectations for qualifications and professional credentials have risen too. It's no longer enough to be a foreign English speaker to be a truly effective foreign teacher, rather an indispensable qualification (Holopainen & Bjorkman, 2005; Hayden, 2002; Odland & Ruzicka, 2009) if non-native teacher applicant wanted to succeed in the process. While during the application process, educational attainments and professional trainings (Darling-Hammond & Youngs, 2006a), personal skills and resiliency (Suri, 2016), and intercultural communication skill (Mahon & Cushner, 2002) were evaluated. NNEST foreign teacher's applicant, English proficiency test is required as a part of the requirements (Novio, 2014). Nevertheless, teachers considering becoming English teacher in a foreign classroom to research carefully and prepare themselves, since the change of location and culture, the change in working environment and peers, and teaching context.

## **2. NNEST in a foreign classroom**

In Teacher Education research, most study so far was concerning to the NNEST foreign-teachers' attitudes, employability abroad, linguistics competent, adaptability, and cultural competence, relatively little to NNEST foreign teachers particularly on their challenges and benefits in teaching abroad. For example, Frederiksen (2014) investigated four foreign - teachers working as EFL educators and their attitudes towards teaching as well as their roles in teaching the English language. The study revealed the reasons why these four teachers have chosen to work abroad are higher salary rates, better working conditions and for personal development. Similarly, Novio (2014) explored experiences of Filipino workers in Thailand, where she found out that compensation is the main factor why Filipinos are continuously finding work from being a tourist to teacher. This suggests that economic factor (Ubalde, 2007; Thornton & Reid, 2001) and self-perceived reason (Clark & Paran, 2007; Creemers & Kyriakides, 2008; Evans, 2001) were the primary reasons why teachers were seeking employment abroad.

A study conducted by Halicioglu (2015) in Turkey affirmed that there were challenges facing NNEST teachers in teaching abroad, both professional challenges in their school workplace and personal challenges in their personal life. It suggests that such teachers embarking on a professional adventure overseas would benefit from careful consideration of the kind of school they will thrive in, mindful preparation for the move to a foreign country, and awareness that they will experience some form of culture shock. Further, different cultural setting enables NNEST foreign-teachers to develop instructional strategies (McKay, 2000) and classroom management that blend to the diverse classroom context and culturally responsive pedagogy

(Gay, 2002; Wang, Bernas, & Eberhard, 2005). In addition to their professional challenges, the teachers often felt they were treated as second class, because of their accent. This study draws three challenges in teaching abroad such as professional challenges (Moussu & Lhurda, 2008; Medges, 2001; Novio, 2014; Pennycook, 2004), personal challenges (Briane, 2004; Clark & Paran, 2007 ; DeVillar & Jiang, 2012; Frederiksen, 2014; Lhurda, 2005a) , cultural challenges (Baker, 2008; Garson, 2005; Gay, 2002; Sherman, 2018). Likewise, more recent of NNES foreign-teachers while teaching abroad were conducted by Clark & Paran (2007) in Hongkong; and Alpaugh (2016) in South Korea. Both studies claim that there are challenges in teaching abroad in terms of employability and motivations; however, they do not report the challenges and benefits of teaching foreign classroom. Benefits while teaching abroad, on the other hand, were highlighted such as internationally minded teacher, teaching experience , professional development, and cultural awareness (Cushner, 2007; Frederiksen, 2014; Garson , 2005; Halicioglu , 2015; Medgyes , 2001; Merryfield, 2000; Novio, 2014.

Generally, most research so far concerning the NNES foreign- teachers' attitudes, employability abroad, linguistics competent, adaptability, and cultural competence, relatively little to NNES foreign teachers teaching particularly on their challenges and benefits in teaching abroad. This article will address the challenges facing to non-native English speaking teachers moving abroad for the first time, regardless of the type of school in which they work. The article does not totally investigate NEST/ NNEST dichotomy in foreign classroom; this is another area requiring research due to the ease with which sensitive issues.

To specify the context of this study, the following questions are given:

- a) What are the challenges and benefits that Non-native English Speaking Teachers encountered in teaching in a foreign classroom?
- b) How do they perceive themselves as a non-native English foreign teacher in a foreign classroom?

Knowing and understanding the experiences of non-native English speaking teachers abroad, it was then a vital blue print to guide international law makers, manpower agencies around the world, and policy maker in their policy making and decision making towards internalization. Additionally, the findings contributed to the research literature regarding the relationship between non-native English foreign teacher's experiences and their transference, adaptation, and integration into the classroom practice of beginning teachers in foreign classroom —an area in which research remains sparse.

It should be acknowledged in this present paper, however, that the terms – Native English Speaking Foreign Teacher 'NESFT' and Non-native English Speaking Foreign teacher 'NNESFT' – are not unproblematic in this case, since they are not necessarily mutually exclusive categories, and neither can these two groups of teachers be neatly defined. It is therefore essential to acknowledge the problematic and essentialist nature of the native/non-native dichotomy (Medger, 2000). For the purpose of this study, however, the terms – 'NEFT' and 'NNEFT'- were still used in the study because these terms were widely used by the participants themselves and could serve as tools for investigation.

## C. Methodology

### 1. Research Design

This study employs qualitative enquiry with content analysis as the main method in analysing the interview data. It was qualitative enquiry as it draws rich data, analyses the lived experiences, interests, and challenges (Silverman, 2000) of fifteen NNES foreign teachers in teaching abroad. The interview data obtained from online semi-structured interviews, reflective essay, and video/audio-recorded class observation were subjected to in depth content analysis (Mayring, 2000a) in order to answer the query of the paper. All the responses and answers were transcribed and were read many times in order to understand the content and the message,, the it was revisited and revised to add more detail. Data were categorized into themes and their codes were then transformed into sub-codes for more differentiation.

### 2. Participants

This study was conducted in three countries in Southeast Asian regions, namely, Thailand, Indonesia, and Vietnam, where fifteen NNESFT from private and public educational institutes

participated in the research. The reason of choosing these countries was based on UNESCO (2015) report wherein these countries were the leading recruiter for teachers in Southeast Asia region. Hence, the researcher employed purposive sampling of the NNESFT based on the following criteria: has been teaching in those three countries for at least 2 years below in any levels of education (e. g. primary, secondary, and tertiary); holding a working permit to teach; holding a working visa; and holding a teachers' license from Professional Regulations Board (PRC) or any teachers accrediting organisations ( e.g. TEFL, TESOL, or CELTA).

**Table 1. Demographic Data of the Participants**

Pseudonym	Age	Gender (M=Male; F=Female)	Qualification	Yrs. of teaching experience	Country of current position/Years	Sector
ET1	35	F	BSE-ENGLISH	13	Vietnam	Secondary
ET2	30	M	BSE-ENGLISH	9	Thailand	Secondary
ET3	32	F	BA-ENGLISH	10	Thailand	Secondary
ET4	27	F	MA-ELT	5	Indonesia	Secondary
ET5	29	M	BSE-ENGLISH	4	Indonesia	Secondary
ET6	29	F	MA-ELT	5	Vietnam	Secondary
ET7	30	F	BSE-ENGLISH	6	Thailand	Primary
ET8	23	M	BSE-ENGLISH	2	Thailand	Secondary
ET9	33	M	MA-ELT	8	Vietnam	Secondary
ET10	34	M	BSE-ENGLISH	13	Indonesia	Secondary
ET11	28	M	BSE-ENGLISH	6	Thailand	Secondary
ET12	27	M	BSE-ENGLISH	6	Indonesia	Secondary
ET13	24	F	MA-TESOL	2	Thailand	Secondary
ET14	33	F	PhD (ongoing)	7	Vietnam	Secondary
ET15	32	F	MA-Public Add	8	Thailand	Secondary

Note: ET refers to English Teacher  
1 to 15 pertains to ET's code

### 3. Data Collection and Data Analysis

Before conducting this study, the researcher identified the NNESFT participants through conferences (e. g. national and international), co-members in OFW (Overseas Filipino Workers) Facebook group page, co-lecturer, and colleagues referrals. After sorting the names and their teaching workplace, they were then contacted through their email-addresses and Facebook chat to confirm their participation in the study; and whether or they meet the said criteria. It was worth mentioning that NNESFT identified participants were all Filipinos. For ethical consideration, the researcher presented about the study and its purpose - where NNESFT participants agreed. It was worth mentioning that their participation was voluntarily, therefore, all data were taken from the foreign teacher-participants threatened confidentiality. The original NNESFT were 19; however, during the process of collecting the data, only 15 of them submitted and cooperated in the study.

Due to practicality, semi-structured individual interviews through Facebook chat (as face-to-face interviews were not possible) was conducted based on their convenient time. Semi-structured interviews were useful and appropriate for the study, as it provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data (Neuman, 2006; Ryan & Bernard, 2000). NNESFT participants answered preset open-ended questions related to teaching abroad (e.g. challenges, benefits, experiences, and reasons of teaching abroad). The questions were given to the participants before the actual interview for their perusal. Audio-phone record (APR) was utilized to record the interview, this means before transcription, the researchers listened the APR twice for clarification purposes. Hence, the participants were requested to either use English or their mother language in narrating their

responses. Fortunately, 90 % of the interview was done in English and the remaining percentage was translated.

## D. Findings

The results of this study are presented and discussed under three themes and subthemes as reflected from the research questions, challenges, perceived benefits, experiences, and directly quoted interview excerpts were given below. Thus, pseudonyms are used for the NNES foreign teachers' participants.

### 1. THEME 1: Reasons of teaching abroad

#### a. Extrinsic reason

In the interview, most of the NNES foreign-teachers revealed that their situation in their country deems them to teach abroad. Thus, their salary abroad helped their family in their home country.

*My first aim why I moved abroad, it's because of salary. I was a government teacher in my country with the salary of 25,\*\*\* pesos. However, this money cannot help me to sustain the needs of my children, so since, I heard that if I go abroad I could earn more I then tried. [ET1]*

*I was a Business Process Outsourcing (BPO) assistant manager in the Philippines where I received good salary compared to other employees in the industry, but it's not enough to my family and even to me, so I decided to apply abroad. [ET2]*

*My salary in the Philippines is not enough to pay the tuition fees of my children so I decided to work here hoping to earn good money. [ET3]*

From the responses of the foreign-teachers when asked about their reasons in teaching abroad, it is clear that their current situations deem them to apply for teaching job abroad.

#### b. Intrinsic and Altruistic Reason

Another subtheme that was formed from the data interview was self-perceived reason. Most of the NNES foreign teacher participants stated that teaching abroad was a way to develop and widen their horizon in the field of teaching.

*The reason why I moved here, it is because I want to see myself teaching outside of my comfort zone, I think it's a good opportunity to emerge myself in other learning environments. [ET4]*

*Actually, my primary reason why I considered teaching abroad was because I want to learn new skills. Not only will I get new skills at my new job abroad, but I think I will also learn new soft skills, from international communication skills to networking. [ET5]*

*I want to expand my horizon in my field, because I believe that teaching abroad is not about earning money but it's all about creating myself for better me. I believe also in the concept of internalisations, so I applied here. [ET6]*

The interview findings also revealed that in addition to developing and widening their horizon in the field. Some NNES foreign teacher participants believed about internalization and by teaching abroad they would enhance their communication skill.

### 2. THEME 2: Challenges

#### a. Teaching English Language Abroad as Non-Native Speaker

In the interview, most of the Non-native-English-speaking foreign teacher participants revealed that teaching English language abroad as Non-native speaker was a challenging, as "NES/NNES dichotomy" concept deems them to get lower salary and discriminative.

*I am not comparing myself with that of "farangs", but being NNES teachers in my school was really challenging, because if you are NNES it is expected that you can get lower salary and if you are "white" you can get more, even though I have strong teaching qualification. In this case, it discriminates my profession and even as a NNES in a foreign classroom. [ET4]*

*Working in a foreign classroom as NNES teacher would be extremely rarity. I am always facing an uphill battle in terms of perception of my students' parents. I feel that their parents have a general disliking toward NNES foreign-teachers teaching their kids. [ET2]*

*I am always struggling because of my status as NNES teacher, my director was always telling me to have more teaching loads because NNES and they are afraid to lose the NES teachers in our school. [ET7]*

From the responses of the NNESFT participants when asked about their challenges in teaching abroad, it was clear that “NNESFT or NESFT dichotomy” concept was still rampant in the field as it affects the teacher’s motivation and discriminative in their profession.

b. Cultural shock

Another subtheme that was formed from the data interview was culture shock. Most of the NNESFT participants mentioned that culture shock that leads to miscommunication, lack of cultural awareness, and cultural sensitivity issues.

*The non-confrontational trait in my workplace sometime leads to miscommunication. I believe it was part of their culture, but it's quite difficult to handle resulting to unconsciousness whether I am doing the right teaching or not. [ET8]*

*In my first day of teaching in my workplace, I was assigned to stay in the gate before 7: 30 am to greet the students and check their uniform whether it is well-presented or not; and also their sacks and hair style were checked. It really takes time for me to embrace the culture. It is really opposite in my previous workplace in my country wherein we do checking inside of the classroom and the monitoring of hair style and others will be checked inside the classroom. [ET9]*

*I had a culture shocked when I first entered in Indonesia and teach. First, I always like to shake hands with new people I meet. All of which often causes debate and comfortableness especially Muslim female. [ET10]*

*In my first day of teaching, I am so eager to teach and engage them in learning process, however, I found out that my students are culturally passive, silent and shy in the class. Sometime, they do not participate in the class activities even I tried my best to engage them in the learning process. [ET14]*

These challenges may also be the reasons of miscommunication and cultural understanding breakdown. Their answers may draw a frame about cultural awareness in teaching abroad and prepare TESOL teachers/designer on this matter.

c. Curriculum and Textbooks

Another subtheme that was formed from the data interview was Curriculum and Textbooks. Most of the NNESFT participants revealed that Curriculum and Textbooks were one of the most challenging in a foreign classroom.

*Particularly, I was shocked to know that at year 5 still do not know about consonant and vowels. Personally, I haven't explored that much of their curriculum, but this encounter needs to be addressed. [ET13]*

*Based on my experienced, I have been always struggling on modifying my lesson, because some topics in the textbook are not inclined to the competencies that are needed to be developed. And the textbooks provided to my students are not all inclined to the competencies. [ET12]*

*I feel challenging about the curriculum, because sometime I do not know exactly the skills that I need to teach. Though there are much freedom in us, but am always afraid because my students have a national exam, and am not sure whether am teaching the right track that is within the scope of their exam or not. [ET11]*

*The Textbooks used for teaching English in my class are written by English authors and targeted for English children. The covers and first page of have been translated into their mother language but there isn't a single word of their mother language in the entire rest of the book. One thing, are the examples in their textbook, for instance, the vegetables, fruits, and animals mentioned in these books do not occur naturally in Thailand. [ ET9]*

However, one participant drew attention on the communicative language teaching (CLT), [ET10] said,

*I think I don't have any problem in terms of employing the curriculum as I was able to use the communicative language teaching in my classroom, the only problem that I have been experiencing is the text book as it seems not aligned to the competencies of my students. It is , in other words, too demanding.*

From the interview data above, it was noticeable that NNESFT participants had a problem in implementing the curriculum in a foreign classroom resulting to misconception about the target objectives, not suitable to the learners need, and competencies were not inclined to the textbook that being implemented in the classroom.

### **3. THEME 3: Perceived Benefits**

Three subthemes were found to be recurring in the interview data, namely; teaching abroad for financial aspects, self-development, and building cultural awareness.

#### **a. Financial aspects**

The interview data revealed that financial aspect was considered the primary benefits in working abroad. These benefits have drawn into two ways; financial assistance to a family member; and shifting a living status.

*There are many benefits I have earned now particularly allowing my sister and brother to finish their studies and now she's in Bangkok also teaching kindergarten student and the other one soon to fly to the Kingdom of Saudi Arabia. Then, I was able to renovate the house in the Philippines and buy new things and be able to set some earned money to an investment to which I was assisted by my financial advisor. [ET4]*

*Teaching abroad helps me a lot, especially on helping to uplift my family from poverty. Now, I have a small bangus farm and sugarcane lot in the Philippines managed by my father. [ ET8]*

*Actually working abroad helps me to build my own house and I bought some properties such as, small farm and a fish pond.[ET12]*

*I went here abroad to get higher salary so that I could help my family and also to send my younger siblings to school. [ ET14]*

#### **b. Personal development**

The interview findings revealed that teaching abroad was sort of personal growth, particularly on self-preparedness for future goal, employability, improving potential, improving self-knowledge and their outlook towards internalization.

*I am novice teachers here; I feel that teaching abroad is not just about money, but it's all about preparing me for a big future. It is a big future for me, because I can see now that most of the countries around the world are aiming for internalization and I want to be part of it. So, this is a good chance for me to develop and equip myself. [ ET9]*

*Actually, teaching abroad helps me to improve my knowledge and even my potentials in terms of handling different curriculum. I think it's a good opportunity to try new concept and would help soon for my future endeavours. [ ET12]*

*I became fluent in speaking English and learnt to deal with people of different cultural backgrounds harmoniously and also employability. [ ET7]*

*In terms of communication skills, I have learned not to insist what I thought and believe is right, learned to accept things are different and people are not all nice and we cannot expect them to be so. Still we have to be nice as much as we can. [ET2]*

c. Building Cultural Awareness

Another subtheme that was formed from the data interview was building cultural awareness. Most of the foreign teacher-participants revealed that building cultural awareness was also a benefit in teaching abroad. They perceived that building cultural awareness could help them to handle diverse class in the future, thus get them prepared towards internalization.

*I come across people with different cultures, languages, ideas, their beliefs, and also methods of working. This way meeting different people from different countries, I have got to learn how to tackle people of heterogeneous nature. This would add to my skill of handling a large scale of international schools with many diverse teachers in the future.[ET11]*

*I am working in an International school, so my students are diverse in nature (e.g. their L1 is English, some are British, and some are French, among others). In this case, I learned how to build my awareness on different cultures of my students so I easily address their needs. [ET3]*

*I am working in an International program of one government schools and most of my learners are Thai and few are foreigners. Hence, I have learned how to emerge multilingual learners, by doing that, it builds my awareness on different cultural identities and how they formed themselves in the classroom. [ET5]*

Giving the challenges that these foreign-teachers encountered in teaching abroad, number of them affirmed that teaching abroad can have a positive effect and impact on their employability and financial aspect.

## E. Discussion

This study explored the lived experiences, reasons of teaching abroad, challenges, and perceive benefits of 15 NNESFT in three countries in Southeast Asian regions, namely, Thailand, Indonesia, and Vietnam. Among the reasons that foreign-teachers had in teaching abroad were extrinsic reason where their current situation in their country deems them to apply abroad and intrinsic reason which foreign-teachers perceived that teaching abroad could help them to develop and widen themselves in the field. These reasons were frequently noticeable to most migrant workers around world that working in a foreign country enables them to have international experiences which had brought about tangible impact whether financial aspect or personal development aspect (DeVillar & Jiang, 2012; Frederiksen, 2014; Nunan, 2012; Alpaugh, 2016), NNES foreign teacher participants mentioned that their earnings in their country was lower than to their earnings abroad. This implies that extrinsic reason intervened into their decision making in seeking employment abroad (Clark&Paran, 2007; Frederiksen, 2014; Ubalde, 2007).

Consequently, teaching abroad studies also means facing some challenges. The studies by Beijaard, Meijer, & Verloop (2004); Briane (2004); Clark & Paran (2007); DeVillar & Jiang (2008); Frederiksen (2014); Halicioglu (2015); Lhurda (2005), Moussu & Lhurda (2008), Medgyes (2001), Novio (2014), Pennycook (2004) exposed a number of common problems that a foreign-teacher has to deal with when teaching in a foreign classroom. The findings of this also disclosed some challenges that these foreign-teachers faced namely, teaching English language abroad as NNESFT, cultural differences, and curriculum and textbooks. NNESFT participants stated that “NNESFT / NESFT dichotomy” concept was noticeable in their workplace resulting for them to get lower salary. This concept affected NNESFTs’ self-confidence, feel discriminated, and they could feel demotivated to fully exercise their duties as an English teacher as this concept gives boundaries among teachers in the field (Khaopa, 2011; Lhurda, 2005; Medges, 2001; Moussu&Lhurda, 2008). In this way, the anti-NNES bias became roller phenomena in the teaching field resulting a negative impact to both learners’ attitudes and perception in language learning and thus to NNES teachers’ self-belief as professional (Beijaard et al., 2004; Clark &Paran, 2007). Conversely, Medgyes (2001) and Pennycook (2004) suggested that there was no need to reject or ignore the dichotomy, but rather it should be scrutinized carefully. Further, It

should be noted that when NNESFTs have felt the equal treatment and no discrimination within their profession, they will be able to help the global shortage of teachers (Cushner & Mahon, 2002; Halicioglu, 2015) and feel motivated to teach as their role is highlighted in the context of English as an international language (Novio, 2014). Likewise, recruiting foreign teachers without looking to NES/NNES criteria and be hired according to their qualifications could create a good environment in the teaching field (Khaopa, 2010; Thornton & Reid, 2001; Yoon, 2014). In this study, NNES foreign-teachers admitted that native/non-native dichotomy affects their profession as teachers abroad. Medgyes (2001) emphasized that this situation should be scrutinized carefully. Thus, policy makers, international organizations for teachers, and even researchers need to study and see how this problem affects globalization and in language learning process. NNES foreign teacher participants reported their experiences in different working cultures compared to their home country including schools, students and teaching/learning approaches. Although some studies in the literature affirmed that teaching in different cultures enables NNES foreign-teachers to develop strategies in instruction and classroom management that blend to the diverse classroom setting and culturally responsive pedagogy; thereby, opening the door to mutually constructive educational experiences (Gay, 2002; McKay, 2000; Wang, et al., 2015).

Meanwhile, NNESFT as participants of the study mentioned that culture shock was one of their challenges in working abroad. This implies that these NNES foreign-teachers did not search or learn cultural awareness before applying abroad, particularly in knowing their learners' cultural backgrounds. This situation is common, however, this may bring two introspections; it might bring about greater opportunities for learning by creating more opportunities for students to bring their own cultural background and experiences into the learning process; or, it may bring harmful effect in teaching process as cultural sensitivity is important particularly to those preserved country and those country who has strong culture (Sherman, 2018). Nevertheless, cultural awareness should be still taken into account as part of the process in seeking employment abroad because it gives NNESFT applicants a broader idea about one's culture.

The following findings in the study revealed that NNESFT participants had difficulties in handling and implementing curriculum and textbooks because of its complexity, not aligned to the competencies and needs of the learners, and not suitable to the context. Textbooks and curriculum were the most important blue print in learning process, as it represented a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language (Graves 2000; McKay, 2000). However, textbooks and curriculum were designed by the authorities which need to be followed (Coulter & Abney, 2009). It was then the responsibility of NNES foreign teacher to adapt and be flexible with the curriculum (Cushner, 2007; Cushner & Mahon, 2002) There was, however, one participant who mentioned that he is aware about communicative language teaching (CLT) method, but the problem was how he utilized the method, as it was not aligned to the textbook, as well as the competencies of the students.

Despite the reported reasons and challenges encountered by a number of NNESFT teacher, they still drawn a positive impact of teaching and working abroad. Most of them admitted that teaching abroad can benefit them personally and professionally. Some of these benefits include: financial aspects (financial assistance for their families in their home country); personal development (extrinsic and intrinsic personal development); and building their cultural awareness. These perceived benefits as found in this study are consistent with the findings of Cushner (2007); Frederiksen (2014); Garson (2005); Halicioglu (2015); Medgyes (2001); Merryfield (2000); and Novio (2014). Indeed, teaching abroad was a great opportunity for NNES foreign-teachers to experience diverse classroom, experience of different people, enhance to gain experience of other cultures and working styles, which is very important in a global community of teaching English language. Gaining experience on international exposure early in their career can give them a competitive edge, as well as being very personally rewarding. More specially, of NNESFT who are teaching in international contexts would have the edge in addressing needs of learners particularly in multicultural contexts that are essentials for improving students learning in a diverse classroom and also in global community (Cushner 2007).

Although this study claimed strengths in the presentation of NNESFTs' experiences, reasons, challenges, and perceived benefits in teaching in a foreign classroom, there were limitations with regards to participants and focus. As this study has only 15 NNESFT participants, the data and findings may not provide as sound representation of all NNESFT abroad. Studies of NNESFT with different focus, with greater number of NNES foreign teacher and with different methodologies are highly recommended. Future studies may compare the experiences of NNESFT with other teachers in the ASEAN region and also to the global community where NNESFT teacher are present in the community. Implications for ASEAN policy for immigrant workers may arise.

## F. Conclusion

Understanding and knowing the benefits and challenges of NNESFT in a foreign classroom does not only improve the educational system in international context and migration policy for foreign teachers, it also allows curriculum designers of TESOL and educationalist to see if the curriculum that were being taught inside the classroom are in lined with what is really happening in the field, thus it prepares teachers. This study attempted to identify the experiences, reasons, challenges, and perceived benefits of 15 NNESFT foreign teachers teaching in Thailand, Vietnam, and Indonesia. The findings indicated that although the NNESFT foreign teachers as participants of the study held an extrinsic and intrinsic reasons in teaching abroad, most of them were motivated to teach abroad because of their situation deems them to do so and number of them stated that teaching abroad is way to develop and widen their horizon in the field. Some challenges that were reported include teaching English language abroad as Non-native speaker, cultural differences, and in curriculum and textbooks.

The findings of this study are not only relevant in Indonesia, Vietnam, and Thailand context; but for all countries in ASEAN region and elsewhere in the world. It is therefore important to consider the following key points. First, when NNESFT teachers considering in becoming teacher abroad, NNESFT teachers should know the educational system where they want to teach. So, they could build an idea on what the curriculum and textbook look like (Halicioglu, 2015). Hence, trainings, workshops, and orientation on how to handle these stuffs are needed before seeking employment abroad. It is also noted that curriculum designers should revisit their curriculum, if their current curriculum is in lined with transnational setting. This would help future teacher graduates who are planning to teach abroad and also for preparing student-teachers to be globally competitive teachers. Second, to develop teachers' cultural understanding within the classroom context both national and international setting as it is one important way to close the achievement gap is to ensure that teachers are culturally competent so that they can provide their students with the educational experience they deserve. Third, for schools administrators in foreign country should give the deserve salary of NNESFT according to their qualification, not by their status. This will eliminate the discrimination on their profession NNESFT will be able to full fill their professions that is why, they could fully exercise their duties as teachers without feeling discriminative. By considering these key points, NNESFT could help more the globally competitive teachers and would help the contiguous transformation towards global community.

## G. References

- Altbach, P. (2004). Globalization and the University: Myths and Realities in an Unequal World. *Tertiary Education and Management*, Vol. 1, 3-25. doi: <https://doi.org/10.1080/13583883.2004.9967114>
- Alpaugh, M. (2016). The Beliefs, Motivations, Expectations, and Realities of Native English-Speaking Teachers at Hagwons in South Korea. *Korea TESOL Journal*, Vol. 12, 65-86.
- Baker, W. (2008). A Critical Examination of ELT in Thailand: The Role of Cultural Awareness. *RELC Journal*, 39(1), 131-146. doi: <https://doi.org/10.1177%2F0033688208091144>
- Baker, W. (2012). English as a Lingua Franca in Thailand: Characterisations and Implications. *Englishes in Practice*, Vol. 1, 18-27. url: <https://eprints.soton.ac.uk/395235/>
- Beijaard, D., Meijer, C., & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education*, 20(2), 107- 128.

- Butler, Y. G. (2009). *Teaching English to young learners: The Influence of Global and Local Factors*. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 23–29). Reading, UK: Garnet Education
- Cameron, L. (2003). Challenges for ELT from the Expansion in Teaching Children. *ELT Journal*, 57(2), 105–112.
- Chalapati, S. (2007). *The Internationalization of Higher Education in Thailand: Case Studies of Two English-Medium Business Graduate Programs* (Unpublished Ph.D Dissertation of Social Science and Planning Design and Social Context Portfolio). Royal Melbourne Institute of Technology, Australia.
- Choi, Y. & Lee, H. (2008). Current Trends and Issues in English Language Education in Asia. *The Journal of Asia TEFL*, Vol. 5, 1-34.
- Clark, E., & Paran, A. (2007). The Employability of Non-native-speaker Teachers of EFL: A UKsurvey. *System*, Vol. 35, 07–430.
- Coulter, M. & Abney, P. (2009). A Study of Burnout in International and Country of Origin Teachers. *International Review of Education*, 55(1), 105-121.
- Creemers, B., & Kyriakides, L. (2008). *The Dynamics of Educational Effectiveness: A Contribution to Policy, Practice and Theory in Contemporary schools*. New York: Routledge.
- Cushner, K. (2007). The Role of Experience in the Making of Internationally-Minded Teachers. *Teacher Education Quarterly*, 27-39. Retrieved from <https://files.eric.ed.gov/fulltext/EJ795140.pdf>
- Cushner, K., & Mahon, J. (2002). Overseas Student Teaching: Affecting Personal, Professional, and Global Competencies in an Age of Globalization. *Journal of Studies in International Education*, 6(1), 44–58. doi: <https://doi.org/10.1177/1028315302006001004>
- Darling-Hammond, L. & Youngs, P. (2006a). Defining “highly qualified teachers”: what does “scientifically based research” actually tell us?. *Educational Researcher*, 31(9), 13–25.
- DeVillar, R., & Jiang, B. (2012). From Student Teaching Abroad to Teaching in the U.S. Classroom: Effects of Global Experiences on Local Instructional Practice. *Teacher Education Quarterly*, Vol. 2, 7-24. url: <https://eric.ed.gov/?id=EJ1001435>
- Duflo, E. (2001). Schooling and Labour Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment. *The American Economic Review*, 91(4), 795–813. url: <https://www.jstor.org/stable/2677813>
- Evans, L. (2001) Delving Deeper into Morale, Job Satisfaction and Motivation among Education Professionals. *Educational Management & Administration*, 29(3), 291-306. doi: <https://doi.org/10.1177%2F0263211X010293004>
- Frederiksen, C. P. (2014). *Filipino EFL teachers Working Abroad: Some Benefits and Down sides for English Teachers Working Abroad*. Unpublished thesis, Malmö University, Sweden. Retrieved from <http://muep.mau.se/bitstream/handle/2043/16749/Filipinos%20Teachers%20Working%20Abroad.pdf>
- Gay, G. (2002). Preparing for Culturally Responsive Instruction. *Journal of Teacher Education*, 53(2), 106-116. doi: <https://doi.org/10.1177%2F0022487102053002003>
- Garson, B. (2005). Teaching Abroad: A Cross-Cultural Journey. *Journal of Education for Business*, 80(6), 322–326. doi: <https://doi.org/10.3200/joeb.80.6.322-326>
- Graves, K. (2000). *Designing Language Course, A Guide for Teachers*. Boston. Heinle. Cengage Learning.
- Graddol, D. (2006). *English Next*. London: British Council. Retrieved from <https://englishagenda.britishcouncil.org/continuing-professional-development/cpd-researchers/english-next>
- Halicioglu, L. (2015). Challenges Facing Teachers New to Working in Schools Overseas. *Journal of Research in International Education*, 14(3), 242–257. doi: <https://doi.org/10.1177/1475240915611508>
- Hayden, M. (2002). International Education: Pragmatism and Professionalism in Supporting Teachers. In: Hayden M, Thompson J. J. and Walker G (eds) *International Education in Practice: Dimensions for National and International Schools*. London: Kogan.
- 
- Dumlao, R. P. & Mengorio, T. (2019). From Inland to Outland: Experiences of Non-native Expatriate Teachers Teaching in a Foreign Context. *Journal of English Education*, 4(1), 24-37. doi: <http://dx.doi.org/10.31327/jee.v4i1.898>

- Hoang, V. (2010). *The Current Situation and Issues of the Teaching of English in Vietnam*. Retrieved from [http://r-cube.ritsumei.ac.jp/bitstream/10367/4129/1/LCS\\_22\\_1pp7-18\\_HOANG.pdf](http://r-cube.ritsumei.ac.jp/bitstream/10367/4129/1/LCS_22_1pp7-18_HOANG.pdf)
- Hiranburana, K. (2015). Use of English in Thai Workplace. *Kasetsart Journal of Social Sciences*, 1–8. doi: <https://doi.org/10.1016/j.kjss.2015.10.002>
- Holopainen, J. & Bjorkman, I. (2005). The Personal Characteristics of the Successful Expatriate. *Personnel Review*, 34(1), 37–50. doi: <https://doi.org/10.1108/00483480510578476>
- Howard, T. C. (2003). Culturally Relevant Pedagogy: Ingredients for critical teacher reflection. *Theory Into Practice*, 42(3), 195–202. doi: [https://doi.org/10.1207/s15430421tip4203\\_5](https://doi.org/10.1207/s15430421tip4203_5)
- Khaopa, W. (2011). Poor Recruiting Hurts Quality of Teachers. *Nation*. Retrieved from <http://www.nationmultimedia.com/new/national/Poor-recruiting-hurts-qualityofteachers-30167249.html>
- Llurda, E. (2005a). Non-native-speaker Teachers and English as an International Language. *International Journal of Applied Linguistics*, Vol. 14, 314–323. doi: <https://doi.org/10.1111/j.1473-4192.2004.00068.x>
- Mahon, J., & Cushner, K. (2002). The Overseas Student Teaching Experience: Creating Optimal Culture Learning. *Multicultural Perspectives Journal*, 4(3), 3–8. doi: [https://doi.org/10.1207/s15327892mcp0403\\_2](https://doi.org/10.1207/s15327892mcp0403_2)
- Mayring, P. (2000a). Qualitative Content Analysis. *Forum: Qualitative Social Research*, 1 (2). Retrieved from (<http://www.qualitative-research.net/fqs>)
- McKay, S. (2000) Teaching English as an international language: implications for cultural materials in the classroom. *TESOL Journal*, 9(4), 7–11. doi: <https://doi.org/10.1002/j.1949-3533.2000.tb00276.x>
- Merryfield, M. M. (2000). Why aren't Teachers Being Prepared to Teach for Diversity, Equity, and Global Interconnectedness? A Study of Lived Experiences in the making of Multicultural and Global Educators. *Teaching and Teacher Education*, 16(4), 429–443. doi: [https://doi.org/10.1016/S0742-051X\(00\)00004-4](https://doi.org/10.1016/S0742-051X(00)00004-4)
- Medgyes, P. (2001). *When the Teacher is a Non-native speaker*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315–348. doi: <https://doi.org/10.1017/S0261444808005028>
- Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & McClune, B. (2001). Training to Teach: motivating factors and implications for recruitment. *Evaluation and Research in Education*, 15(1), 17–32. doi: <https://doi.org/10.1080/09500790108666980>
- Nunan, D. (2012). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589–613. doi: <https://doi.org/10.2307/3588214>
- Neuman, W. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*, 6th ed., Boston: Pearson Education, Inc.
- Novio. (2014). *Tourist to Ajarn: The Filipino Teachers in Thailand*. Paper presented at local & Global Sustainability: Meeting the Challenges & Sharing the Solutions. Bangkok University, Thailand
- Odland, G. & Ruzicka, M. (2009). An Investigation into Teacher Turnover in International schools. *Journal of Research in International Education*, 8(1), 5–29. doi: <https://doi.org/10.1177%2F1475240908100679>
- Pennycook, A. (2004) Critical Applied Linguistics. In Davies, A & Elder, C (ed.). *The Handbook of Applied Linguistics*. Blackwell Publishing.
- Phillipson, R. (2009). English in Globalisation, a Lingua Franca or a Lingua Frankensteinia. *TESOL Quarterly*, 43(2), 335–339. doi: <https://doi.org/10.1002/j.1545-7249.2009.tb00175.x>
- Ryan, W. & Bernard, H. (2000). Data Management and Analysis Methods. In N. K. Denzin and Y. S. Lincoln (eds). *Handbook of Qualitative Research*, 2nd edn. Thousand Oaks, CA: Sage.
- Sherman, F. (2018). Cultural Sensitivity Skills in the Workplace. Retrieved from <https://smallbusiness.chron.com/cultural-sensitivity-skills-workplace-20375.html>
- 
- Dumlao, R. P. & Mengorio, T. (2019). From Inland to Outland: Experiences of Non-native Expatriate Teachers Teaching in a Foreign Context. *Journal of English Education*, 4(1), 24–37. doi: <http://dx.doi.org/10.31327/jee.v4i1.898>

- Silverman, D. (2000). *Doing Qualitative Research – A Practical Handbook*. London: Sage.
- Sitorus, S., & Budhwar, P. S. (2003). Indonesia. *Thunderbird International Business Review*, 45(5), 587–609. doi: <https://doi.org/10.1002/tie.10091>
- Smithers, A. and Robinson, P. (2001a). *Teachers Leaving*. London: NUT.
- Struyven, K. & Vanthournout, G. (2014). Teachers' exit Decisions: An Investigation into the Reasons why newly Qualified Teachers fail to enter the Teaching Profession or why those who do enter do not continue teaching. *Teaching and Teacher Education*, Vol. 43, 37-45. doi: <https://doi.org/10.1016/j.tate.2014.06.002>
- Suwarsih, M. (2007). Searching for an Appropriate EFL Curriculum Design for the Indonesian pluralistic society. *Teaching English as a Foreign Language in Indonesia Journal*, Vol. 18, 206-229. doi: <http://dx.doi.org/10.15639/teflinjournal.v18i2/196-221>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the US. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/coming-crisis-teaching>.
- Thornton, M. & Reid, I. (2001). Primary Teacher Recruitment: Careers Guidance and Advice. *Education*, 29(2), 3-13. doi: <https://doi.org/10.1080/03004270185200221>
- Thornton, M., Bricheno, P., & Reid, I. (2002). Students' reasons for wanting to teach in primary school. *Research in Education*, Vol. 67, 33-43. doi: <https://doi.org/10.7227%2FRIE.67.4>
- Tsui, A. B. M. (2004). Language Policies in Asian Countries: Issues and Tensions. *The Journal of Asia TEFL*, Vol. 1, 1-25. url: <http://hdl.handle.net/10722/85119>
- Ulla, M. (2018). English Language Teaching in Thailand: Filipino Teachers' Experiences and perspectives. *Issues in Educational Research*, 28(4), 1080-1094. url: <http://www.iier.org.au/iier28/ulla2.pdf>
- Ubalde, M. J. (2007). *RP's best Teachers are Leaving in Droves*. GMANews.TV. Retrieved from <http://www.gmanetwork.com>
- Wang, X., Bernas, R., & Eberhard, P. (2005). Maternal Teaching Strategies in four Cultural Communities: Implications for Early childhood Teachers. *Journal of Early Childhood Research*, 3(3), 269-288. doi: <https://doi.org/10.1177%2F1476718X05056525>
- Warschauer, M. (2000). The Changing Global Economy and the Future of English Teaching. *TESOL Quarterly*, 34(3), 511-535. doi: <https://doi.org/10.2307/3587740>
- Yoon, Seonmi. (2014). *The Qualifications for Being and Becoming English Language Teachers Across Junior/High School Level Public and Private Schools in Korea* (Unpublished Theses) . Indiana University of Pennsylvania, Indiana, PA 15705, USA



## Use of Hand Gestures through Digital Video to Improve Phonemic Awareness among Year 2 Pupils

### AUTHORS INFO

#### Bee Choo Yee

IPG Kampus Tun Hussein Onn  
[beechoo.yee@iphtho.edu.my](mailto:beechoo.yee@iphtho.edu.my)  
+60127541148

#### Nursasniza Adilah bte Abd. Samad

IPG Kampus Tun Hussein Onn

### ARTICLE INFO

o-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.899>

Received	:	24 March 2019
Reviewed	:	30 March 2019
Accepted	:	1 June 2019

© Yee & Abd. Samad 2019 All rights reserved

### **Suggestion for the Citation and Bibliography**

#### *Citation in text:*

Yee & Abd. Samad (2019) or (Yee & Abd. Samad, 2019)

#### *Bibliography:*

Yee, B. C. & Abd. Samad, N. A. (2019). Use of Hand Gestures through Digital Video to Improve Phonemic Awareness among Year 2 Pupils. *Journal of English Education*, 4(1), 38-47. doi: <http://dx.doi.org/10.31327/jee.v4i1.899>

### Abstract

Pupils need phonemic awareness so that they have the ability to manipulate the individual sounds in words. However, they sometimes focused more on reading comprehension rather than recognizing the letter sounds which build the words for reading. This action research was designed to improve the pupils' phonemic awareness by using hand gestures through digital video and it involved three cycles. The participants involved were 24 Year 2 pupils from one of the primary schools in Malaysia. Three different data collection methods used were tests, pupils' work and observation. The findings showed there was an improvement of mean scores from 40% in Test 1 to 91% in Test 2. The pupils' oral exercises also improved from 52.14% to 96.07%. The results from the observation checklist and notes also showed they became more aware in learning English through their increased communication and active participation in the lesson. This shows that the technique was able to help pupils to learn and remember the sounds of phonemes as they could read the words correctly. It is suggested to carry out further research to develop the pupils' skills in phonemic awareness through body movements in addition to hand gestures.

**Keywords:** phonemic awareness, phonemes, hand gestures, video

## A. Introduction

The ability to recognize the sounds of the letter is the foundation to a powerful reading skill. The pupils must realize that spoken words can be broken down into individual sounds, letters within words stand for sounds, and individual sounds blended together yield words (Spector, 1995), so pupils need phonemic awareness to be able to make use of letter-sound information (Phajane, 2014). In the Malaysian English syllabus, phonemic awareness was under the reading module (Module 2) in *Kurikulum Standard Sekolah Rendah* (KSSR) or Standard Curriculum for Primary School. Phonemic awareness was stressed for Year 1 and Year 2 pupils. As they move on to Year 3, they should be able to read English words and sentences with correct pronunciation. The pupils had to be able to relate the phonemes and graphemes which enable them to develop the letter sounds to build words.

According to Cunningham (as cited in Griffith & Olson, 2004) phonemic awareness has been defined as the ability to examine language independently of meaning and to manipulate its component sounds. Pupils usually did not take it seriously when they learn the phonemes. They only focused on understanding the meaning and producing comprehensible message or output. Phonemes are very abstract units of language and it is not easy for children to comprehend it (Griffith & Olson, 2004). By focusing too much on the pupils' ability to understand the information conveyed and to be able to read, their pronunciation might not be accurate and incorrect. Therefore, this study was conducted with the aim to improve the pupils' phonemic awareness in reading and the following research questions were formulated in order to meet the research objectives.

- 1) How does the use of hand gestures in digital video improve the pupils' phonemic awareness on phonemes 'igh', 'ear' and 'air'?
- 2) How does the use of hand gestures in digital video improve my teaching practice?

## Reflections of Past Teaching and Learning Experiences

Phonemic awareness has been included in the KSSR and the content standard for it is by the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts. The learning standard for the pupils is to be able to blend phonemes into recognisable words and read them aloud.

This research focused on improving the letter sounds in isolation and a preliminary study was conducted to find out the pupils' reading problem in phonemic awareness. The observation was done during the lesson when I (the second author) taught phonemes 'oa' and 'igh'. The reading text 'The Toad and the Goat' in Figure 1 was used to identify the pupils' problem in recognising the sound of phonemes 'oa' and 'igh'.

**The Toad and the Goat**  
 A toad wanted to see a goat.  
 He packed some oats for the goat.  
 The toad put on a bright red coat.  
 He got into a boat.  
  
 The boat turned right.  
 The toad got lost.  
 The goat waited for the toad.  
 The toad was not in sight.

**Figure 1. Reading Text of "The Toad and the Goat"**

The observation was conducted on 24 pupils in reading the text above, Table 1 shows the results of their correct reading of the underlined words in the text.

**Table 1. Results of Pupils' Correct Pronunciation of the Words**

Words	toad	goat	oats	boat	bright	right	sight
Number of pupils pronounced correctly the words	21	20	18	22	4	7	5
Percentage (%)	87.50	83.33	75.00	91.67	16.67	29.17	20.83

Based on Table 1, I found that the pupils' pronunciation on the words such as 'bright', 'right' and 'sight' were wrong and most probably it was affected by their mother tongue. Most of them had no problem in pronouncing the words with 'oa' because they applied the sounds of 'goat' to all words with phonemes 'oa'. They were familiar with the sound 'goat', so it was easier for them to pronounce the words correctly. As I found that the pupils were not well-exposed to phonemic awareness and it has led to the problems in their reading skills, thus I decided to improve their phonemic awareness by using a teaching and learning strategy of hand gestures through digital video.

## B. Literature review

### 1. Gardner's Multiple Intelligences

Gardner (1983) believed that humans were able to know the world through nine intelligences and the intelligences enable us to solve diverse problems, combined to carry out different tasks as well as understand others. These intelligences relate to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities. This model can be used to understand overall personality, preferences and strength. Gilakjani (2012) also agreed that in the second language classroom, it is possible to motivate learners by activating multiple ways of approaching through the use of tasks relating to the different intelligences.

Bodily-kinaesthetic, visual-spatial and linguistic intelligence were the three intelligences focused in this research. At a very young age, the pupils tend to be more active and were sensitive to activity that involves physical movement. According to Dunn and Sanders (as cited in Gilakjani, 2012), very young children are the most kinaesthetic and will gradually develop in visuals and auditory. Kinaesthetic children love moving around and learn better with concrete things. Visual-spatial intelligences means that they respond better on visual cues and images while linguistic intelligences involves them to be sensitive to meaning, sounds and rhythms of words. For this study, the pupils involved their bodily-kinaesthetic when they used the hand gestures, they saw the video (visual-spatial) and read the words (linguistic). I noticed that the pupils gave full participation when the lesson involved gestures. I tried to give instructions with gestures and noticed that more than half of the class was able to follow the instruction compared to giving instructions without gestures. This gave me the idea to use this strategy to improve the pupils' problem in phonemic awareness.

Phonemic awareness is often seen as unimportant components in teaching English where it actually plays a huge role in early literacy programme. Phonemes are not discrete units, phonemic awareness requires the ability to attend to a sound in the context of the other sounds in the word (Griffith & Olson, 2004). Spencer, Manning & Rodak (2008) also supported that gesture and speech form a tightly integrated system during language production and comprehension. Therefore, gestures helped the pupils to remember the sound of certain phonemes.

Useful phonics strategies include teaching pupils the sounds of letters in isolation and in words, and teaching them to blend the sounds of letters together to produce approximate pronunciations of words (Phajane, 2014). This research focused on improving the letter sounds in isolation and the chosen phonemes were the long vowel phonemes which were 'ear', 'air' and 'igh'. These phonemes are called trigraph which is a three letter grapheme, in which three letters represent one phoneme. The three letters make one phoneme sound, for example in a

word 'pear', the letter 'r' is hardly heard by the listener. So I hope by using hand gestures focusing on these words, my pupils could improve their usage of phonemic awareness.

### 2. Usage of Video in Teaching and Learning

A report by British Council (2008) showed that video is a great resource in class and there are an endless number of ways to exploit it to create motivating, memorable lesson with a high level of language production. Sherer & Shea (2011) also agreed using online video such as YouTube can support student learning. Video can be in the combination of moving images, pictures, audio as well as texts. Learning using video can easily adjusted according to the pupils' preferences and pace. They can replay the video as much as they want in order to understand the lesson delivered from the video.

In order to solve the problem that occurs amongst the pupils, I decided to use hand gestures through digital video to make it easier for the pupils to remember the sounds of phonemes. In the video, I showed a few hand gestures while reading the sound of phonemes, I demonstrated and read words with the selected phonemes. There were also exercises in the video that allowed the pupils to read by themselves. The video was uploaded to YouTube with the URL <https://www.youtube.com/watch?v=WddtrLhKMTw&t=11s> so that the pupils could access it at anytime and anywhere for self-learning.

### 3. Vygotsky's Zone of Proximal Development (ZPD)

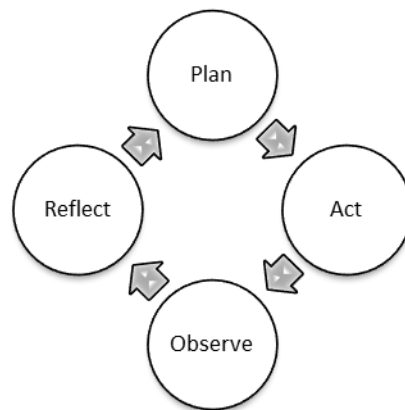
The other theory that I employed for my action research is Vygotsky's (1978) Zone of Proximal Development (ZPD). Scaffolding is the technique used in ZPD theory as a form of support for the development and learning of children. It is a process completed by a more competent individual supporting the learning of a less competent individual. In this study, the pupils could read the words but they had problems in reading correctly, so the teacher gave them support by teaching them explicitly the actions related to the words through digital video. The process starts from teacher demonstrating the action to the pupils until they were able to do it by themselves and facilitated by teachers.

I applied scaffolding to my pupils where I showed them the video and let them observed the hand gestures related to the phonemes. After that, I let the pupils read the phonemes and do the gestures with the help from the teacher. Then, I let them listen to the sounds of phonemes and asked them to help me with the gestures. Lastly, I displayed the list of phonemes and let the pupils read and do the gestures by themselves.

## C. Methodology

### 1. Research Design

Kemmis & McTaggart's (1988) action research model was used for the implementation of the strategy. The procedure was cyclical in nature and was intended to foster deeper understanding of a given situation. It had four steps in this action research model and the implementation of strategy was done in three cycles. Figure 2 shows Kemmis & McTaggart's action research model cycle.



**Figure 2. Kemmis and McTaggart's Action Research Model**

Li (2012) stated that the model “Plan – Act – Observe – Reflect” spiral of activity provided novices an easy entry to their action research journeys. Hall & Keynes (2005) also stated that in the first phase which was planning, the teacher started by raising a question about an issue or problem identified in the second language (L2) classroom. After the problem in the class was figured out, the teacher would plan on the action to be taken to improve the issue in L2 classroom. When the action was conducted, teacher had to investigate whether the approach showed any positive feedback on the pupils. Action would be followed by observation either in the form of observation, checklist or pupils’ work (Hall & Keynes, 2005). The last phase was reflection where the finding might cause the change in further action and lead to another question.

## 2. Participants

The participants were selected based on purposive sampling. They consisted of 24 pupils from a Year 2 class and they were in mixed ability. The pupils’ proficiency of English was intermediate and low. The pupils’ parents were mostly factory workers, cleaners, lorry drivers, clerks, teachers and self-employed workers. They were not widely exposed to the use of English language out of the school context. There were only two to three pupils in the class who could understand most of my instructions in English. They helped me a lot in translating my instructions to make their friends understand.

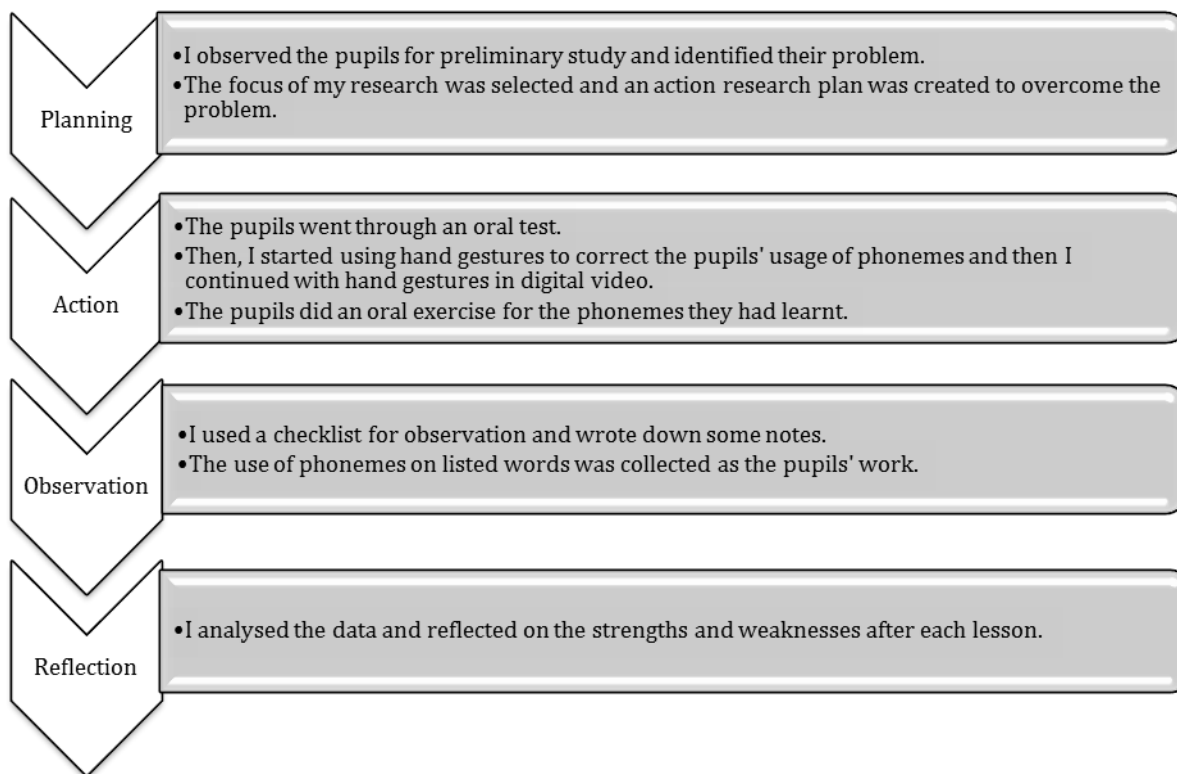
## 3. Procedure of Data Collection

Figure 3 shows the flow chart of the process of implementation I had carried out for this action research. The first step was planning stage. An observation for preliminary study was carried out during the teaching and learning session. I observed the pupils’ reading of phonemes by using a checklist and I identified the pupils who faced problems in phonemic awareness.

Then, a test was conducted for the next step which was an action stage. I also started to use only hand gestures in class to make sure the pupils could be familiar with the gestures to use the correct phonemes. The strategy was implemented in class during the presentation stage. I read the sentences or passage and used hand gestures for particular phonemes that were focused on that day. The pupils then were asked to read and spot the phonemes by doing the gestures together. After several times of trying the strategy, I showed a digital video on hand gestures and asked them to follow the gestures in the video. They showed interests and managed to follow the gestures in the video. After that, they did an oral exercise for the phonemes they had learnt.

During the observation stage, I observed the pupils’ by using a checklist to measure their response and behaviour during the lesson. This occurred during the practice stage in the lesson. When the pupils were doing the oral exercise, I observed them and ticked on the checklist for their behaviour and wrote down some notes. The last stage is reflection. I analysed the data and reflected on the strengths and weaknesses for each lesson.

This action research involved three cycles as three sets of words were given to the pupils at different time to see their progress in phonemic awareness. So there were three oral exercises for the pupils. An improvement of the pupils’ performance could be seen clearly through their oral exercises. I also prepared 10 oral questions for tests and asked the pupils to read individually. Data were collected based on the pupils’ correct reading of the words in Test 1 and Test 2. Then, a comparison was made on the two tests. The observation was done twice which was before and after the implementation of the strategy.



**Figure 3: Implementation of Action Research**

#### 4. Instruments

I had chosen three data instruments to determine the accuracy of my implementation results in the data triangulation method. The three instruments used were Test 1 and Test 2, pupils' oral exercises and observation checklist. The type of test that I used in the tests was an oral test. This test was made up of 10 sentences which the pupils needed to read orally. All of the sentences had a combination of words with phonemes 'igh', 'ear' and 'air'.

According to Goh (2012), pupils' work is one of the evidences of the pupils' progress on learning and it can clearly show the understanding and development of the pupils. Goh (2012) stated that evidence of pupil learning can be in the form of pupils' work, pupils' written or oral comments over time and teachers' evaluation after every lesson. The pupils' work used in this action research was three oral exercises that the pupils had to read. It was an oral exercise that consisted of five words with the combination of three focused phonemes sounds on three different exercises. The phonemes sounds selected were 'igh', 'ear' and 'air' sounds.

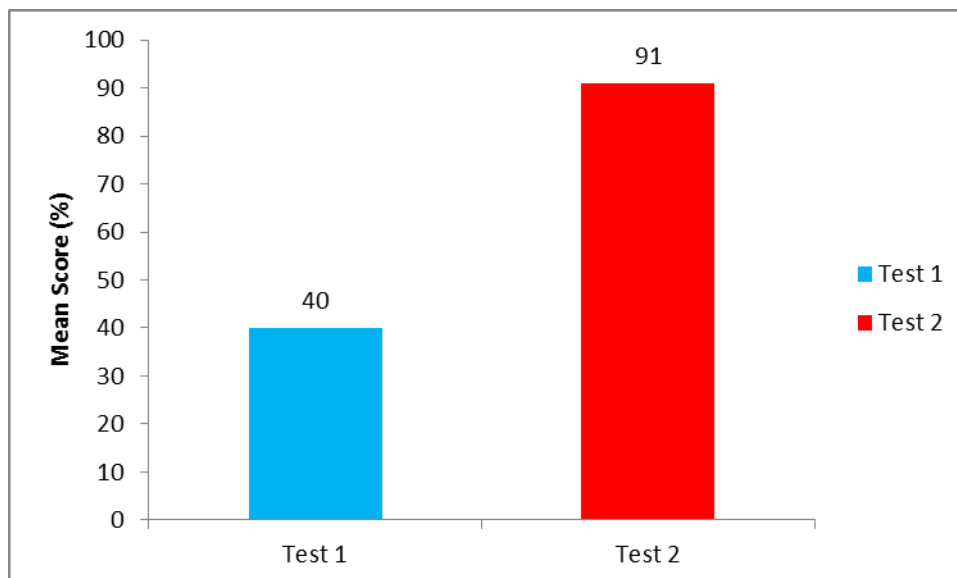
According to Mills (2014), observation is a qualitative data collection technique that is friendly and not overly time consuming. Teachers adjust and improvise the way of teaching and learning in class through observation. The checklist used 4-point Likert scale on degree from very weak level to very good level. The pupils were observed and monitored on the items to see how the strategy helped in improving their communication and participation in the classroom. The observation notes were also written by the teacher to see the progress and improvement on the implementation on new teaching strategy.

#### 5. Data Analysis and Interpretation

Data analysis is a procedure whereby the teacher researcher concludes the data gathered in a proper manner (Mills, 2014). In this study, both of quantitative and qualitative data collection methods were used. For tests, pupils' work and checklist, the mean were calculated. The observation notes were analysed mainly in qualitative. The results for tests, pupils' work and observation checklist were shown in the discussion below.

##### a) Test 1 and Test 2

Based on Figure 4, the mean for Test 1 and Test 2 shows a huge difference. It increased from 40 to 91. It showed that the research participants improved their phonemic awareness through hand gestures in video.

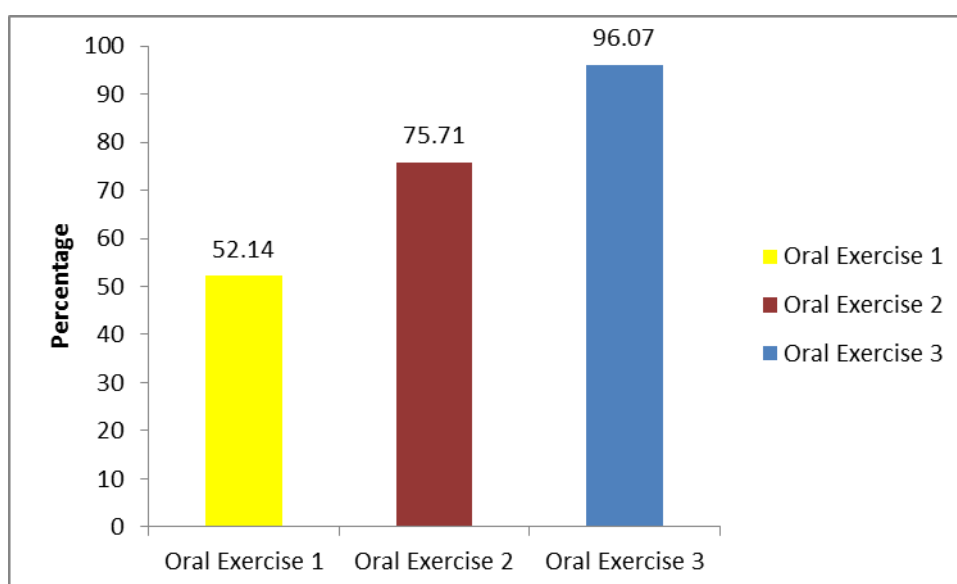


**Figure 4: Results of Test 1 and Test 2**

#### b) Pupils' Work

Pupils' work was tabulated to see the frequency of correct words they did in pronouncing the trigraphs. Pupils' work in the form of oral exercises were divided into three parts in which each set of oral exercise had different words but stressing on the same phonemes. Figure 5 shows a bar graph on the mean of correct words in each oral exercise consisting of five words. In the first oral exercise, the participants read only two or three correct words, so the mean was 2.6 (or 52.14%). Then in Oral Exercise 2, they improved their mean score to 3.8 (75.71%) which showed they could read three or four words correctly. Finally in Oral Exercise 3, they were able to read 4 or 5 words correctly, thus they obtained the mean score of 4.8 (96.07%).

From the pupils' work, a progression on the correct reading of phonemes could be seen clearly and it showed the effects of the action towards the pupils' use of phonemes. They had become more aware on the use of phonemes in the reading text. So they were able to recognise the phonemes better which made it easier for them to read the words with correct sounds of phonemes.



**Figure 5: Results of Pupils' Oral Exercises**

## c) Observation Checklist and Notes

The observation (checklist and notes) were done twice which was before and after the strategy implemented to see the effects of the strategy on the participants' communication and behaviour.

**Table 2. Results of the Observation Checklist**

Aspects	Before Implementation				After Implementation			
	1	2	3	4	1	2	3	4
	1) Group Work	12	6	6	0	0	0	6
2) Interactive Communication	12	9	3	0	0	0	12	12
3) Cooperative learning	12	6	6	0	0	0	6	18
4) Respond to teacher	18	6	0	0	0	0	3	21
5) Speak English	18	6	0	0	0	0	6	18
6) Positive attitudes	0	6	18	0	0	0	3	21
7) Show commitment	0	3	21	0	0	0	0	24
8) Ask and answer questions	21	3	0	0	0	0	6	18
9) Use English	21	3	0	0	0	0	12	12
10) Make effort when do not understand	18	6	0	0	0	0	3	21

Table 2 shows the results of the observation checklist. The 24 pupils were observed based on their degree of behaviour on 4-point Likert scale (1-very weak, 2-weak, 3- good, 4-very good). Before implementation of the strategy, most of the pupils behaved at weak level and some of them were able to behave well. However, their behaviour changed after the implementation as they were good and very good at many aspects and none of them were weak in all the aspects.

When reading the observation notes a few times, the themes emerged were increased communication and active participation. Before the implementation of the strategy, I found RP1 refused to communicate and work in groups when there was discussion in the classroom. He did not show any interest to commit in the group works especially when I asked them to use only English while discussing. RP1 never asked any questions and would ask for answers from his friends whenever I called his name to answer questions. But, after the implementation, RP1 had become more open to new things and started to show interests in class. He tried answering the questions and showed an effort to use picture dictionary to find out the meaning of any words that he could not understand.

I also identified that the participants increased their communication through my observation. For example, before the strategy was implemented, I used traditional way of 'chalk and talk' in teaching phonemes, I found the participants were silent, shy and reluctant to read the phonemes. They seemed scared but I noticed that when they were in other class they communicated confidently with their friends in mother tongue. However, when I used hand gestures to teach phonemes, it really attracted them and slowly they felt more relaxed and were more willing to use English in class. The implementation of hand gestures in digital video made the pupils become more focused on the action shown in the video rather than on the language. They managed to overcome their shyness in class and communicate with teachers and peers using English language.

Another thing I found was the pupils' behaviour in English class had changed as they became more active in their participation. Before the implementation of the strategy, their participation was poorer as they were reluctant to take part in group activities and speak English. But the hand gestures in digital video strategy affected the whole learning experience, not only on their phonemic awareness but also their behaviour. When they stuttered while reading the sentences, they did the gestures and it helped them remembering the sounds of phonemes in certain words such as 'light', 'bright', 'pair', 'clear' and others. They showed that they remembered the gestures and by using the gestures, they were able to change the wrong ones to the correct sounds of phonemes. They enjoyed learning phonemes as it involved kinaesthetic learning styles. They enjoyed doing the gestures as they could remember the phonemes better and easier. They showed enjoyment during the class because they had become more confident and brave to read the sentences aloud with correct sounds of phonemes. They enjoyed the lesson and they became more active in taking part in the English language activities.

#### **D. Finding and Discussion**

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

*Research Question 1: How does the use of hand gestures in digital video improve the pupils' phonemic awareness on phonemes 'igh', 'ear' and 'air'?*

Based on the results of this action research, the strategy of using hand gestures in digital video had improved Year 2 pupils' phonemic awareness in the use of phonemes 'igh', 'ear', and 'air'. From the test results, an improvement of the pupils' oral performance could be seen. The mean score in the two tests had escalated from 40% to 91%. This shows the participants had improved drastically in their phonemic awareness. The pupils' work consisting of three set of oral exercises also showed the pupils' progress in recognising and producing correct sounds of phonemes 'igh', 'ear' and 'air' as they improved from 52.14%, 75.71% and 96.07%. The observation checklist and notes showed that they improved their behaviour in learning as they increased their communication and engaged active participation during the activities.

Gilakjani (2012) agreed that kinaesthetic learners favour interaction with the physical. Therefore, the use of hand gestures in digital video had greatly improved the pupils' phonemic awareness because it had helped them to recognise the sounds of phonemes better and increase their phonemic awareness.

*Research Question 2: How does the use of hand gestures in digital video improve my teaching practice?*

Based on the results from the tests, pupils' work and observation checklists, the use of hand gestures in digital story improved my teaching practice as I found it to be effective in helping the pupils to improve their phonemic awareness. The observation notes written before and after the implementation had also shown a change on the pupils' behaviour in their communication and participation. They were scared to learn English because of their low proficiency level in using the language. However, they increased their communication and participated actively in the English lessons after the implementation. Phajane (2014) suggested the use of gestures, body and facial expression could help the learners to better understand. This indicates that when the participants understood the lessons better through the gestures, they were more willing to take part in the activities and thus this increased their communication and participation.

Conducting this action research has helped me to become a reflective teacher. Reflection-action is the practice of a profession, there are uncertain, conflicting and unusual situations that require professionals to create innovative solutions and build new action strategies to resolve it (Fagundes, 2016). I realised phonemic awareness is the key to a better comprehension in English and correct reading technique. The use of hand gestures in digital video is one of the new interactive strategies for the pupils in learning phonemes. This study shows that it not only improves their phonemic awareness in pronunciation, and somehow it would help to improve

their reading comprehension, and it attracts their attention to learn English. Thus, the experience gained from this study could help me to develop my professionalism in the future teaching career.

### E. Conclusion

In conclusion, this study on the use of hand gestures through digital video had improved pupils' phonemic awareness as well as their communication and participation in the classroom. The strategy that I used for this study can be accessed through the videos on YouTube. The pupils can watch it for self-access learning while the teachers can use it as a resource in teaching and learning. If the teachers can integrate technology into daily teaching, then it is an effort to strengthen the active involvement of students in their own education.

I would like to propose the next researchers to use hand gestures in digital video to teach single letter phonemes, digraphs and also graphemes. It would be great for the future researcher to use not only hand gestures but body movements as well. When using hand gestures, the movement is limited on the use of hands only. But, if the researcher uses body movements, the pupils would enjoy the lesson as they can move freely in the class while learning phonemes.

### F. References

- British Council. (2010). *Motivations and expectations of English language learning among primary school children and parents*. Retrieved from <http://englishagenda.britishcouncil.org/sites/ec/files/E202%20MEEL%20-%20ELTRA%20FINAL%20v2.pdf>
- Fagundes, T. (2016). Concepts of the teacher as researcher and reflective teacher: Perspectives about teachers' work, *Brazilian Journal of Education*, 21(65), 281-298. doi: <https://doi.org/10.1590/s1413-24782016216516>
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Gilakjani, A.P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education*, 2(1), 104-113. doi: <https://doi.org/10.5296/jse.v2i1.1007>
- Goh, L. H. (2012). *A practical guide to writing your action research*. Selangor. Penerbitan Multimedia Sdn. Bhd.
- Griffith, P.L., & Olson, M.W. (2004). *Phonemic awareness helps beginning readers break the code*. Retrieved from [http://www.tc.pbs.org/teacherline/courses/rdla155/pdfs/c2s2\\_4phonawhelps.pdf](http://www.tc.pbs.org/teacherline/courses/rdla155/pdfs/c2s2_4phonawhelps.pdf)
- Hall, W., & Keynes, M. (2005). Action research a guide for associate lecturers. *Centre for Outcomes-Based Education*. Retrieved from [www.open.ac.uk/cobe](http://www.open.ac.uk/cobe)
- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. (eds.) Victoria: Deakin University Press.
- Li, S. H. (2012). *Action research. Key Concepts & Theories in Teal*. Retrieved from [http://www.li-shihhuang.ca/Articles\\_files/BCTEALActionResearch2012.pdf](http://www.li-shihhuang.ca/Articles_files/BCTEALActionResearch2012.pdf)
- Mills, G. (2014). *Action research: A guide for the teacher researcher*. (5th ed.). Harlow: Pearson.
- Phajane, M.H. (2014). Introducing beginning reading using phonics approach. *Mediterranean Journal of Social Sciences*, 5(10), 477-483. doi: <https://doi.org/10.5901/mjss.2014.v5n10p477>
- Sherer, P., & Shea, T. (2011). Using online video to support student learning and engagement. *College Teaching*, 59, 56-59. doi: <https://doi.org/10.1080/87567555.2010.511313>
- Spector, J.E. (1995). Phonemic awareness training: Application of principles of direct instruction. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 11(1), 37-51, doi: <https://doi.org/10.1080/1057356950110104>
- Spencer, D.K., Manning, S.M., & Rodak, S. (2008). Gestures gives a hand to language and learning: Perspectives from cognitive neuroscience, developmental psychology and education. *Language and Linguistics Compass* 2. 1-20. Retrieved from <http://faculty.washington.edu/losterho/Compass.pdf>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.



## The Role of Instrumental Motivation among EFL Students in Language Learning Process

### AUTHORS INFO

#### Nanda Aspuri

Universitas Syiah Kuala  
nandaaspuri.mpben18@edu.unsyiah.ac.id  
0823-7005-3014

#### Iskandar Abdul Samad

Universitas Syiah Kuala  
iskandar.abdul.samad@unsyiah.ac.id  
081260204944

#### Siti Sarah Fitriani

Universitas Syiah Kuala  
ssfutriani@unsyiah.ac.id  
0812-2008-4511

#### Nanda Marlina Abdul Samad

IAIN Zawiyah Cot Kala Langsa  
nda.as19@yahoo.com  
0823-6543-0231

### ARTICLE INFO

o-ISSN:2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.892>

Received	:	26 February 2019
Reviewed	:	27 February 2019
Accepted	:	31 May 2019

© Aspuri, et al. 2019 All rights reserved

### Suggestion for the Citation and Bibliography

#### Citation in text:

Aspuri, Samad, Fitriani, & Samad (2019) or (Aspuri, Samad, Fitriani, & Samad, 2019)

#### Bibliography:

Aspuri, N., Samad, I. A., Fitriani, S. S., & Samad, N. M. A. (2019). The Role of Instrumental Motivation among EFL Students in Language Learning Process. *Journal of English Education*, 4(1), 48-53. doi: <http://dx.doi.org/10.31327/jee.v4i1.892>

### Abstract

The aim of this study was to find out the role of instrumental motivation in the English learning process of English as a Foreign Language (EFL) students. Motivation can be described as a process to influence someone or many people to do the desired work, in accordance with certain goals set in advance. For EFL student, motivation was required to achieve success in the process of learning English. Based on the previous study, kind of motivation, called Instrumental motivation, has an important role in English learning process. The participants of the study were 10 EFL students; 5 students were from post-graduate program of English Department of Syiah Kuala University and 5 students were from undergraduate program of English Department of UIN Ar-Raniry. This qualitative study applied interview to gather data. The result of the study revealed that the participants have a strong instrumental motivation involved in their English learning process. Considering the results of this study, everyone, whether parents and teachers need to motivate their children and their EFL students by motivating them instrumentally in the process of learning and teaching English.

**Keywords:** motivation, instrumental, EFL, learning process

## A. Introduction

Every country has communication media that can facilitate a relationship between individuals. This communication tool we call language. English is the most important language in the world, where it is the first language in Great Britain. According to Crystall (2003), English is the global language where this international language recognized in many countries in this world and got its global status. The number of speakers spread throughout the world, both as the first language, second language or foreign language. English is the most important foreign language learned by most of people in Indonesia. Related to Khairani (2011) as cited in Alkarima (2019) stated that the role of English as the first foreign language in Indonesia. The term of English as foreign language in the field of teaching languages is different from the English as second language. Boulter (2007), EFL referred English as the language that is not used in a daily communication. Foreign languages are commonly taught as one of the subjects in the school with the aim of communicating and mastering the 4 basic language skills (listening, reading, writing, and speaking).

In general, there are many people define the word motivation as a will that causes someone to do an action in order to achieve a certain goal. According to Brown (2000), motivation is a choice taken by someone to get experience or goals, as well as various efforts made to achieve these goals. Similar with Uno (2010), motivation could be described as a process to influence someone or many people to do the desired work, in accordance with certain goals set in advance. This means that motivation could help ones to achieve their goals for example being able to communicate in English fluently, through their various efforts.

According to Brown (2007), motivation was divided into two types, intrinsic and extrinsic motivation. Intrinsic motivation is an encouragement in carrying out an activity without expecting clear rewards except activities, itself. Students are engaged in various activities for their own sake not because of outside influences. Whereas, extrinsic motivation is very different from intrinsic motivation, this kind of motivation arises because of the stimulus from outside appreciation in order to achieve certain goals such as passing an exam, getting a job and money, and gifts. The researchers believe that a combination of these two types of motivation help people to achieve their purposes. There is no consensus if one motivation is better than the other one, even though this argument is always open for the argument.

Meanwhile, Ellis (2006) divided motivation into several types, namely instrumental, integrative, resultative motivation. Firstly, Instrumental motivation is the type of motivation that students had in order to be able to pass an exam, get a better job, or pass a college entrance test. In other words, this motivation make students motivated in learning a foreign language (in term of English) because mastery of English will open up economic and educational opportunities that are very useful for their future. Secondly is Integrative Motivation. This motivation is encouraged students who learn English, not only interested in learning the language itself, but also interested in learning about people and cultures related to English. Lastly, resultative motivation. This is a motivation that is arises as a result of the achievements achieved by students because they have English skills. However, this motivation also arises as a result of language learning, where the students who are successful in learning English will be more motivated to learn more, but students can also be increasingly unmotivated, all depending on the consequences that arise in it.

From those explanations above, it can be seen that instrumental motivation is part of extrinsic motivation. This type of motivation is owned by students who want to master and do things in order to achieve certain goals that can benefit their lives (Brown, 2007).

The motivation plays an important role for the success of EFL students in learning English. One of the motivations discussed in the literature review is instrumental motivation. Aleidine J. M. and Theresa C. (2015) mentioned that instrumental motivation was very important for those who learn language , especially foreign language for their external advantages, take for instances for the purpose of obtaining a proper jobs. Some researchers revealed that EFL students in several countries were successful in mastering English because they had high instrumental motivation. Mao (2011) stated that English as a Foreign Language (EFL) students found that students had strong instrumental reasons for learning English; additional career oriented and learns English chiefly for line of work reasons.

Therefore, this study attempts to find out the role of instrumental motivation affected on EFL students in their language learning process.

There are several studies about the role and influence of instrumental motivation in the English learning process of English as Foreign Language (EFL) students in other countries where English used as a foreign language, as well as Indonesia. Al-Tamimi (2009) mentioned that from research conducted on students studying in petroleum schools in Yemen, students were more motivated by instrumental motivation in the process of learning English because of academic and work demands. The EFL students have great motivation in learning English in order to pass the English course examination and get a good career.

Shinta (2012) stated that another research conducted in Philippines and China, students in both countries have instrumental motivation in learning English. In Manila, Philippines, students learn English most of them in order to get a proper job. While in China, students are motivated to learn English just to be able to get a certificate of English lesson. So, it can be concluded that instrumental motivation has an important role for EFL students in learning English.

## **B. Methodology**

This is a descriptive qualitative study. Qualitative is a study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization (Fraenkel & Wallen, 2009). This study focuses on the role of instrumental motivation of EFL students in English proficiency.

### **1. Data Collection**

This study was conducted in two English Department of two selected universities in Banda Aceh, Syiah Kuala University and UIN Ar-Raniry University. The data were collected by conducting full English interviews, voice recording, and transcript.

### **2. Participant**

The participants of the study were 10 English as Foreign Language (EFL) students, 5 students from post-graduate student of Syiah Kuala University and 5 students of English Department of UIN Ar-Raniry. All of the participants are the active speaker of English. The experiences of their success in the process of learning English were analyzed in order to know the role of instrumental of their English proficiency.

### **3. Data Analysis**

The data analysis of interviews were transcribed and coded into two themes that focused on two topics. The first one was students' motivation in learning English in general. The second was Instrumental motivation role in English learning process of EFL students. The result of the interview was analyzed in narrative analysis. Where the data of interview of the study was analyzed in two divided topics that consisted of several questions. The first topic is students' motivation in learning English in general. The second is instrumental motivation role in English learning process of EFL students. In this part, the researcher analyzed the interview's data from the participants and divided into each topic. Then, the analysis was reported in narrative way.

## **C. Findings and Discussion**

### **1. The Data Analysis of Interview**

In this study, the researcher has interviewed the 10 participants of the two universities, Syiah Kuala University and UIN Ar-Raniry in order to find out the role of instrumental motivation involved in their success of learning English. Furthermore, the interview of the study was focused on two topics. The first topic was students' motivation in learning English in general. The second was instrumental motivation role in English learning process of EFL students. The researcher measured the effects of the role of instrumental motivation in the students' English learning process by analyzing the interview's transcript from the participants and parted into each topic:

#### **a) Students' Motivation in Learning English in General**

On this topic, researcher conducted structured interviews by distributing three questions in order to find out their basic motivation in learning English. (1) Why do you learn English? (2) What is your motivation in learning English? (3) What are your purposes in learning English?

According to the result of the interview session about this first topic, the researcher found that the reasons of the participants learned English for the first time were quite similar, where they interested in learning English because they were aware of the importance of English. Later, their first motivation in learning English was because they believe that by mastering English, their qualifications and competencies were also increased, where they will be able to get scholarships to study abroad, get a good job, and earn a lot of money. As shown in the transcript, the participants initially codes (S1-S10), S1 said:

*"I learn English because English is an international language where all information centers are based in English. Fortunately, I am **aware of the importance of English**. My motivation in learning English is to make it easier for me when I travel abroad. Besides that, I also want to get a scholarship abroad"*

Then, S2 continued:

*"I learned English is because the lesson was a compulsory lesson at my school. But over time, I realized that mastering **English was very important** for my future. There are my motivations in learning English. First, I want to study abroad by getting a scholarship. Then, I want to get a good job, nowadays, almost all of jobs require us to have 'soft-skills', one of which is able to master foreign languages, including English, as evidenced by a good score of English language proficiency tests such as TOEFL and IELTS."*

Similar with S3 and S4 mentioned:

*"My biggest motivation in learning English is to make me easier in getting scholarship, where passing TOEFL test is my goal. Related to my answer before, the main purpose of me in learning English are to be able to communicate to the foreigner that I face in overseas and to get scholarships."*

*"I learn English from a very long time because I knew that English is the most important language all over the world. My very first motivations in learning English, because I really want to be a successful English teacher who can teach English in overseas just like my own sister."*

S7 mentioned that she is decided to learn English in the very first time because she wants to be like someone. But, the focus is still about career oriented:

*"I want to be like Telma (one of Spain red cross employers), she can speak English well. She told me, "If you want to be able get a job like me who can travel to other countries and get lots of money, you have to master English first." So, to become the person like her is my motivation in learning English."*

From the result of the interview, the participants decided to learn English diligently, the reason was because they believe that by mastering this international language, they would obtain a better future. As cited from S1:

*"I believe that by mastering English, someone will be able to change his life for the better life, including in financial terms. My purposes in learning English because I want to be like my teachers and lecturers who are successful and have a lot of money from mastering English."*

Then, S2 and S5 continued:

*"My goal in learning English is to get a better future. Where, as I said before, to get a good job, we must get a good qualifications and competencies, including by mastering English."*

*"Because of the motivation of getting money from my ability in English. Now, I already open and manage my own English course place."*

From the interview result of the first topic, the EFL students of the two universities had the same motivation in learning English at the first time. Related to the students' answers, both of them had a strong instrumental motivation in learning English. According to Ellis (2008), instrumental motivation made students motivated to learn a foreign language (in term of English) because mastery of English will open up economic and educational opportunities that are very useful for their future. So, the researcher concluded that instrumental motivation has an important role in English learning process of EFL students at the first time.

### b) Instrumental Motivation Role in English Learning Process of EFL Students

On this topic, the researcher had conducted interviews by distributed two last questions in order to find out the detail information about the instrumental motivation roles of the participants in English learning process. (1) Whether for you, passing an exam, getting a good job, earning money, and getting an award are your main goals in learning English? (2) How your motivation in learning English helps you in achieving all of your goals?

According to the result of the interview session about this topic, the researcher revealed that passing an exam, getting a good job, earning money, and getting an award were the participants main goals in learning English process. Furthermore, all of those motivations had an important role in helping them in achieving their goals. S1 said:

*"Yes, that's totally right. It is very successful in helping me in achieving so many goals. When I was in high school, I learned English with motivation to pass the national exam in English with a high score, and it was successfully achieved. Furthermore, when I faced a college entrance, I was successfully selected as an English Department Student. At present, I am also an English teacher. I can achieve all that because I have a strong motivation in learning English."*

Similarly, S2 conveyed:

*"I personally believe that by having all of the motivation in me, I can reach so many targets in my life. In 2013, I can be chosen as an English education student of UIN Ar-Raniry, that's happen because of my high motivation in learning English. By having those motivations (pass the exam, get a job, and earn money) in my learning English process, I can achieve lots of targets of my life, easily."*

Then, S6 and S8 stated:

*"Of course. I always put all of the targets that you mentioned before when I want to achieve something. As an example, when I was in high school, I learned English routinely in order to get high scores."*

*"Yeah, when I was in school I always learn English in order to pass the exam. And now, I learn English in order to achieve my goal to become English lecturer just like my lecturer that I have mentioned before who can improve his financial better than before. Actually, my motivation in learning English really helps me in achieving my goal. Now, I work as an English teacher in one of junior high school in Banda Aceh."*

According to S6, the participant strongly believed that her instrumental motivation (passing an exam, getting a good job, and earning money) really helpful for her in achieving her goals. As cited below:

*"Yes. I think, learning English really benefits me in lots of aspects such as education, career, and relation. Becoming English teacher, passing the English examination in school and TOEFL with score more than 500, I think that's happen not instantly. But, it happens because I have great motivation in learning English."*

Next, S9 and S10 agreed that their instrumental motivation really help them in achieving their goals in life:

*"Definitely, yes. In my English study, I always want to get a high score in every single English subject. At the end of my study, in graduation day, I really want to be one of the best graduates (Cum laude), that's why I have to learn English harder than before. I learned so hard about the English materials given by my lecturers. At the end, I got high score in so many subjects in my study. It happens because I have such a great motivation."*

S10 continued:

*"Not all. But only getting a job and earning lots of money. Because of that motivation in me, I always practice English in my daily life. Time by time my English is getting better. Then, some organization and program trusting and asking me to become a guide for their foreigner guests. I think, it works!"*

From all of the result above, the researcher concluded that the EFL students from Syiah Kuala University and UIN Ar-Raniry University had the same motivation in their process of learning English. Passing the exam, getting a job, and earning money in order to get a better future were their motivation in learning English at the first time until now. Therefore, the motivations that student had in order to be able to pass an examination get a better job, or pass

a college entrance test was the type of instrumental motivation (Ellis, 2008). As a result, it indicated that instrumental motivation had an important role in the English learning process of the two EFL students. They mentioned that by having this kind of motivation, they can achieve so many targets related to their English proficiency such as by achieving their ambition to become teacher, tour guide, entrepreneur, etc.

### A. Conclusion

Instrumental motivation is owned by someone in learning something in order to benefit themselves. In this study, it is proven that this type of intrinsic motivation plays an important role in English learning process of EFL students. Both of the participants of the study from Syiah Kuala University and UIN Ar-Raniry University revealed that instrumental motivation really help them in achieving their goals such as pass the exam, get a good career, and earn lots of money in order to get a better future.

### B. References

- Aleidine J. M. & Theresa C. (2015). *International Encyclopedia of the Social & Behavioral Sciences*, 2<sup>nd</sup>. USA: Elsevier Ltd.
- Alkarima, O. (2019). Kedudukan dan Peran Bahasa Indonesia dan Bahasa Inggris Dalam Ilmu Pengetahuan di Era Global. Retrieved from <https://osf.io/preprints/inarxiv/af5dt/>
- Al-Tamimi, A & Shuib, M. (2009). Motivation and Attitudes Towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology. *Gema Online Journal Language Studies*, 9(2), 29-55. Retrieved from <http://ejournal.ukm.my/gema/article/view/156>
- Boulter, C. (2007). *EFL and ESL Teacher Values and Integrated Use of Technology in Universities in the Asia-Pacific Region*. Brisbane: Queensland University of Technology.
- Brown, H. D. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa*. USA Embassy: Pearson Education, Inc.
- Brown, H. (2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language Learning*, Vol. 41, 469-512. doi: <https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Crystal, D. (2003). *English as a Global Language*. (2<sup>nd</sup> ed. First ed 1997). Cambridge: Cambridge University Press
- Ellis, R. (2006). *Second Language Acquisition*. New York: Oxford University Press.
- Fraenkel, J. R. & Norman E. W. (2009). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill Companies
- Gardner, R. C., & Lambert, W. (1972). *Attitude and Motivation in second language learning*. MA: Newbury House
- Lukmani, Y. M. (1972). Motivation to learn and learning proficiency. *Language Learning*, Vol. 22, 261-273. doi: <https://doi.org/10.1111/j.1467-1770.1972.tb00087.x>
- Mao, Z. (2011). A Study on L2 Motivation and Applications in Reading Class in Senior High School. *Theory and Practice in Language Studies*, 1 (12), 1731-1739. Retrieved from <file:///C:/Users/user/Downloads/6089-13626-1-PB.pdf>
- Norris-Holt, J. (2001). Motivation as a Contributing Factor in Second Language Acquisition. *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Articles/Norris-Motivation.html>
- Shinta, Q. (2012). Peran Motivasi Dalam Mempejari Bahasa Inggris. *Jurnal Teknologi Informasi dan Komunikasi*, 3 (1), 49-53. doi: <https://doi.org/10.1234/jtik.v3i1.71>
- Uno, H. B. (2010). *Teori Motivasi & Pengukurannya – Analisis di Bidang Pendidikan*, Jakarta: Penerbit Bumi Aksara.



## The Difficulties of Writing Scientific Work at the English Education Students

### AUTHORS INFO

#### Rizkariani Sulaiman

Universitas Muslim Indonesia Makassar  
rizka.sulaiman@umi.ac.id  
+628190222324

#### Muhajir

Universitas Muslim Indonesia Makassar  
muhajir.sastra@umi.ac.id  
+628187260367

### ARTICLE INFO

o-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.923>

Received	:	27 May 2019
Reviewed	:	28 May 2019
Accepted	:	13 June 2019

© Sulaiman & Muhajir, 2019 All rights reserved

### **Suggestion for the Citation and Bibliography**

#### *Citation in text:*

Sulaiman & Muhajir (2019) or (Sulaiman & Muhajir, 2019)

#### *Bibliography:*

Sulaiman, R. & Muhajir. (2019). The Difficulties of Writing Scientific Work at the English Education Students. *Journal of English Education*, 4(1), 54-60. doi: <http://dx.doi.org/10.31327/jee.v4i1.923>

### Abstract

The purpose of this study was to determine the students' difficulties in writing scientific papers at the English Language Education, Universitas Muslim Indonesia (UMI) and to find out the needs and learning objectives of the students. The sample was consisted of 44 English Education students registered at the UMI, Faculty of Literature during the 2018/2019 academic year. To examine this problem, the study was conducted in a descriptive quantitative design. The instrument used in this study was questionnaires. Research questions consist of: 1) what are the difficulties faced by English Education major students in academic/scientific writing? 2) what are the common errors of English Education students in writing scientific papers? 3) what teaching approach can facilitate success in scientific writing? Based on the results of the study, the difficulties faced in the process of writing scientific papers were related to aspects of grammar (31%), scientific writing style/rules (24%), vocabulary, spelling and coherence (11%), writing arrangement (7%) and punctuation (5%); Three common errors that occur in writing scientific papers namely spelling (29.2%), use of capital letters (17, 75%), and punctuation (15.27%). The approaches needed by the teachers to strengthen and help students to improve their scientific writing referred to reviewing writing such as the level of words, sentences, paragraphs, and grammar, making outlines, applying three steps in the writing process such as planning, writing and revision, and understanding the formal and informal styles as well as oral and written forms so as to be able to avoid words and phrases that were not needed.

**Keywords:** scientific writing, writing difficulties, EFL students, writing errors, teaching approach

## A. Introduction

Academic/scientific writing in English is a challenge even for most native speakers. Likewise with EFL (English as a Foreign Language) students usually face difficulties and pressures in scientific writing, such as the difficulty of making paragraphs that are understandable and coherent, identifying skills needed for successful writing, and avoiding less effective words and phrases. However, the problems they face may be due to lack of knowledge or proficiency in English language as they do not have much experience in scientific writing. The scientific writing ability of EFL students may be influenced by factors such as writing style, motivation, anxiety over expression, author, and other emotional factors.

Scientific writing can be defined as "mental and cognitive activities because it is a product of the mind" (Al Fadda, 2012). He shows that one of the basics of academic writing is the ability of students to access relevant references and evaluate various ideas and choices so that they can develop their own opinions. As noted by Al- Khasawneh & Mahen (2010) that the fundamental conventions of writing are outlining, summarizing, and paraphrasing. Al Fadda (2012) shows that learners must be familiar with punctuation such as dots, commas, colons, colons, hyphens, and uppercase letters. In addition, according to Al Badi (2015), there are four basic writing difficulties for postgraduate students: the most frequent difficulties are the use of language, coherence, and cohesion and choosing significant topics and relevant references. Conversely, paraphrasing, references, and quotations are the least problematic.

Previous researches above discussed the point of difficulties and writing approach partially while this present research focuses on identifying the difficulties and common errors students made in the students' scientific papers writing. Therefore, teaching approaches are also needed by the teachers to improve the students' writing skills, especially the scientific writings.

## B. Literature review

According to Swales & Feak (2008) that scientific writing is the result of several considerations, namely: goals, organization, style, flow, and presentation.

**Objective:** in this case, the author must understand the interests of the author in the topic to be discussed. The next is **Organization:** the information submitted has a structured format. Scientific writing also uses several drafting patterns, such as chapters, sub-chapters and paragraphs. One of the most common strategies in scientific writing is compiling information using problem strategies - solutions (Hoey, 1983 in Swales & Feak, 2008). This pattern usually has four parts: Description of the situation, identification of problems, description of the solution, and evaluate the solution.

The third is **Style:** scientific writers must be sure that their communication through writing can be conveyed in the right and consistent style. Although challenges continue to increase in describing the style of scientific writing, but which needs to be the basis that one of the special characteristics of the style of scientific writing is choosing a more or more formal alternative when choosing verbs, nouns or other parts. English has very rich words because it comes from many languages. Therefore, there are often more than one way / word to express an idea. In oral lectures, conversations that are less formal are usually heard, but, in scientific writing, if there is more than one word to express an idea, it is necessary to choose a more formal and appropriate one. The last is **Flow:** one of the important considerations in communication through writing is flow - that is how to move from one statement to the next in a text. One strategy that can be used is to make connections between ideas clearly so that readers can follow and understand the flow of the text.

Further, writing is usually a difficult thing because of lack of interaction, which stimulates oral production in conversation (Shafie, Maesin, Osman, Nayan, & Mansor, 2010). Often, in higher education, writing assignments require students to describe outside sources and adopt the style and genre of academic discourse (Tardy, 2010). Confidence in writing skills is a must (Can, 2009). One of the difficulties in writing in a foreign language is that it is generally believed to require mastery of writing in the first language. There seems to be a perception that once learners can write sentences and paragraphs in their first language, they will automatically transfer these skills to other languages. However, it must be understood that this can occur only if certain proficiency levels in the first language are achieved (Kerani, 2004).

As a consequence, the instructor continues to question the lack of certain knowledge and skills needed in academic writing for non-native speakers of English. Some of these skills are outlining, paraphrasing, and summarizing (Al-Shabanah 2005). Besides, scientific writing often requires students to write in positions as experts, even when students do not consider themselves experts in the topics discussed (Tardy, 2010). In addition, poor language skills remain a problem. Beginner writers have poor language skills, and, due to this factor, cannot have effective discussions in the target language.

## **C. Methodology**

### **1. Design**

This study applied a descriptive quantitative method to collect information and data related to the research objectives. According to Sugiyono (2017), “descriptive quantitative research is data obtained from the sample study population analyzed according to statistical method used.” Descriptive research in this study intended to get an overview and information about the difficulties of students in writing scientific work.

### **2. Population and Sample**

#### **a. Population**

According to Sugiyono (2017), “population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn”. The population in this study was the seventh semester students majoring in English language education in the 2018/019 academic year. The population was consisted of two classes, where each class consisted of 25 students, so the total population was 50 students.

#### **b. Sample**

Sample is part of the number and characteristics possessed by the population (Sugiyono, 2017). In determining the number of sample, the researcher used the general table and rules R.V. Krejcie and D.W. Morgan. Based on the general table and rules, the sample obtained is 44 (N = 50, then S = 44) (Gay, 1987: 110-111);

### **3. Instruments**

To collect data, the questionnaire was designed and distributed to forty-four (44) students majoring in English education at the Indonesian Muslim University. The questionnaire was close-ended. The purpose of using this questionnaire was to obtain information about the facts, opinions, and attitudes of the students regarding to their writing difficulties. The total number of questionnaire was 21 questions and consists of three parts. The first part: includes student identity, the second part: student difficulties in learning academic writing, and the third part: approach to teaching academic writing.

### **4. Data Collection Technique**

To answer the research question, the questionnaire consisting of three parts was distributed to the seventh semester students of the English Education Department, UMI Faculty of Literature. To anticipate students who were not present, the researcher provided a questionnaire at the next meeting. Whereas to find out the general errors of students in writing scientific papers, essay test was given by first giving writing instructions.

### **5. Data Analysis Technique**

After data has been collected, appropriate statistical tests are carried out to analyze the data, and answer research questions. All data obtained from questionnaires was coded. Descriptive statistics including frequency and percentage are used to present general condition of sample in this research.

## **D. Findings**

### **1. Analysis of Academic Writing Difficulties**

From the Table 1 bellow, it is found that grammar is the most challenging thing for most students in writing (72.72%), then having difficulty composing sentences (68.18%) and adjusting pronouns in a sentence (68.18%). Not being able to distinguish spoken and written

languages in English is also an aspect that becomes the difficulty of students in academic writing (56.81%). The fifth sequence is to make a paragraph that is easy to understand and interconnected (54.54%) also still perceived as difficult for half of the students. The sixth and seventh sequences are difficulties in combining sentences (52.27%) and adjusting subjects and verbs (43.18%).

**Table 1. Writing difficulties**

Academic Writing Difficulties	No		No idea		Yes	
	F	%	F	%	F	%
1 Will the grammatical features be one of the problems you face in your English writing?	6	13.63	5	11.36	32	72.72
2 Do you often make sentence fragment errors in your writing?	8	18.18	4	9.09	30	68.18
3 Do you often make subject-verb disagreement errors in your writing?	9	20.45	15	34.09	19	43.18
4 Do you experience difficulty in using pronouns and pronoun-antecedent agreement?	5	11.36	7	15.90	30	68.18
5 Do you experience difficulty combining sentences in your writing?	11	25	8	18.18	23	52.27
6 Is it difficult to create an understandable and coherent paragraph?	8	18.18	11	25	24	54.54
7 Do you often notice the stylistic differences between spoken and written English in English texts?	6	13.63	12	27.27	25	56.81

## 2. Analysis of Students' Essay

The Table 2 shows the analysis of the students' essay. According to the table, there were three main errors with high frequency. Spelling errors and capitalization were the most found errors during checks with 29.02% and 17.75% respectively, while punctuation / not using punctuation errors was the third highest error with a percentage of 15.27%. Furthermore, lack of words in a sentence (10.57%), diction selection errors (9.06%), and the meaning was less clear in a sentence (7.05%). However, there were few errors in the use of subjects, single / plural bed words (4.02%), prepositional use (3.52%), tenses use (3.35%), word order (0.67%) and the last use of conjunctions (0.50%).

**Table 2. Aspects of Essay Writing**

No.	Aspects	Error Frequency	Percentage (%)
1	Spelling	173	29.02
2	Capital Letter	101	17.75
3	Tenses	20	3.35
4	Word Order	4	0.67
5	Preposition	21	3.52
6	Linking	3	0.50
7	Vocabulary/Diction	54	9.06
8	Unclear meaning	42	7.05
9	Missing word	63	10.57
10	Singular/plural	24	4.02
11	Punctuation	91	15.27
	<b>Total</b>	<b>596</b>	<b>100%</b>

### 3. Approaches of Writing Instruction

There are several approaches needed by the teachers that can help students in completing scientific work well. As the Table 3 shows that the highest percentage approach was to review / review the writing (63.63%). Furthermore, making an outline before writing the draft (59.09%), entering the three steps in the writing process (56.81%), emphasizing review on sentence and paragraph levels (47.72%), paying attention to grammar when reviewing (45.45%) and finally understanding the word and phrases that need to be avoided (18.18%).

**Table 3. Approaches to Teaching**

Approach	No		No Idea		Yes	
	F	%	F	%	F	%
1 Will you spend time reviewing what you write?	6	13.63	8	18.18	28	63.63
2 Does most of your reviewing focus on the sentence and paragraph level?	11	25	11	25	21	47.72
3 Do you always focus your reviewing on the grammar points of your writing?	18	40.90	5	11.36	20	45.45
4 Do you know which type of plague words and phrases you should avoid?	23	52.27	11	25	8	18.18
5 Do you include each of the three steps (planning, writing, and revision) in your writing process?	9	20.45	9	20.45	25	56.81
6 Do you write an outline before writing a draft?	8	18.18	9	20.45	26	59.09

### E. Discussion

The analysis of the students' questionnaire showed that most students were interested in the Writing course. The first part of the questionnaire showed that most of the samples were women, and half of them classified themselves as having average abilities in English. In this case, students relate their abilities to the four foreign language skills, namely Listening, Reading, Speaking and Writing. In the second part of the student's questionnaire, the majority of students also stated that they had high motivation for writing learning, although almost half of the students (47.72) still stated their writing ability in the average category.

Regarding the aspects of the difficulties faced by students in the preparation of scientific work, seven questionnaires were included in the questionnaire: 1) grammar, 2) vocabulary, 3) punctuation, 4) spelling, 5) coherence, 6) academic style / rules, and 7) compilation of writing. From the seven aspects, the difference in the results of the percentage that is not significant between aspects of one and the other aspects is obtained. In other words, the seven aspects are the main problems of the students in compiling scientific works. Although the percentage difference is not significant, the percentage results can be grouped in the order of the most difficult, medium and low aspects. The two most difficult aspects according to students are grammar and academic rules. In line with Klimova (2014), she found the difficulties of students in writing are ordered: correct word order; use of articles; restricted range of vocabulary; use of formal language; correct spelling of English words; grammar structures; use of commas; finding the ways how to start their writing; transforming ideas from their native language into English; writing references and bibliography. In relation to the grammar and position of English as a foreign language in Indonesia, of course foreign language learners are still very challenged with that aspect because they must understand in detail grammar which is full of rules, especially must be written in formal writing. In addition, there is limited time to practice or follow the steps in the writing process described in the class. So, it is dominantly filled with the theory of "how to" write scientific work without any / less availability of time to practice.

Aspects of difficulties in the next medium category are vocabulary, spelling and coherence with the same percentage of 11%. In accordance with Swales (2008) statement that the challenge in writing scientific papers continues to increase so that what needs to be the foundation is a special characteristic of scientific work, namely choosing the most formal alternative when choosing verbs, nouns or other types of words. English has a very rich vocabulary because it comes from many languages. Therefore, there are often more than one way / word to express an idea. This point is one of the difficulties for students, because in oral lectures usually less formal language is used, but in scientific writing, they are faced with a more formal choice of words. Low-level difficulties are in writing / organization writing (7%) and punctuation (5%). The organization / formulation and punctuation presented and applied to students are generally almost the same as the writing organization applied by the APA (American Psychologist Association) style, although there are differences that need to be adjusted.

To get an overview of the students' real abilities and common errors in writing scientific papers, an examination of their writing is carried out. The results of the examination and analysis show that the three most common errors that occur frequently are spelling errors, capital letters and punctuation. Regarding spelling errors, caused by several factors: 1) less familiar with the word (minimal input skills: reading and listening); 2) not thorough in writing; 3) not reviewing the writing. Furthermore, the use of capital letters corresponds to the highest results in the aspects of students' difficulties in writing scientific works, namely grammar. In English material, the use of capital letters is also included in the discussion of grammar. Özer (2009) emphasized the spelling errors by his finding of some examples for causes of spelling errors are as follows: Lack of care in anatomic structures of letters; Very short of long extensions on shape of letters; Disproportional shapes of letters; Unnecessary ornaments and additions on shape of letters; Forgetting punctuation of letters; Writing letters very close; Disproportional spaces between letters and words; Lack of care in page setup; Lack of care in spelling; and Lack of care in alignment of lines. The third highest common error is punctuation.

The third research question is what approach needs to be strengthened to help students improve their scientific work. Some of these approaches are reviewing writing (at the level of words, sentences, and paragraphs, grammar) making outlines, applying three steps in the writing process (planning, writing and revision), and understanding formal and informal styles and oral and written forms so that they are able avoid words and phrases that are not needed.

## F. Conclusion

Based on the results and discussion of this study, it was concluded that: (1) Difficulties faced in the process of writing scientific papers related to aspects of grammar (31%), scientific writing style / rules (24%), vocabulary, spelling and coherence (11%), compilation of writing (7%) and signs read (5%); (2) Three common errors that occur in writing scientific papers are on spelling (29.2%), use of capital letters (17, 75%), and punctuation (15.27%); and (3) The approach that needs to be strengthened to assist students in improving and improving their scientific writing is reviewing writing (at the level of words, sentences, and paragraphs, grammar,) making outlines, applying three steps in the writing process (planning, writing and revising) , and understand formal and informal styles and oral and written forms so as to be able to avoid words and phrases that are not needed.

The results obtained from this study can be of concern to students and lecturers in the composition and teaching of scientific writing (1) Lecturers need to consider providing several sessions in the Writing course because students need to be presented with different elements in the preparation of scientific work, such as language / grammar rules, writing structure and so on. From the results above, it was found that limited time cannot cover most features in scientific writing, because several teaching sessions are needed. With the existence of several sessions, it will be more appropriate to propose the theory and practice of writing. with practical activities in the classroom, students will have the opportunity to practice what they have just learned and also provide opportunities for lecturers to monitor progress and provide appropriate guidance and feedback; and (2) In order for the writing learning process to be more effective, it is necessary to hold a pre-test for students so that the lecturers can find an overview of the students' writing skills and detect the difficulties they face. By understanding these two things, the lecturer can design and apply the right method according to the needs of students

## G. References

- Al Badi, I. A. H. (2015). Academic Writing Difficulties of ESL Learners. *WEI International Academic Conference Proceedings*. The West East Institute, Barcelona. Available at <https://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf>
- Al Fadda, H. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. *English Language Teaching*, 5(3), 123-130. doi: <https://doi.org/10.5539/elt.v5n3p123>
- Al-Khasawneh & Mahen (2010). Writing For Academic Purposes: Problems Faced By Arab Postgraduate Students of the College of Business, UUM. *ESP World*, Issue 2 (28), Volume 9. Available at [http://www.esp-world.info/Articles\\_28/issue\\_28.htm](http://www.esp-world.info/Articles_28/issue_28.htm).
- Al-Shabanah, A. I. (2005). Summarization Strategies Adopted by the Senior Level Female Students of the Department of English at King Saud University. Master's thesis, *Arab World English Journal*. Available at [http://www.awej.org/index.php?option=com\\_content&view=article&id=1130:asma-ibrahim-alshabanah&catid=20&Itemid=117](http://www.awej.org/index.php?option=com_content&view=article&id=1130:asma-ibrahim-alshabanah&catid=20&Itemid=117)
- Can, G. (2009). A Model for Doctoral Students' Perceptions and Attitudes toward Written Feedback for Academic Writing. Doctoral Dissertation, *Utah State University*. Available at <https://digitalcommons.usu.edu/etd/227/>
- Kereni, I. (2004). Developing Academic Writing at the National University of Rawanda: A Case Study of First Year Economics and Management. Master's Thesis, *University of the Western Cape*. Available at <http://hdl.handle.net/11394/1485>
- Klimova, B. F. (2014). Constraints and Difficulties in the Process of Writing Acquisition. *Procedia - Social and Behavioral Sciences*, Vol. 122, 433-437. doi: <https://doi.org/10.1016/j.sbspro.2014.01.1367>
- Özer, N. Ö. (2009). Consciousness of Writing, Spelling Errors and Their Causes in Turkish Alphabet. *Procedia - Social and Behavioral Sciences*, Vol. 1, 1353-1356. doi: <https://doi.org/10.1016/j.sbspro.2009.01.239>.
- Shafie, L. A., Maesin, A., Osman, N., Nayan, S., & Mansor, M. (2010). Understanding Collaborative Academic Writing Among Beginner University Writers in Malaysia. *Studies in Literature and Language*, 1(2), 58-69. doi: <http://dx.doi.org/10.3968/n>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung, Indonesia: Alfabeta.
- Swales, J. M & Feak, C. B. (2008). *Academic Writing for Graduate Students*. USA: The University of Michigan Press.
- Tardy, C. M. (2010). Writing for the World: Wikipedia as an Introduction to Academic Writing. *English Teaching Forum*, No. 1, 12-27. Available at <https://eric.ed.gov/?id=EJ914884>