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Title

Improving Students' Reading Comprehension through Pedagogical Translation Strategy

(An Action Research to Students of Faculty of Economics Universitas Mataram)

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Abstract

This study aims at finding out the most suitable Pedagogical Translation Based Teaching Actions Package for teaching reading comprehension to students of Faculty of Economics Universitas Mataram. The process and the result of improving students' reading comprehension ability of English texts were the main focuses of this study. The Riel's model of action research method was used to conduct this study. The method consists of four phases, namely: study and plan, take action, collect and analyze evidence, and reflect. The data was collected through observation, test, interview, questionnaire, and diary, done before and during the research term. The gained data was analysed statistically or philosopically in order to know the process and the result of improvement caused by the application of each Pedagogical Translation Based Teaching Action Package. In terms of the process of improvement, the gained average scores were 3.1, 3.4, and 3.6 in the first, second, and third cycle, respectively. In addition, the result of improvement was shown by the students' average scores in reading comprehension in pre-test and each cycle, they were 40.2, 59.9, 70.6 and 72.9 in pre-test, cycle I, cycle II and cycle III, consecutively. This means that The pedagogical translation strategy is significantly effective to be used for teaching reading comprehension, particularly English texts.

Keywords: *pedagogical translation based teaching actions package, pedagogical translation strategy.*

Introduction

Generally, the purpose of teaching English at Indonesian universities is to support their students with English competence that will be used to develop themselves academically as well as professionally, particularly in their field of study since they are still as university students until they become alumnies. To attain such purpose, each study program manage its teaching and learning system through a curriculum that is made based on vision and mission of the led institution. Undergraduate study program of Management Faculty of Economic Universitas Mataram offers English for Specific Purposes which is valued 5 credits. The course is splitted into two subjects, they are Bahasa Inggris I with 3 credit points and Bahasa Inggris II with 2 credit points. The teaching of two subjects is stressed on reading comprehension.

Reading is a language skill which offers a large opportunity for Indonesian people who master English to develop their knowledge and skills. However, a unique view is often seen in Indonesian libraries and bookstores where the majority of their visitors usually look for books, journals, megazines, and news papers written in Indonesian rather than in English to be read, borrowed or bought. In English classes, particularly Reading Skill at the Faculty of Economics Universitas Mataram, writer often found many students consulted their English-Indonesian dictionaries in the time they were doing their tasks on English text comprehension. In addition, writer also often found many students were not able to comprehend short English texts. Looking at their answers to reading comprehension questions, they tended to make errors in answering questions that require answers in higher level of thoughts of Bloom Taxonomy. From the result of an interview with some students, the unability was caused by the techniques or strategies used by teachers or lecturer who did not put Translation or Explaining in First Language Strategy into account.

Many scientists, linguists, and teachers have been aware of the importance of using translation strategy in foreign language classes. Schaffner states that translation and related excercises are beneficial in foreign language instruction for the following reasons: (1) Improve verbal agility; (2) Enlarge students' second language vocabulary; (3) Develop language style; (4) Improve understanding about how language works; (5) Combine second language structure for active use; (6) Monitor and improve understanding about second language (Beltran, 2006: 13).

In teaching English as a foreign language, the use of translation strategy can give some benefits for teachers and learners as follows:

1) Translation provides students with practice and needed skills to communicate accurately, meaningfully and suitably;

2) Through translation activities, teachers can promote interaction among learners because they maybe involve in multiple negosiation about form and meaning;

3) Translation can help learners to interpret, negosiate, and express meaning from different perspective according to the contexts and people with different interpretation;

4) The practice of translation pushes reflection to the use of language and exchange different views and increase language awareness (Koppe, 2013: 2).

Pedagogically translation activities in second and foreign language classes can improve instruction. Rell says that translation activities which include the use of first language in second language teaching can be made communicative if applied properly (Koppe, 2013: 13). The statement is strengthened by Vermes by saying that translation does not only manipulate structure but the most important thing is communication (Vermes, 2010: 91). The use of translation in second or foreign language teaching is one of the ways to act time saved. Morahan says that many teachers find that the use of first language in teaching second or foreign language can save much time for practicing second or foreign language, because understanding has been achieved earlier (Alrefaai, 2013: 14). Next, Mahmoud shows a reason for using Translation Strategy in second or foreign language teaching and learning. It is to produce students centered learning that is a must in effective learning (Alrefaai, 2013: 14).

According to Shiyab and Abdullateef, translation can be used in teaching language based on the following reasons: (1) as a tool to look at the similarity and difference between first language and second language; (2) as a facility to speed up the process of students' understanding (Alrefaai, 2013: 14). Still about the benefits of using translation, Machida finds that translation in English as a foreign language class can give many opportunities to the students to look at the relationship between forms and meanings (Machida, 2011: 743). From a view of second or foreign language teaching and learning trend of these days, it is said that translation is useful for teaching second or foreign language, because it pushes speculation and discussion. In addition, through translation students can develop three main qualities in using a language, they are: accuracy, clarity, and flexibility (Duff, 1992: 7). In terms of comprehending second or foreign language texts, Kern finds that second or foreign

language readers are very often to use mental translation to overcome obstacles related to comprehension such as new vocabularies and structure (Boshrabadi, 2014: 386).

Referring to various ideas and research findings on the use of Translation in English instruction, obviously, this study is aiming to find out an effective Pedagogical Translation Strategy Based Actions Package to be applied in teaching English reading comprehension for students of Management Study Program Faculty of Economics Universitas Mataram.

Research Methodology

This research is conducted by following Riel's action research method model which has four phases, namely: (1) Study and plan; (2) Take action; (3) Collect and analyze evidence; and (4) Reflect (Mertler, 2009: 16). The outcome of applying the research method are three Pedagogical Translation Based Action Packages. One package was applied in every teaching and learning session in a cycle. Every application of the package was made different by the way students do exercises, whether in group, partnership, or individual.

There were two kinds of data collected then analysed in this study, they are quantitative and qualitative data. Both kinds of data represented the quality of instructional product and process, respectively. They occured as the result of applying a package of instructional actions. The research is to be continued if the quality of the process and product do not meet the criteria of successful actions. In contrast, the research is not to be contined if the quality of the instructional process and product meets the criteria of successful actions. Logically, the better the quality of the instructional process, the better the scores that the students get in English texts comprehension. Quantitative data in the present study are scores that students got as their ability values in comprehending English texts. It consists of scores that the students got as the result of doing weekly tasks and end of cycle test on English text comprehension. Whereas, qualitative data in the present study are scores that represent the quality of process, result of interview, questonnaire's answers, and daily taken notes.

All phases of Riel's Action Research Method are unity. Researcher can start applying the method from any phase she likes. In this research, the application of the research method resulted three packages of instructional actions. Each package was reflected after applying it for certain times. The result of reflection became a base for deciding whether to continue conducting the research with other package of instructional actions or to terminate the research by the end of the cyle. The first decision will be taken if the criteria of successful

actions are not met yet. But if the criteria of successful actions are met, the second decision will be taken.

Results of Investigation and Discussion

Pre-Investigation

Interview with Research Subjects

Since the research subjects of this study was high school graduates who have just been accepted studying in Management Study Program Faculty of Economics Universitas Mataram, so the researcher could not yet get information or data about process of teaching and learning English reading comprehension at the Faculty of Economics, Universitas Mataram. But information or data about research subjects' experience in learning the subject at high school was considered relevant for this study. So the researcher conducted an interview with the research subjects to collect relevant information or data.

The result of an interview with research subjects about teaching English reading comprehension at high school was that they experianced having difficulties in comprehending English texts for the teachers often used Direct Method in their teaching. They fully used English to explain and to instruct them, whereas they had only few English vocabularies and little understanding about English structure. Furthermore they told the researcher that their English teachers did not realize that their explaination in fully English was not understood by the students because they actually acted as if they understood the teacher's explaination. It was just to avoid of being accused foolish or stupid by their classmates and teacher. They actually expected their English teachers to use translation technique or strategy for teaching them English reading comprehension or to use Indonesian or at least a combination of English and Indonesian for explaining them difficult concepts.

Pre-Test

Conducting pre-test was the first main activity in this study. It aimed at knowing the research subjects' prior ability to comprehend English texts before giving them some treatments or actions through teaching and learning activities in each instructional session in the cycles during the investigation period. The teaching and learning activities were based on Pedagogical Translation Strategy Based Action Packages. The pre-test was conducted on the first meeting with the research subjects, one week before the determined investigation period began. Following was the result of the pre-test:

Frequency Distribution of Students' Scores in the Pre-Test

GAINED SCORES		FREQUENCY	PERCENTAGE
NUMBER	LETTER		
80 - 100	A	-	-
72 - 79	B+	4	8.89%
65 - 71	B	-	-
60 - 64	C+	4	8.89%
56 - 59	C	1	2.22%
50 - 55	D+	1	2.22%
46 - 49	D	2	4.44%
0 - 45	E	33	73.33%

First Cycle

Study and Plan

The First Cycle Package of Instructional Actions was made by considering the result of interview and pre-test of English reading comprehension. It consists of main and supported instructional actions. The first type was developed based on principles of Pedagogical Translation Strategy and researcher's consideration results on students from linguistics, pedagogy, and psychology view points. Whereas the second type was developed based on   ethics and logic and researcher's consideration results on students from linguistics, pedagogy, and psychology view points. In the context of this research, the actions related to the second   type are provided the same in their form and meaning. They are put under various phases of the teaching actions package, namely: pre-teaching activities, opening the lesson, main teaching activities or closing the lesson. So for limited space reasons, the writer does not perform the whole instructional actions.

Main instructional actions of First Cycle Package of Instructional Actions

- Get the students to brainstorm about the title of the text.
- Orally translate roughly the English text into Indonesian while identifying certain parts of the text that are considered to be students' obstacles to comprehend the text. The obstacles may relate to vocabularies, grammar, expressions, and pronunciation.
- Translate into Indonesian or explain in Indonesian the obstacles.
- Ask the students to read for comprehending the text fast and silently.
- Ask certain students to read certain parts of the text being discussed loudly.
- Ask the students to do tasks on reading comprehension in group, partnership or individual.
- Mark the students' works (answers).
- Give a homework to the students to find and read an English text on economy then to be paraphrased its paragraphs and outlined its ideas. As well as to scan and to skim information in it.

Take Action

Teaching and learning activities in first, second, third and fourth instructional meetings were done by following The First Cycle Package of Instructional Actions. The difference among them was only on the way the students do the tasks in each instructional meeting, whether in group, partnership or individuality. Following is the result of applying the first package of instructional actions in terms of process:

Average Score of Teaching and Learning Process in First Cycle

Number	Points of Observation	Scores
1.	**Students' Activities:**	
	a. Make notes about lecture materials	3,3
	b. Ask questions	3
	c. Express ideas	2,9
	d. Consult dictionary	3,3
2.	**Students' Attention:**	
	a. Listen to lecturer's explaination or comments	3,8
	b. Focus on teaching materials	3,1
	c. Learning antusiasm	3
3.	**Dicipline:**	
	a. Attendance in the class	3,3
	b. Bring lecture materials (students' book, dictionary)	3,5
	c. Follow the lecturer's instruction	3
4.	**Assignments:**	
	a. Quality of assigned works	2,6
	b. Do tasks based on the instruction	3,1
	c. Afford in doing the tasks	3,6
	d. Responds toward the tasks given by the lecturer	3,1
Average Score in the First Cycle		**3,1**

Notes: 4=very good, 3=good, 2=not good, and 1=worse

Following is the result of applying the first package of instructional actions in terms of product:

Frequency Distribution of Students' Scores in First Cycle

Scores		Task I		Task II		Task III		Task IV		First Cycle End Test	
Number	**Letters**	**F**	**%**	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**

Score	Grade									
80 – 100	A	-	-	3	6.7%	5	11.3%	5	11.6%	2	4.5%
72 – 79	B+	5	11.1%	4	8.9%	3	6.8%	13	30.2%	5	11.4%
65 – 71	B	-	-	6	13.3%	8	18.1%	11	25.5%	4	9.1%
60 – 64	C+	-	-	10	22.2%	4	9%	10	23.2%	12	27.3%
56 – 59	C	20	44.4%	4	8.9%	-	-	-	-	11	25%
50 – 55	D+	-	-	2	4.4%	14	31.8%	4	9.3%	5	11.4%
46 – 49	D	10	22.2%	2	4.4%	-	-	-	-	3	6.8%
0 - 45	E	10	22.2%	14	31.1%	10	22.7%	-	-	2	4.5%

Collect and Analyse Evidence

Related to this phase, researcher found many positive evidences as the result of applying First Cycle Instructional Action Package, except the lecturer translates the whole text for it was judged taking much time by the colloborator. The evidence comprises of process and product of instruction. The first cyclic average score for instructional process was 3.1. This number shows that the instructional process in first cycle was good, however it had not yet fulfilled the criteria of successful action, it is at least 3.5. In terms of product, the application of First Cycle Instructional Action Package resulted in improved ability of students to comprehend English texts, from 40.2 in pre-test to 59.9 as the first cycle average score.

Reflect

The result of evaluation to evidence that occured as the result of applying First Cycle Instructional Action Package. The researcher and the collaborator identified the main instructional action, that is to roughly translate the whole text orally as an uneconomical

instructional action for it needs much time to apply it, so it must be replaced with other action still from the Pedagogical Translation Strategy.

Second Cycle

Study and Plan

Based on the result of evaluating the evidence that occured as a result of applying the First Cycle Instructional Action Package, either related to process or products. The main actions of Second Cycle Instructional Package are as follows:

Main instructional actions of Second Cycle Package of Instructional Actions

- Ask the students to recall the title of an English text that was discussed last week and mention some ideas found in the text.
- Get the students to brainstorm a title of English text that will be discussed in Indonesian.
- Remind the students to apply steps for pre-reading comprehension as follows:
  - Read text title;
  - Read introductory paragraph;
  - Read bold writings (if available);
  - Read first sentence in each paragraph;
  - Look at pictures (if available);
  - Read closing paragraph.
- Translate into Indonesian or explain in Indonesian some difficult concepts found in the text, such as words, expressions or grammar.
- Ask the students to read for comprehending the text fast and silently.
- Ask certain students to read certain parts of the text being discussed loudly.
- Ask the students to do tasks on comprehension in individuality, partnership, or group.
- Collect students' works to be marked at home by the lecturer.
- Give a homework to the students to find and read an English text on economy then do paraphrasing its paragraphs and outlining its ideas. As well as to scan and to skim information in it. Prior to doing such tasks, the students must translate the text into Indonesian.

Take Action

Teaching and learning activities in the fifth, sixth, seventh, and eighth instructional meetings were done by following the Second Cycle Package of Instructional Actions. As in the first cycle, the application of the second cycle package was made different in the way the

students had to do the task in each instructional meeting, whether in individuality, partnership, or group.

Average Score of Teaching and Learning Process in Second Cycle

Number	Points of Observation	Scores
1.	**Students' Activities:**	
	e. Make notes about lecture materials	3.4
	f. Ask questions	3.1
	g. Express ideas	3.2
	h. Consult dictionary	4
2.	**Students' Attention:**	
	d. Listen to lecturer's explanation or comments	4
	e. Focus on teaching materials	3
	f. Learning antusiasm	3.4
3.	**Dicipline:**	
	d. Attendance in the class	4
	e. Bring lecture materials (students' book, dictionary)	3.5
	f. Follow the lecturer's instruction	3
4.	**Assignments:**	
	e. Quality of assigned works	3
	f. Do tasks based on the instruction	3.4
	g. Afford in doing the tasks	4
	h. Responds toward the tasks given by the lecturer	3.1
Average Score in the First Cycle		**3.4**

Notes: 4=very good, 3=good, 2=not good, and 1=worse

Frequency Distribution of Students' Scores in Second Cycle

Scores		Task IV		Task V		Taks VI		Task VII		Second Cycle End Test	
Number	**Letter**	**f**	**%**	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**
80 – 100	A	-	-	4	8.9%	4	8.6%	12	27.2%	6	13%
72 – 79	B+	5	11.1%	11	24.4%	16	34.7%	21	47.7%	17	37%
65 – 71	B	10	22.2%	18	40%	22	47.8%	1	2.2%	19	41.3%
60 – 64	C+	10	22.2%	2	4.4%	4	8.6%	5	11.3%	2	4.3%

56 – 59	C	14	31.1%	4	8.9%	-	-	5	11.3%	2	4.3%
50 – 55	D+	6	13.3%	6	13.3%	-	-	-	-	-	-
46 – 49	D	-	-	-	-	-	-	-	-	-	-
0 - 45	E	-	-	-	-	-	-	-	-	-	-

Collect and Analyse Evidence

Generally, evidents that occured as a result of applying the Second Cycle Package of Instructional Actions, particularly the main action made the students felt unsatisfied. Because the lecturer translated into Indonesian or explained in Indonesian certain parts of the text that they were not expecting, while they were expecting other parts. The instruction of English text comprehension following the second cyclic package resulted in process and product that still did not fulfill the criteria of successful instructional actions. Obviously, the average score for instructional process was 3.4, whereas for instructional product (ability to comprehend English texts) was 70.6.

Reflect

By evaluating evidents that occured while and after applying the Second Cycle Package of Instructional Action, particularly the main action, researcher and collaborator had planned to modify the main action for the third cycle package. Students would identify their own difficulties about the English text then mention or note them on the whiteboard.

Third Cycle
Study and Plan

Based on the result of reflection to evidents related to process and product of instruction, the researcher by considering some inputs from collaborator and colleagus began eleborating Third Cycle Package of Instructional Actions. The main actions of the package are as follows:

Main instructional actions of Third Cycle Package of Instructional Actions

- Lecturer gets the students to brainstorm a title of English text which will be discussed in Indonesian.
- Lecturer reminds the students to apply steps for pre-reading comprehension as follows:
  - Read text title;
  - Read introductory paragraph;
  - Read bold writings (if available);
  - Read first sentence in each paragraph;
  - Look at pictures (if available);
  - Read closing paragraph.
- Lecturer asks the students to read a text fast and silently and ask them to identify parts of the text that they feel difficult.
- Lecturer asks the students to come forward one by one to write a part of text that she feels difficult on the whiteboard.
- Lecturer reads every written part aloud and the students repeat.
- Lecturer translates into Indonesian or explains in Indonesian every written part.
- Get the students to do tasks on reading comprehension in individuality, partnership, or group.
- Lecturer collects students' work to be marked at home and returned back in next instructional meeting.
- Give a homework to the students to translate an English text on economy into Indonesian then to summarize it both in English and Indonesian.

Take Action

As in the first and second cycles, in the third cycle, the lecturer followed the Third Cycle Package of Instructional Action for his instruction in nineth, tenth, eleventh, and twelveth instructional meetings. In terms of process and product, the result of applying the package was as follows:

Average Score of Teaching and Learning Process in Third Cycle

NO	HAL YANG DIAMATI	SKOR
1.	**Keaktifan Mahasiswa:**	
	a. Mencatat materi perkuliahan	3.5
	b. Bertanya	3
	c. Mengajukan ide	3
	d. Mencari makna dalam kamus	3.2
2.	**Perhatian Mahasiswa:**	
	a. Menyimak penjelasan atau komentar dosen	4
	b. Fokus pada materi	4
	c. Antusiasme belajar	4

3.	**Kedisiplinan:**	
	a. Kehadiran di kelas	3.7
	b. Membawa materi perkuliahan (buku ajar, kamus)	4
	c. Mengikuti instruksi dosen	4
4.	**Penugasan/Resitasi:**	
	a. Mutu hasil pekerjaan yang ditugaskan	3
	b. Mengerjakan tugas sesuai dengan perintah	4
	c. Usaha dalam mengerjakan tugas	3.7
	d. Respon terhadap tugas yang diberikan dosen	4
	SKOR RATA-RATA SIKLUS III	**3.6**

Keterangan: 4=sangat baik, 3=baik, 2=tidak baik, dan 1=sangat tidak baik

Frequency Distribution of Students' Scores in Third Cycle

Nilai		Tugas IX		Tugas X		Tugas XI		Tugas XII		TAS Ketiga	
Angka	**Hr f**	**f**	**%**	**f**	**%**	**f**	**%**	**F**	**%**	**f**	**%**
80 – 100	A	6	13.3%	2	4.6%	4	9.5%	15	34.8%	14	30.4%
72 – 79	B+	20	44.4%	17	39.5%	13	30.9%	9	20.9%	10	21.7%
65 – 71	B	19	42.2%	8	18.6%	8	19.0%	11	25.5%	19	41.3%
60 - 64	C+	-	-	10	23.2%	14	33.3%	5	11.6%	2	4.3%
56 – 59	C	-	-	6	13.9%	3	7.1%	3	6.9%	1	2.1%
50 – 55	D+	-	-	-	-	-	-	-	-	-	-
46 – 49	D	-	-	-	-	-	-	-	-	-	-
0 - 45	E	-	-	-	-	-	-	-	-	-	-

Collect and Analyse Evidence

Evidences that occured as a result of applying Instructional Actions Package of Third Cycle were more constructive than the result of applying first and second cycle packages.

They relate to process and products, such as students' participation in a discussion and students' scores after doing a reading comprehension test. In terms of instructional process, the result of applying the third cycle package made brought it was scored better by the collaborator and researcher. The same was true with the products, in which the students' scores had fulfilled the criterias of successful instructional actions. The cyclic average score for instructional process was 3.6. This number is one point higher than the determined criteria and the students' average score for English reading comprehension was 72.9. This number shows nine points higher than the target determined.

Reflect

Evaluating the result of applying the Third Cycle Package of Instructional Actions from process and product view points, we can say that the quality of the instruction in third cycle was suitable with the students' condition. The process and products resulted from the application of the third instructional package were judged the best among the three tried out packages. The cyclic average scores for process aspect were 3.1, 3.4, and 3.6 at first, second, and third cycles, respectively. All scores showed good quality of instructional process, but only the third score fulfilled the criteria of successful action, it was minimally 3.5. Representing the product of applying the three cyclic packages of instructional actions, there were three average scores gained by the students, they were 59.9, 70.6, and 72.9 for first, second, and third cycle, respectively. Only scores in the third cycle had fulfilled the criteria of successful instructional actions. So, in terms of process and product, the third cycle package of instructional actions was considered effective to be applied for teaching English reading comprehension to students of Management Study Program Faculty of Economics Universitas Mataram.

Conclusion

In accordance with the result of investigation and its discussion, it is concluded that the quality of process and products of instruction through Pedagogical Translation Strategy Based Instructional Actions Packages had improved significantly from cycle to cycle. Among the three packages applied, for the time being the third package resulted the best process and product for the scores gained in both aspects had fulfilled the criteria of successful instructional actions, they were minimally 3.5 and 72 for process and product, respectively. So it was worthy to end up this study by the third cycle.

Recommendation

By referring to the conclusion, researcher suggests the following:

1. English lecturers in Management Study Program Faculty of Economics Universitas Mataram take the three packages of instructional actions into account, especially the Third Cycle Package of instructional Actions as an alternative tool for teaching English reading comprehension by using Pedagogical Translation Strategy.

2. English lecturers in the study programs other than English education and literature should conduct an action research on Pedagogical Translation Strategy, so that they can prove themselves whether it is effective or not for their students. Besides trying to be accustomed to thinking academically (not to agree directly with one's statement without proving it).

3. Try to read articles on the use of translation for teaching English, particularly English reading comprehension. The technique or strategy have been proved effective in other countries where English is used as a second or foreign language.

4. Think and invent instructional actions related to Pedagogical Translation Strategy. So that you can bring them to your action research.

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Title

Application of Pair Work Technique in Teaching Speaking to the Second Semester Student of English Department of STKIP YPUP Makassar

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Nicodemus Bisse is a lecture at English Teaching Program of Faculty of Teacher Training and Education Cendrawasih University — Papua Indonesia. Currently he is a Ph.D. student at State University of Makassar. He obtained him M.Ed. from State University of Makassar, Indonesia. His research interest is in the area of Language Learning and Acquisition of Foreign Language in Education. He can be contacted at nikobais@yahoo.co.id

Abstract

The objectives of this research are to find out (1) the students' achievement on English speaking of the second semester students of English department STKIP YPUP taught by pair work technique, (2) the students' achievement on English for speaking of the second semester students of English Department taught by using traditional method, (3) whether there is significance difference of the achievement on English speaking between the students taught by using pair work technique and taught traditional ht by traditional method.

The research employed experimental method. The sample consisted of 50 students of English department STKIP YPUP Makassar 2001/2002 academic year. This research uses randomized controlled group and pre-test and post-test design. The students were divided into two groups randomly. Twenty-five students were put in the experimental group and another twenty five students were put into control group. The instrument was multiple-choice items, administered to both groups. The data obtained were analyzed with mean score and –test formula.

The result of the research showed that the achievement on English for speaking of the second semester students of English department STKIP YPUP Makassar taught by using pair work technique are at very good (80 percent) and good (20 percent) levels of classification or in very good and good classification. The achievement on English speaking of the second semester students of English department STKIP YPUP Makassar taught by using traditional method are at fairly (28 percent), fair (22 percent), and poor (40 percent) levels of classification or it can be said that it is in fair level classification, and there was significant difference of the achievement on English speaking of the second semester students of English department STKIP YPUP Makassar between the students who were taught by using pair work technique and those who were who were taught by using traditional method. The pair work technique could improve the students achievement significantly better than the traditional one.

Pair Work as a Part of Communication Activities

In recent years methodologists of many persuasions have emphasized the limitation of traditional approaches to teaching conversation. Where respective imitation, drills, and memorization of dialogue formed the primary focus of classroom activities, any how, such activities fail to address conversation as a process. They fail to teach learners how to imitate, develop, and terminate conversational encounters, how to use appropriate language; or how to negotiate and interact conversationally. Alternative classroom arrangement and activities are required which give learns the opportunity to practice conversational process in pair model in the classroom and hence to acquire conversational competence through doing conversation work (Long and Richards, 1987)

Pair Work in Speaking Activity

In pair work, the teacher puts the student in pair or partner. Every student works with his or her partner and all the pairs at the same time. This is sometimes called simultaneous pair work. And public or open pair task is that pair of the students in turns speaking in front of the class. Doff (1988) stated that pair work in learning language, is not a teaching method but it is a way of organizing the class. It can be used for many different kinds of activities, and it is naturally more suitable for some activities than others.

The advantages of the pair work in speaking activities are as follows:

1. More language practise, pair work gives the students more choices to speak English.

2. Students are more involved and concentrate on the task rather than the discussion conducted the whole class where it will probably be dominated by a few students and other will interest.

3. Students feels secure, loss, anxiety when they are working or practising speaking individually when they are show in front of the class pair work may help the students who never say anything in whole class activities

4. Students help each other; pair work encourages students to share the idea, and knowledge.

Brown (1994) stated that pair work is a generic term covering a multiplicity of techniques in which two students are assigned a task that involves collaboration and self initiated language. It is important to note that pair work is simply group work in groups of two. Pair work is more appropriate that group work for task that are short, linguistically simple, and guide controlled in terms of the structure of the task. The appropriate activities of pair work in speaking mauled-.

1. Practising dialogues with partner.

2. Simple guestion and answering exercises.

3. Performing certain meaningful substution drill.

4. Quick brainstorming activitity.

5. Checking writter work with each other.

6. Preparing for merging with a large group.

Harmer (1991) a decision has to be taken about how the students are put in pairs. The teacher has to divide wether the teacher puts the students in the same levels such put the strong students with the weak one or the teacher varies the combination of pairs form class or group to group. But the teacher can put the students by using random approach to putting students in pairs while others deliberately mix students who do not mecssarily sit together.

Conceptual Framework
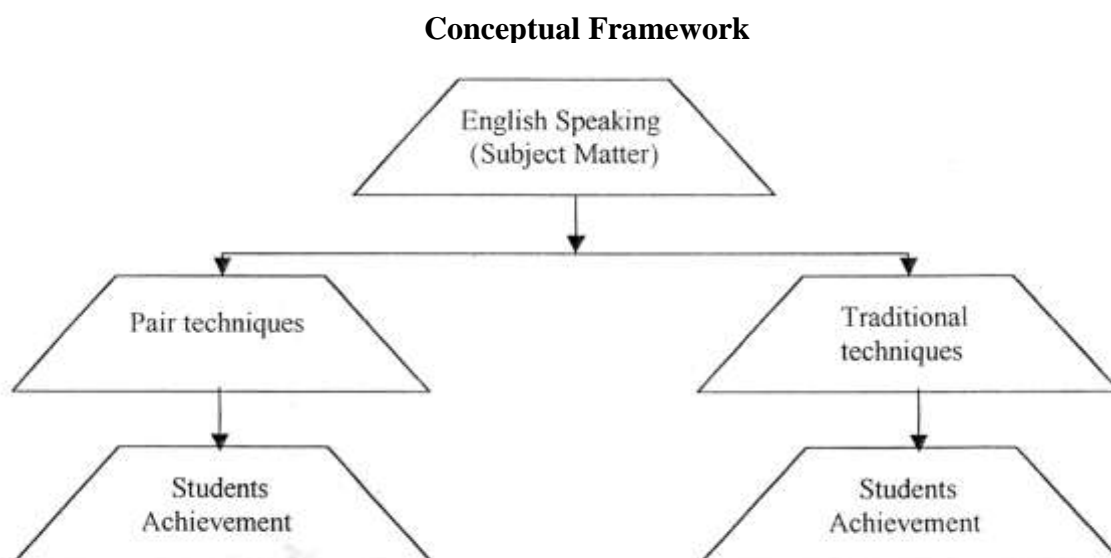
Pair technique is one of technique of teaching speaking by giving an opportunity to the students to speak English in partner. The conceptual framework understanding this study to compare the students' achievement who taught by using pair technique and traditional one. It shown in figure 1.

Research Method

In this research, the researcher uses the experimental design which consists of the treatment group and control group. Using experimental design, the researcher will observe the students achievement after the treatment.

Research Design

Kerlinger (in Weirsma 1991) identified that two basic purposes of the research design, are: provide answer to research question and to control variance.

The design of the research consists of two groups (experimental group and control group) which form randomly. Both experimental and control gorup was given pre-test and post-test. The pre-test was administrated to find out the students achievement before the treatment while the post-test is to find out the achievement of the students after the treatment (pair work technique in speaking). The research design can be seen as follows

EG

$$R \quad \frac{O_a \quad X \quad O_b}{O_a \qquad O_b}$$

CG
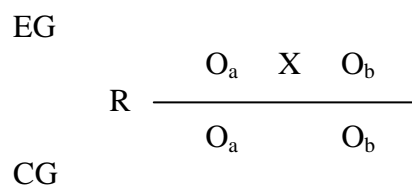
Figure 2. Research design Symbols

RA = Random Assigament

Oa = Pre test

Ob = Post test

X = Treatment (pair work and traditional technigue)

EG = Experimental group

CG = Control Group

Variable of the Research

This research has one dependent variable and one independent variable. The dependent variable is as the central variable of the research or the presumed effect in which the independents variable act. That is the students' achievement on English speaking. While independent variable is the selected and systematically manipulated variable or as presumed causes. The independent variable of the research is the application of pair work.

Operational Definition

The variable of the research are described in the following definition'.

1. Pair work technique is the technique in presenting the materials for the students in teaching of speaking, where the students put to work in partner in order to practice the dialogue. One student will put as students A and the other one will be as student B. The decision has to be taken about how the students are put in pairs and the teacher has to decide whether the teacher puts the students in the same level such put the strong students one or the teacher varies the combination of pairs forrn class to class or group to group. But the teacher can also put the students by using random approach to put students in pairs while others deliberately mix students who do not misnecessarily sit together.

2. Achievement is defined as the grammatical, sociolinguistic, discourse, and strategic communication in English. The variable indicators are the accurate and appropriate linguistic form. Accurate linguistic forms refer to the grammatical correctness of the expression in terms of discourse and social context.

3. Traditional Lecturing technique means the technique usually used to teach the English language in general, in this technique, the teacher or educator uses many times to explain the theory and of course the students only get a little opportunity to express their idea. The students only receive the teachers' instruction. The educator is more active than students, and sometimes the students are more passive to the process of study.

Population and Sample

The population of this research was the second semester students of English Education Department Strata 1, registered in 2014/2015 academic year. This research employees a consensus system or total sampling. That is taking all of second semester students of English education department, strata I which consist of 50 students, The respondent was divided into two groups. Experimental group and control group. The students of class A were treated as experimental group and the student of class B will be as control group. The reason of choosing the second semester students as a sample of population because they had free time during the conduct of this research.

Instrument of the Research

In collecting data needed the researcher administrated speaking test to identify the students performance before and after the treatment. The objective test which will be employed at the beginning of the teaching as pre-test and at the end of the teaching period as post test. The test was focused on English speaking material.

Procedures of Collecting the Data

1. Procedures of the treatment

The first step to be done was grouping the students, and then they were given test as pre-test. Then each group was thought separately for eight sessions. At the end of the session, they were given achievement test as post-test.

a. The experimental group

In this case, the research did some treatments to the students of experimental group. The treatments presented to them are going to be explained as follows:

1. Firstly, the researcher distributed a test for speaking skill, such as the materials for dialogue, conversation, and materials for interview.

2. Secondly, he tested the students by calling them in a pair to speak the topic for conversation, to interview them and or tested them in a pair for the dialogue.

3. After getting their base ability of speaking English, he taught the students by applying the pair work technique which focussed on the dialogue materials, conversation materials, and interview materials for eight meetings.

4. After applying the pair work technique for learning speaking skill, the researcher gave them a post-test to know the students' achievement of it.

5. Lastly, he collected the result of post-test to be calculated into t-test formula.

b. The control group

The control group was also given test at the beginning of the teaching process. They were taught as the way that usually used conventionally. And at the end of the teaching process they were given achievement test as the post-test.

2. Procedure of collecting data

Collecting the data on the students' achievement in speaking English matter will be conducted twice. That was before and after the treatment. The data collected before the treatmen was applied as the previous score (pre-tes) to comparethe students' achievement after the treatment. Data collected after the treatment will be taken at the end of the teaching activities in terms of finding out the students' progress. The test given was written and oral test based on the materials of speaking English. The test will be analyzed quantitatively by using T-Test.

Data Analysis

The data was analyzed qualitatively by employing statistical calculation to test the writer's hypothesis. The procedures were performed as follows:

1. Scoring the students test result.
2. Tabulating the score of the students test result.
3. Classifying the students' scores.

4. Calculating, the mean score of the students test.

$$X = \frac{\sum X}{N`}$$

Figure 3. The formula of mean score

Simbols:

X   : Mean score

ΣX   : The sum of all score

N   : The total number of subjects.

Table 1. The mean score are classified into levels of classification

Score	Meaning
9,6-90	is classified as excellent
8,6 - 9,5	is classified as very good
7,6-8,5	is classified as good
6,6 - 7,5	is classified as fairly good

Finding out the significant difference between the pretest and post test by calculating the value of the t-test.

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2{}^{-2}}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Figure 4. The formula of T - Test

Symbols:

X_1 = mean score of the experimental group

X_2 = mean score of the control group

SS_1 = sum of the square of the experimental group

SS_2 = sum of the square of the control group

N_1 = number of subjects in the control group

N_2 = number of subjects in the control group

$\Sigma X_1{}^2$ = sum of all the sum squares of experimental

$\Sigma X_2{}^2$ = sum of all the sum squares of control group

$(\Sigma X_1)^2$ = square of the sum scores of experimental group

$(\Sigma X_2)^2$ = square of the sum scores of control group

Findings and Discussion

This chapter presents the findings and the discussion of the research. The findings consist of the data obtained through the achievement test in order to see the students' achievement and ability after being taught the materials of speaking skill through pair technique and individual technique. The discussion in this thesis deals with the description and interpretation of the findings.

The Findings

The findings reported in this chapter were related to the analysis of the data collected and the application of the methods described in the previous chapter. The findings were organized into two parts by referring to the research questions in chapter one, namely: (1) the findings of the students' achievement on English speaking skill taught by using traditional teaching and pair technique. The data of these findings were analyzed into mean score formula, and the result were classified from very poor until excellent category, (2) the findings of the different achievement of the two groups of students taught the materials of speaking skill by using were analyzed by using the independent t-test formula.

In relation to the research sample that there are 50 students listed in the attendance list, those students were divided at random into ztwo groups, 25 students were prepared for experimental group and 25 students were prepared for control group. Based on the idea of randomized control group pre-test-post-test design that those groups of the research must be in the same condition such as number of students, materials, time, place, etc.

From the experience of teaching materials for English speaking skill to those both groups, the researcher could analyze and tabulate about the students' ability to choose the accuracy of grammatical, sociolinguistics, discourse, and strategic communication in English speaking skill. The result of experimental and control groups' scores in English speaking skill can be seen in the data analysis of pre-test and post-test of mean score and standard deviation (see appendix 24-25).

1. **The students' achievement of speaking skill taught by using pair technique**
   a. The rate percentage of the students' score

   The rate percentage of the students' score in the following table in speaking skill taught by using pair technique shows that it was classified into very good achievement category. The result of post-test indicates that out of 25 students, 20 (80 percent) students

obtained score 3).1 – 3.5, and 5 (20 percent) students obtained score 2.6 – 3.0, besides the pre-test resulted 16 (64 percent) students fot fair achievement category and 9 (36 percent) students were in poor achievement category.

Based on the explanation of the data means that the teaching of speaking skill of English by using pair techniques is getting success because the result of posttest shows that none of the students in experimental group obtained score in the very poor achievement category up to fairly good category such as in pre-test resulted (1.1 – 2.0 score) shown in the following table. To know clearly about the data of the students' rate percentage can be checked in appendix 22 and 23.

Table 2.   The rate percentage of the students' score in speaking skill taught by using pair technique.

No.	Achievement category	Scores	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	3 3.6 – 4.0	0	0	0	0
2.	Very good	3.1-3.5	0	0	20	80
3.	Good	2.6 – 3.0	0	0	5	20
4.	Fairly good	2.1-2.5	0	0	0	0
5.	Fair	1.6-2.0	16	64	0	0
6.	Poor	1.1– 1.5	9	36	0	0
7.	Very poor	0.0-1.0	0	0	0	0
	Total		25	100	25	100

b. The mean score and standard deviation

The mean score of the students in speaking skill taught by using peer review technique increased in a high level and could be classified into very good classification, since the standard deviation post-test was 2.75. This data is taken from appendix 24.

Table 3.   The mean score and standard deviation of the students in speaking skill taught by using pair technique

No.	Test	Mean Score	Standard Deviation
1.	Pre-test	1.58	0.5856
2.	Post-test	3.2	2.75

The data of table above approves that the teaching of speaking skill by using pair technique can improve the students' ability and their achievement, where the mean score value of post-test is greater than the mean score value of pre-test (3.2 > 1.58) and the standard deviation value of post-test is higher than the standard deviation value of pre-test (2.75 > 0.5856). this data is then from appendix 24.

c. The total score raw data of experimental group

The total score raw data of the students for experimental group in pre-test is different from post-test. The average of number for each indicators which is scored get improvement highly, such as the total score row data of pre-test for grammar is 95, sociolinguistics is 104, discourse is 101, strategic communication is 93 and the total score is 394 while the grade of the students for those indicates in pre-test is 39.4

The total score row data of the students in post-test improved significantly if it is compared with the pre-test total score, where the total score of grammar is 200, sociolinguistic is 205, discourse is 197, strategic communication is 198, and the total score of those indicators is 800, while the average of grade is 80.0 (see table 4).

No.	Tested Indicators	Score of pre-test	Score of post-test
1.	Grammar	95	200
2.	Sociolinguistics	104	205
3.	Discourse	101	197
4.	Strategic Communication	93	198
Total		394	800
Grade		39.4	80.0

After being given treatment W the students, the score of indicators improved significantly where the score of grammar in pre-test is similar than the students' score in post-test (95 < 200), sociolinguistics score in pre-test is similar than in post-test (104 < 205), discourse score of students in pre-test experimental group is similar than in post-test (101 < 197), and the score of students for strategic is similar than their scores post-test (93 < 198), and ofcourse, the communication s sirm   (93 total score raw data of post-test and grade are greater than the students' total score raw data and their grade in pre-test. (Total score row

data of post-test = 800 > pre-test = 394, and the students' grade in post-test = 80.00 > grade in pre-test = 39.4). The explanation of data above can be consulted with appendix 22 and 2').

2. The students' achievement of speaking skill taught by using traditional method.

a. The rate percentage of the students' score

The achievement of the students in speaking skill taught by using traditional method can be seen in the table as follows:

Table 5 The rate percentage of the students' score in speaking skill taught by using traditional method

No.	Achievement category	Scores	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	3.6 – 4.0	0	0	0	0
2.	Very good	3.1-3.5	0	0	0	0
3.	Good	2.6-3.0	0	0	0	0
4.	Fairly good	2.1-2.5	0	0	7	28
5.	Fair	1.6-2.0	15	60	18	72
6.	Poor	1.1-1.5	10	40	0	0
7.	Very poor	0.0-1.0		0	0	0
	Total		25	100	25	100

The data above shows that the achievement of the students in sneaking skill taught by using traditional method was far from the required target because most of the students' scores were classified into fair students (27 percent of past-tense result) and only seven students (28 percent) could improve the in achievement in fairly good category. Out of 25 students in control group, none of them could achieve good until excellent achievement category. Although none of them got poor achievement category in past tense such as the result of the students' score in pre-test, but this improvement cannot bring the students achievement higher and more significantly expected. This data approves that the teaching of speaking skill through traditional method could not give the students' improvement to understand well the materials of speaking (see Appendix 21).

b. The mean score and standard deviation

The mean score gained by the students in control group taught by using traditional method can be seen in a table as follows:

Table 6. The mean score and standard deviation of the students in speaking skill taught by using traditional method.

No.	Test	Mean Score	Standard Deviation
1.	Pre-test	1.556	0.4016
2.	Post-test	1.96	2.05

The result of mean score for the students taught speaking skill by using traditional method in a table above indicates that it was not in a high level and it

Conclusion

Based on the research findings and discussion in the previous chapter, the conclusions are presented as follows:

1. The findings of this research through tabulated data taught by using traditional technique shows that the mean score of the students in control group for pre-test is 1.556 and the post-test is 1.96. The achievement of the students in control group shows that out of 25 students, 15 (60 percent) students got score 1.6 – 2.0 as the fair achievement category, and 10 (40 percent) students got score 1. 1 – 1.5 as the poor achievement category for pre-test. Which the result of post-test in control group shows that out of 25 students, 7 (28 percent) students got score 2.1 – 2.5 as the fairly good achievement category and 18 (72 percent) students got score 1.6 – 2.0 as the fair achievement category.

2. The speaking achievement of the students in experimental group shows that, out of 25 students, 16 (64 percent) students got score 1.6 – 2.0 classified in fair achievement category and 9 (36 percent) students got score 1. 1 – 1.5 classified in poor achievement category for pre-test. After giving treatment to the students in experimental group, 20 (80 percent) students got score 3.1 – 3.5 classified very good category and 5 (20 percent) students got score 2.6 — 3.0 classified good category for pre-test. The students' mean score in experimental group improved significantly, where the mean score of pre-test is 1.58 and post-test is 3.2. These value shows that the mean score of pre-test is similar with pot-test (1.58 < 3.2).

The comparison of the students' total score for control group and experimental group show that the value of students' score in experimental group is higher than control group, where 800 > 490 (see table 7). While the t-test value of the students' achievement taught by using pair technique shows that the observed value of pre-test is smaller than the t-table value (1.2 < 2.021), and after giving the treatment to the students, the observed value of post-test is

greater than the t-table value (44.286 > 2.021). This means the students in experimental group taught by using pair technique have better ability in speaking skill than those who were taught by using traditional method.

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Title

Utility of Self Access Materials in Second Language Learning for Autonomous Learners

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Abstract

This Paper Explores (1) The Issue and problem of using self access material that the learner can be done (2) potential models and process in language Learning (3) the areas of autonomy in assessment development, application, decision – making to independent action. The terms "Autonomy" and "Self Direction" are being used more frequently in educational to discussion. This article identifier and examines the factors which contribute to these, including the minority rights movement, shifts in educational philosophy, reactions for or against behaviorism, linguistic pragmatism, access to educations increase the commercialization educational material for teaching greater availability of current technologies. A number of objection to "Autonomy" (It could not work with children or adult at low educational attainment not for difficult language, or in examination led Syllabus) have largely overcome, research into a wide range of educational topics, such as learning styles and strategies, resources centre and counselor and leaner training has directly contributed to

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present practice much remains to be explored. However, particularly cultural influenced on language learning. Learner autonomy has long been defines as the ability to take charge of one's own learning (Holic, 1981) in Other words, learners must be independent from others instruction and directing in order to develop autonomy (Benson, 1996).

Teachers hold positive attitudes towards the promotion of learner's autonomy in language as the facilitators, counselor, and variable resources (Dujng and Sheepo, 2014). Learner Autonomy as a subject for research and as an educational goal, has gamed a lot of traction in recent years.

Autonomy is now a common theme at conferences and in professional journals and is well on the radar of the average language teacher.

The Idea that learners need to be able to take control over their own learning to be successful not just in class, but to learn independently without a teacher outside the class, has become widely accepted in mainstream language teaching (Benson, 2001). Breen's process syllabus (1987) and Nunan is (1988) Learner centered approach are examples of this. More recent approaches to learning and teaching, such as task based language teaching include elements that can support the development of autonomous learning skills (Errey & Scholart, 2005) in general, there is now a broader awareness at importance of developing language and autonomous learning skills in addition to the language competencies. The development of learner autonomy is sometimes carried out through 'Leaner training" or dedicated strategy instruction often through self-access centers (Gardner of Miller, 2014). Most likely autonomous learners are those who explicitly accept responsibility for their own learning (e.q. little, 1991) the autonomous shows initiative in the learning process and share in monitoring.

Progress and evaluating the extent to which learning is achieved (Schurk, 2005). There is a need to make students aware of the hidden potential within each and to find ways in which this can be explored when students become more autonomous and involved in their own learning, take an active part in making decisions. This may result in students feel a sense of ownership and commitment to the process this learning night be more meaning full, resulting in better classroom performance. There fore, teacher can help students in cover and develop the skills which will allow them to manage their own learning and survive outside the sheltered environment of the classroom, when the teacher is no longer there for support.

Research done in the area of second language acquisition suggest how this night be achieved work in language learning in the last half of the twentieth century, has brought is closer to

understanding the complex nature of this process. Research in area such is multiple intelligences (gardner, 2010), individual learning stylis and learning strategies (Rus,1978, Cohen,1988, Molley & Chamid;1990), motivation (Dormyei,2001) and cognition (Schimdt,1990, Crass, Svetie & Lemelin,2003) have given us insight into the ways in which deferent factors influence learners and the way they learn. Added to this is the move toward learner-centered   father than teacher centered-classroom (Nunan,1999), giving students opportunity to become active participants in the learning process, making decisions with regard to learning objectives and materials to be used, helping decide the evaluation process, and this moving toward becoming independent and autonomous learners.

My intention is to provide an overview of issues concerning learner autonomy and other related area which have an influence on self-access language learning (SALL). We begin by examining the debate surrounding autonomy and identifying the mayor influences which have contributed in this debate. This debate will not be discussed after this chapter because it is not central to the purpose of the problem. It is, however, an important starting point for talking about SALL. The reminder of the chapter focuses specifically on SALL by identifying:

- its characteristics
- the beliefs and attitudes which affect the acceptance of SALL
- The change in roles which is required of both learners and teachers.
- The challenges of promoting speaking in SALL
- The kinds of learning environment in which SALL can take place
- Possible areas of resistant to SALL.

Finally we discuss issues related to the costs of establishing and mounting SALL

Introduction

Autonomy and Self Access.

What is self access and why is important a self access centered (SAC) provided learner with the opportunity to work on and develop their English according to their own needs learning style and learning preference evidence suggest we learn bitter if we are in control of learning process and the SAC allow for individual choice and greater autonomy. Self-access can send

into many types of autonomous learning in this figure, we see that self access stretches across all different types of autonomous.

Minimum Learner independent		Self Access		Maximum learner independent	
Class work	Homework	Teacher led autonomy	Teach yourself	Full autonomy	Materials Dimension

Teacher Directed   Self Directed
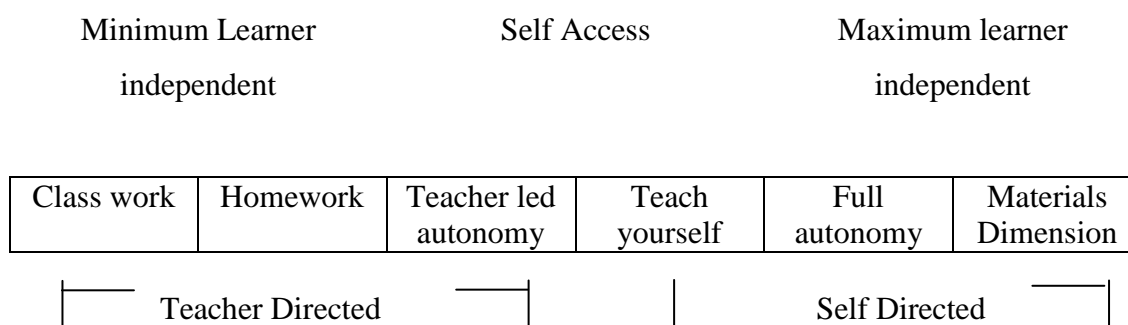
Learner Training

In Order to raise the learner awareness of the purpose of self access, it is essential to provide learner training or an ongoing basic and especial before learners begin to use the center. The aim to do the training to provide them with learning strategies so that the center is seen, as more than just random place to do homework but also as a site for developing autonomy and independence.

Autonomy and second language learning

What does this "Autonomy" and "Independence" imply and how can it be achieved whole (1981) defines autonomy as the ability to take charge of one's learning while little (1991) sees it as the learners psychological attachment and decision making of the tasks and development. Brean & Mann,1997) add that autonomous learners must want to learn and develop the met cognitive capacity that allows them to handle change, negative feedback from the learning environment efficiently. This entails assessing wants, needs and interest and choosing the best way to abstain these. This can best be attained in an environment in witch teachers help students to discover and use effective learning strategies.

However, this about-face in paradigm, from teacher dependence to students is sometimes difficult for students who have been immersed in an educational system which has been predominately controlled by the teacher, who must now give up control, and help students become independent, self sufficient, individuals. Autonomous learning however, does not mean that the teacher's input and support is not needed (little, 1991) on the contrary the teacher role changes, becoming expert, or holder of knowledge who transfers information to students. It is precisely thought classroom interactive that teacher can help students

become concerns of and learn to be independent, Dam (2000) speaks of autonomy in term of creating an atmosphere conducive to learning witching, the confines of the educational system where learner are given the possibility to be consciously involved in the own learning. Nunan (1997) mention achieving degrees of autonomy which range from making student aware of the learning goals and materials, to making links between the content of classroom learning and outside world.

Autonomous Learners can be characterized as:

Willing and have the capacity to control or supervise learning:

- Knowing their own learning style and strategies

- Motivated to learn

- Good guesser

- Choosing materials, method and tasks

- Exercising chaise and purpose in organizing and carrying out the chosen task

- Selection the criteria for evaluation

- Taking an active approach to the task

- Making and rejecting hypothesis

- Paying attention to both form and content

- Willing to take risk (Adapted from Dam, 1990 Wenden, 1998)

Making Student aware of these strategies as well as incorporating the use in activates done throughout the term, is perhaps the first step toward learner autonomy this night be achieved thought learner training or learner development (Senclair, 1996), where students learn about the factors which affect their learning discover the strategy needed to become snore affective learners, and in so doing take on more responsibility for the process (Ellis Sinclair, 1989).

However, knowing about strategies is not enough, for students should know when, why, and haw) these should be used in order to select the most needs. The route to students autonomy can therefore be initiated in the classroom by incorporating Numan's (1997) degrees of autonomy with consciousness of strategy use (Oxford;1990,2002).

Self-Access Language Learning (SALL)

Self-Access Language Learning is Based on the theory that foreign language learners learn better off they have a say in how they learn, for example, in choosing from among different resources that are available during independent study (Klassen, Detaramani, Lui, Patri, Wu,

1998) SALL is therefore also based on the learner-centered approach, which support learning based in students active rather than passive participation (Gibbs, 1996), on student (rather than teacher) responsibility for learning and on autonomous learning.

SALL follow this concept, which focuses on student responsibility and active participation for his/her own learning (Carter,1999) it is closely related to a learner-centered approach and self-directed learning.

SALL is most often conducted in a self-contained learning environment or self-access centered. These provide independent study programs, which come in the form readily accessible materials, some sort of support or guidance, either through answer keys or counseling, and are supported by new technologies (Dickinson, 1987). In this environment, students

Result and discussion

What this contribution show then is the diversity in autonomy research, its relationship to language acquisition, its role in course design, its support for the learning process and the importance of selection, its role in course design, its support for the learning process and the importance of selecting materials that promote autonomy bath a strange and a weakness. We need more studies such as those preciously mentioned and moor situated research at sometime, this also mean that autonomy is an important piece in understand teachers and researchers work and reserves father exploration paper also highlight the importance of the teacher or course designer. Autonomy is ultimately about learner's ability to take control over then own learning, the quality of the input, syllabus, support and materials provided by the teacher are council. We hope this makes a valuable contribution to an understanding and appreciation of the autonomous learning.

In addition to the differences in degrees of autonomy suggested by Nunan, there may also be fluctuations in the degree of learner autonomy over time and from one skill area to another. For example a learner may attain a high degree of autonomy in listening but could remain teacher dependent in learning about writing. Levels of autonomy may vary even within single language skills, for example in reading.

Figure
1.1

Interaction between the learner and the self-access assessment.

Figure 1.1 shows an example of the development of learner's levels of autonomy in three aspects of reading. First, the learner's autonomy in analysis needs has developed rapidly, it should also be noticed that the development went thought two stages where each time a plantain was reached and them passed. Second the learner's willingness to select materials has developed more slowly. However, there is a sudden in autonomy in materials selection which accurse shortly after passing the second plateau of autonomy in needs analysis. Third, the learner's willingness to accept responsibility for assessment of reading has hardly.

Table 1.1

Element	Function
Individualization	To acknowledge individual differences in : • Learning styles • Learning strategies • Time and place of learning • Quantity of time spent learning • Learning level • Commitment of learning
Needs/Wants analysis	• to Identity learning goals • To facility the creation of study plans
Learner reflection	To consider :

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	• Language ability
	• Progress in language learning
	• Suitability of SALL for slef
	• Goal setting
Counseling	To Provide
	• Advice on language ability
	• Advice on learning methods
	• Negotiation of study plans
Staff training	• To Enhance understanding of SALL
	• To increase effectiveness of service
Assessment	Kinds of assessment
	• Selft – assessment
	• Peer – assessment
	• External – assessment
	Purposes of assessment
	• Self – monitoring
	• Certification
	• Evaluation of SALL
Evaluation	• To Support individualization
	• To improve learning opportunities

Issues in establishing self-access

Self-access is very flexible. It can be used on large scale or a small scale. It can be conducted in a classroom, in a dedicated slef-access centre or elsewhere. It can be corporate into a language course or it can be used by learners who are not taking courses. It can function at all learning levels. It allow of different levels of independence among learners encompassing both teacher directed groups of learners and virtually autonomous learners. It allow individualization but also support groups. It is not culture specific. It is not age specific. In effect, self-access learning can benefit all language learners. However, for many learners it is a new concept with which they are unfamiliar. Learners attitudes to SALL are based on their own incomplete knowledge of self-access and may be conditioned by outside influence.

Influences on self-access learners

Some learners may be predisposed to self access learning while others may not. Reley (1988) suggest that this applies not only to individuals but also to identifiable groups of learners Danes, Americas, Moroccans and Vietnamese each reacted differently from the other with respect to a self-access project. The Danes completed the project satisfactorily and had no problems in accepting their "New" roles the Americans, although stating that they were in favors of the project, had difficulty in organizing there selves and comprehending in purpose of the task. The Moroccans accepted the theory behind completing a project but were unable to complete the task in practice. The Vietnamese said nothing and did nothing (Relay 1988 : 14).

Learners attitude towards self-access may be affected by four main influences. These are: their teachers, their educational institution, their peers, and society. Teachers are an important influence because it is they who are most likely to first introduce learners to self-access. Teachers who do this because of their own commitment to self-access learning are likely to have an enthusiastic attitude and are likely to communication that enthusiastic to the learners. The attitude of teachers who introduce self-access learners simply because of Institutional policy are likely to be more variable. In a study of learners and teachers attitudes to self-access language learning Gardner and Miller (1997) found that learners were, in general, more positive about the benefits of self-access than their teachers.

Institutional attitudes to self-access can be an important influence in the way self-access in introduced, or whether is introduced at all. In highly structured institutions, the introduction of self-access needs to become a policy issue. In cases where finding is required for self-access resources, the instructional influence even more important.

Peer pressure is recognized widely as an important influence on learners. Where groups of learners have success fully used self to want to try it. In situation where self-access is a totally new concept it may be difficult to encourage learners to move a way from the traditional.

Approaches with which they are familiar learners need to be exposed not only to self-access learning but also to information about how it is different and why.

Society can also be an important influence on the up-take of self-access learning. Parental pressure, culture and power hierarchies can all potential influence the introduction or inhibition of new approaches to learning. Kennedy (1988) Suggest that there are multiple levels of influence in bringing about change. He suggest a knock on effect where wider

ranging system influence those below them, which in turn influence the next level and so an down from cultural system at the highest level through political, administrative, educational and institutional level to the classroom. The introduction of self-access learning may occur at one or more levels of this hierarchy. Gremmo and Riley (1995) have also identified socio cultural factors as well as institutional, learner and staff characteristics as important influences on the establishment of self-access. They suggest that these influences are powerful that self-access can only be planned locally and that there is no universal model (Gremmo and Relay: 156) for setting it up.

Charging Roles

The Introduction of self-access language learning required change in the roles of learners, teachers and the instituation. Learners need to become more aware of their central role in the dicision making process (See figure 1.2) they have to learn to take in increasing amount of responsibility for their learning.

They have to learn about the importance of reflection on their learning and how it can help them to redefine their goals to make them constantly relevant to their needs and wants. The changing role of learners requires an increase in learner training which should be incorporated into self-acces materials, activities, counseling and classroom work rather than becoming a standalone set of instructional activities.

The roles of teachers change dramatically as their learner's angaye in self-access learning. Teachers need to relinquish some of their control over lessons, even allowing them to make mistakes. Teachers need to learn new skills to take on their new roles (figure 1.2) some of the "new" roles for teachers in SALL may look familiar. Teachers may already be administrators and organizers of learning.

However, these roles have to be redefined when the new roles of learners (figure 1.3) are also taken into account. In order to adapt to their new roles success fully teachers need training.

As Learners and teachers change their roles so two much the institution. It needs to move from a directive stance to one of being a provider of learning opportunities. These opportunities may be used by different learners in different ways and the choices about how to use them must lie with the learners and not with the institution.

Speaking as Part of SALL

We have singled out speaking as special issue in the establishment of SALL because it can create special difficulties and because it is the cause of some misconceptions among staff and students. Manu teachers, students and administrators have a view of self-access which
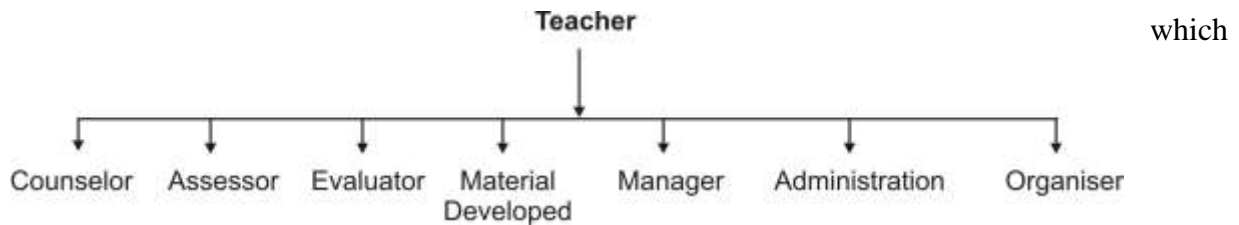
linkers it to

Figure 1.2 Changing Roles of Staff in SALL
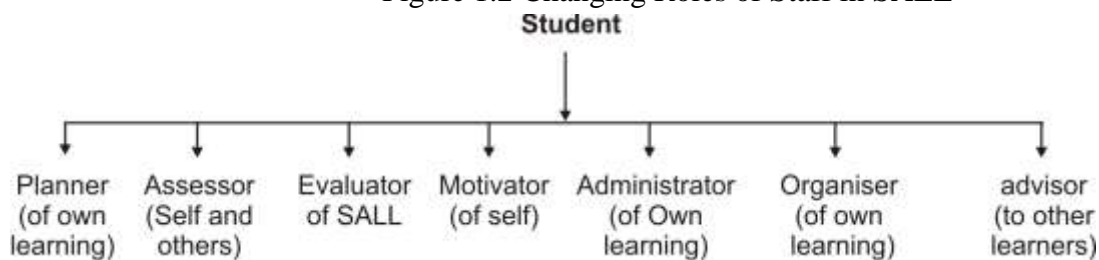
Figure 1.3 Changing Roles of learners in SALL

Quiet study of library work with learners studying individually and (most importantly) quaintly. However. Self-access is an opportunity for learners to learn and practice the kind of language they need and want, in many cases this involves speaking and this should be encouraged not stifled. There are, however, two major problem related to self-access speaking first, it is noisy and, second, it can be difficult to provide opportunities for speaking as part of self-access.

The issue of noise is one which needs to be addressed when planning SALL because of its implications for the risk of the institution. Speaking makes noise and when lost of learners speak a lot of noise is made. If SALL is being implemented in the classroom, the noise may disrupt students and teachers in nearby classroom. If SALL materials are stored in a library, the noise level created may be in appropriate for a library atmosphere. Even where a dedicated SAC is available, noise mat interfere with other users of the SAC and the SAC itself may be too closely situated to other quit areas of the institution.

This, creating node is a problem, however, not allowing noise is bigger problem. Self-access learners who are prevented from working on oral skills may lose interest is self-access learning. In addition

Table 1.3 Some Suggestions for speaking activities SALL

Activity	Methods
Sound e.g : • Single vowel / Consonant sound • Minimal pairs • Sentences containing difficult sound	• Provided published materials like' ship of sheep (Baker 1981) • Create a list of problem sound specific to the learners (with tape recordings) • Assess as individual or peer assessment
Vocabulary	• Provide a list and tape for vocabulary groups (e.g. shopping terminology, medical termonilogy) • Provide a multimedia talking dictionary with record option • Provide printed dictionaries with pronunciation symbols (e.g international phonetic alphabet) • Select words from a movie in pairs and peer-assess each other • Use workshop dealing with specific vocabulary (Video tape these for use later by other students).
Phrases	• Provide tapes with tapes cripts and self record options • Provide multimedia materials with records options • Use workshop dealing with specific kinds of language (e.g useful phrases for everyday conversations)
Teaching	• Ask more advanced students to teach some vocabulary to less advanced once; preparing to teach something is great way of learning about it • Ask students to prepare self access speaking

	materials for other students (for a fuller discussion).
Discussion Groups	• Run regular discussion groups. Make the topics serous but within reach of the learners language skills. A facilitator should be present at lets for the firs few meetings others wise learners find it too daunting to get started • As discussion groups nature teachers/counselors should withdraw.
Conversation	• Set up conversation exchanges between learners of different languages • Set up pair / group discussion (provide starting materials) • Invite native or near native speakers to join SALL sessions • Provide people for a casual conversation in a SAC (e.g teachers or student helpers)
Interviewing	• Invite outsiders in to be interviewed • Send learners out looking for people to interview • Learners can interview each others. • Learners can interview com sellers.
Presenting	• Learners can make presentation to teach other • When learners are ready they can present to an invited audience (Videotape for other learners to watch)
Debating	• Set up debating competition (provide practice materials for use beforehand) • Encourage competition between different groups of learners (e.g different classes) • Invite learners from other instructions to compete • Invite, outsiders to attend the finals of a debate add authenticity

	• Ask a native speaker to be the judge
Poetry readings	• Invite learners to prepare to read poens to an audience
	• In preparation ask learners to discuss the content of the poens.
Plays	• Involve learners in performing a play
	• Provide preparatory materials to help learners understand the play and the language in it
	• Invite an audience to the play
	• Stage an academy awards sessions after the play

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Title

The Influence of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context

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Abstract

The influence of a role model is critical to the motivation in teaching and learning English and the teacher's identity. This paper explores the factors that influence the teacher identity and beliefs and values of an English teacher who was actively engaged in teaching and was considered a powerful and energetic role model until her death at the age of 83 in Gorontalo, Indonesia. The data for this qualitative study were collected from in-depth interviews with the family members of the exemplary teacher in Gorontalo Province, Sulawesi, Indonesia; and from 10 high school English teachers and colleagues of the said

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teacher. Two factors are identified in influencing the role model teacher's identity shaping and development: Family culture and Social factor. These two factors are pivotal contributing to EFL teacher's professional beliefs, identity shaping and development which then subsequently impact on motivation in learning and teaching.

Keywords: *Role Model, Teachers' Identity, EFL Teaching*

Introduction

      This study aims to understand an influential figure who was considered as a role model and how it affects to the identity development in English as a foreign language context, explaining from the beliefs, attitudes and experiences of others toward the teacher.

      The influence of a role model is critical to the motivation in teaching and learning English and the teacher's identity. While the issue of teachers' identity and development have become a topic of increasing research interest in western contexts (e.g., Duff and Uchida 1997; Morgan 2004; Varghese et al 2005), in Indonesia context this issue is still under investigation.

      Research over many years has discussed the problems of ELT in Indonesia which pointed out of many other factors affecting EFL teaching such as studies on the diversity of students' culture and unsupportive English learning environment for ELT success (e.g. Marcellino 2008), teachers' beliefs on the teaching of English in English language courses in Indonesia (Flora, 2013), teachers' beliefs on the issues of nativeness (Zacharias, 2006), teacher' training programs which influence motivation and confidence to teach (Wati 2011). However, empirical studies which specifically focussing on understanding role model and its affect to motivation and identity development seem are still lacking. Basalama (2010) studied on teacher's professional formation, identity and practice. While Basalama (2010) focussed her investigation on understanding 20 high school English teachers' beliefs and attitudes of themselves through their beliefs and attitudes of several things including their investment and curriculum reforms.

Literature Review

The focus of this article discussion is drawn on theory of teacher's identity shaping and development (By Varghese et al 2005 and Uchida 1997), and the concept of extrinsic and intrinsic motivation (Deci and Flaste 1996).

In understanding a teacher, one should understand their teaching and their identity shaped. These three factors are inseparable. In relation to that, Varghese et al (2005) suggest that teachers' engagement in language teaching and learning cannot be separated from an understanding of who they are as teachers including their multiple layers of identities, "the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al 2005, 22). They argue that EFL teachers face a more complex task in their attempt to be good teachers, as they have to develop a foreign language identity, in addition to negotiating the other identities that are assigned to them.

In conceptualizing identity three underlying tenets emphasized by Varghese et al (2005) are worthy of highlighting (cited in Basalama 2010). First, identity is multiple, shifting and in conflict. One may experience the change of his or her identity due to their relationship with others including one's relations to the world and environment, choice, language and pra\ctice that can constantly impact on the change, form and reform of one's identity (Weedon 1997, p, 33 cited in Basalama 2010). Second, it is crucially related to social, cultural and political context
(Duff and Uchida 1997). Traditional culture and value, and society expectation are related to this concept of identity, referring to the understanding that 'identity is not context free' (Duff and Uchida 1997). Finally, identity is constructed, maintained, and negotiated primarily through discourse. In this paper, these three tenets of identity are considered to understand the exemplary teacher through understanding the stories, beliefs and attitudes of others.

As teacher identity is seen as an important component in determining how language teaching is played out, there have been an increasing number of studies devoted to the topic of language teacher identity (Carson 2005; Demirzen 2007; Duff and Uchida 1997; Johnston 1999, 2002; Malm 2004; Morgan 2004; Pennington 2002; Webb 2005 cited in Basalama 2010). Among the studies some have considered teachers' socio-cultural identities and classroom practice in relation to expatriate teachers and ESL teachers (Duff and Uchida 1997), how identities are developed in the teacher education context (Varghese 2000 cited in Varghese et al 2005), teacher's identity as a form of pedagogy (Morgan 2004), and teachers' collaborative research in understanding self-identity development (Webb 2005). These

studies have provided insights for this present study in understanding teacher and their identity shaping and development, especially the influence of socio-cultural values.

The studies are primarily focused on understanding the issue of language teacher identity when English is a teacher's native language in an ESL context (e.g., Morgan 2004), when English is either a teacher's native language or a foreign language in an EFL setting (e.g., Duff and Uchida 1997), and secondary school teacher identity development in their native (western) context (e.g., Webb 2005). In contrast this present study focuses on the issue of language teacher identity in a quite different context: in a relatively remote part of Indonesia – Gorontalo Province, a context where the exposure of English is minimal. The focus of this paper discussion is exploring the factors that influence the teacher identity and beliefs and values of an English teacher who was actively engaged in teaching and was considered a powerful and energetic role model until her death at the age of 83 in Gorontalo, Indonesia.

Methodology

The data of this particular discussion on this paper were gathered from in-depth interviews with the family members, and from 10 high school English teachers and colleagues of an English teacher who actively engaged in teaching and was considered a powerful and energetic role model until her death of age of 83 in Gorontalo Indonesia.

The family member interviews were gathered from the three daughters of the five daughters of the teacher. Yet due to the availability and accessibility, the data derived from the eldest daughter was primarily used in understanding the role model and her personal histories related to identity development and motivation.

The ten participants who were selected for this study, six of them were both as English teachers in junior high and high school in Gorontalo province and as former students of the role model teacher when they were entering their pre-service teacher education (See Table 1 for a summary of participants' profile). The other four participants were the university colleagues of the role model teacher when she was teaching at the institution (which from early 1960 up to now have experienced several changes of its name) in English department, the place where she had been teaching for almost 40 years.

Each participant was interviewed for approximately one to two hours duration covered several broad thematic areas such as stories and experiences they can share of the exemplary teacher's educational background, stories, life experiences which can be

connected to the teacher's beliefs, motivation including her career choice (obtained from family interviews), and the interviews gained from the 10 high school teachers and colleagues of the exemplary teacher, dwelled on their stories, motivation, and experiences in describing the teacher, her ways of teaching and how these all be connected to the participants' beliefs, motivation in English learning and teaching. As the 6 participants who were also as former students of the teacher in their pre-service teacher education, they were also asked to share their experiences with the teacher which connected to their motivation in learning, and later in teaching.

All the participants' names were pseudonyms as in this study context, it is important to keep the participants' name remained anonymous. It is also considered important to use pseudonyms for the exemplary teacher in order to preserve any harms feeling which might present due to the information gathered from interviews, thus in this article, the teacher will be identified as Mrs Ramolan. Data analysis systematically followed steps suggested by Seidman (1998). The interview materials were coded in relation to those main areas of interest, and from this, a number of themes emerged for discussion that seemed to be influential contribute to understand the teacher, her ways of teaching, and motivation in learning and teaching in the foreign language teaching context.

Finding and Discussion

Factors influencing role model teacher's beliefs and identity.

There appear to be two broad groups of factors that emerge as critical in understanding belief and identity shaping and development of a role model teacher in EFL context. The first are the culture of family factors- defined as ways and traditions, which occurred and applied during the childhood and teenage time experiences of the teacher. The most important the family cultures factors based on the family members' interviews are:

- The existence of fighting value
- The culture of language – in relation to foreign language use at home
- The strong root of Javanese traditional values
- The role model influence within family
- The influence of being a high achiever
- The influence of high reading literacy

The second groups of factors are social factors – defined as factors that influence the role after entering her marriage life which appeared to influence the model's decision on her

English teaching career and choice as professional. Based on the interviewed analyzed for the aims of this paper discussion, social factors for the role model teacher identity development are:

- Society expectation – the expectation derived from a group of people put upon the role model teacher in relation to English teaching
- The influence of family responsibilities- As the bread winner and being responsible for financial support within her marriage life, this seems as of the reasons for the teacher to engage in English teaching.

Each of this group of factors will be discussed based on the interviewees of the participants in relation to their stories, motivation and experiences in describing the role model teacher, her ways of teaching and their contribution to identity development and teaching approach in English as a foreign language.

The culture of family- factor influence teacher identity.

The existence of fighting value and the culture of language.

Fighting value and the culture of language tradition among the members of the family seem to shape EFL role model teacher identity. The existence of fighting value appear to be manifested in the family tradition in the role model childhood and teenage time, represented through the positive competition among siblings in the family . The family members' interviews reported the stories of how their mother and her other siblings (four girls of the ten siblings) were passionate in competing and accomplishing success for their life goal and education. Like many other siblings who worked after pursuing their education, Mrs. Ramolan worked as a chemist analyst after finished her chemist bachelor degree. At the same time she was also studying her additional bachelor degree in English as the language was one of the two foreign languages which always been used in their family interaction at home. Working while studying might be indicated the family's attitude and value toward work hard. The value appeared to be critical in understanding the identity of Mrs. Ramolan who perceived by quite a few participants (Yani, Don, Sani, Riska, Tania, Nung, Tina) as 'a hard working person'.

The language tradition also seemed as influential factor influencing the role model identity. The family reported interviews showed that in her young age time, Mrs. Ramolan's family in Java always maintained family culture tradition by communicating with two foreign languages at home; Dutch and English, beside Indonesian and Javanese. This tradition

appeared to affect the identity shaping of Mrs. Ramolan , as multilingual. The two factors of the family culture seem had affected her and her identity shaping in multiple ways. Some examples of the interviews highlighted below:

…She always kept herself busy. You never saw her doing nothing or even just sitting she was still working on something. She always finished her job and satisfied by that completion…even in early morning when were still sleeping she already started her day… (Family member interview)

She became as an English teacher when she stayed here in Gorontalo…(Family member interview)

…Mrs. Ramolan is hardworking person. During my interaction with her for many years both as her former student and later we became colleagues, I never saw she did nothing. She was a very active, smart and diligent teacher. Her English was above average and she always used English… … (Participant Don, interview).

The strong root of Javanese traditional values.

The issue of Javanese values also has been identified as something important which seems has strengthened the identity shaping of the teacher. One of them is 'nrimo' [translated literally as 'receiving'), refers to 'acceptance' and 'belief' that one should do on their faith regardless what difficulties they experienced to. While 'nrimo' for many might be interpreted as total receiving of their faith, others understood that as the teaching which guides one to accept whatever the result after doing their best to achieve that. After efforts being done, whatever the result would be considered as God's decision, as the eldest daughter explains: "… although my mom and her other siblings were quite modern as they went to 'Dutch school, they however kept maintaining the good values of Javanese tradition…therefore in her own family where we grew up my mother always maintain those…".

The teaching seems influence the exemplary teacher understood of all the constraints and difficulties she facing through her life experiences. The eldest daughter explains; "whatever the difficulties she faced she never complained, never regretted on things and she even tried her best to still enjoy life."

The influence of role model.

The influence of role model in family emerges as one of the important factors that seems influencing the teacher's identity in her life pathways. The eldest daughter recalls that her mom was highly inspired by her own father (known as a high class person in Javanese's culture and status) including the teaching value she learned from the figure. As explained: " At their home town, my grandfather was the most respectable person. Both my grandfather and grandmother were from Jogja [one of the provinces in west java which popular for its different status and rank . My grandfather was well known as the caring father …I think my mom was extremely influenced by her father whom she strongly admired to…influence by his teaching where my mother always taught that every problem has its solution and one just need to go through it."

The high achiever.

Being a high achiever in the family can also be understood as one of the factors that affecting the identity of the EFL role model. Based on family member's recollection, it reveals that of the ten, Mrs. Ramolan who was perceived by her family as the smartest. This leads to understanding that teacher identity is influenced by the relation a teacher made with the other and how she is perceived by the others. The beliefs and attitudes of her family to Mrs. Ramolan appears to has been extended how her students and colleagues perceived of her , highlighted from one of the interviews materials:

> …She was not only excellent in her English, but she was knowledgeable in
> many things. She was so smart …I remembered well at the time when were
> in Manado because we should travell to Manado and we did our exam
> there… when attended the face to face reading exam[Mrs. Ramolan was
> also doing her further study at the time], the lecturer's name was Mener
> Tulung [sir Tulung] who thought that Mrs. Ramolan competence like many
> others of us [meaning average]. So he gave face to face reading exam. You
> know what happened? He seemed to be shocked because when he just
> started enjoying his cigarette, Mrs. Ramolan had returned back her answer
> sheet. Being shocked with this, he challenged her by English oral test, and
> he was astounded again by her English communication skill which was
> excellent…we witnessed these all from the other side of the room
> (Participant Yani, Interview).

The influence of high literacy in reading.

Another factor of family cultures which seems becoming influential factor affecting identity shaping of the teacher is the high reading literacy derived from her family tradition in her childhood and teenage experiences. The importance of reading literacy skill appears has become priority where the EFL teacher and any other siblings were facilitated by their parents with home library. The family members further explained that their mom was strongly motivated by her reading activity after school hours. One of her former students (later became one of her colleagues) also recounts that she was told by the teacher during their past conversation that every day after school, Mrs. Ramolan always be motivated and looked forward to walk into the home library for reading where a wide range of literatures collections including novels and many others written both in English and or in Dutch were available. The family members' interviewees also indicated that her hobby in reading had been continuously remained intersecting in her multiple roles as a wife, a mother and a teacher. Of the ten, participants, that was Yani, Usla, Don, Tania, Sani, Riska, Nung, Tina who describe the teacher as high achiever.

This culture seems to positively impact on her teaching and English competence, resulting on her for having a broader cultural views and interesting teaching approach in her teaching performance, as reported by other participants as her former students and colleagues. All ten participants indicate this broader culture views of the teacher. The all six English teachers I junior and high school who also were as her former students in pre-service teacher education were positive in describing their learning classroom experiences with the teacher. We highlight some examples from the interviewees:

> I think she was so great person and teacher. Her English was so good, not to say her pronunciation it was in high level. When she taught she mastered the topic of her teaching and its content.so were so emotionally immersed in her teaching. It was obviously clear that she show her high views of world cultures. She was so special and we were really fond of her teaching. If she would enter the class, we were so fascinated by that. We can say that she was the multidisciplinary teacher… (Participant Usla, interview)

> She mastered multi languages not only English I guess Dutch. Her ability in English was so high. I was inspired a lot of her teaching… (participant Sani Interview).

Parallel to these views, the positive attitudes derived from her former colleagues (two of them were also as her former students) appear to have similar experiences with some of the Junior and high school teachers above, as participant Elis explains: " If doing her teaching, she always was able to connect that with her previous knowledge and other discipline which I think it was so interesting and pushed our motivation to learn more…."

Social Factors.

In discussing social factor, society expectation and family responsibility were discovered as factors which appear to become influential in shaping the EFL teacher identity. These two factors would be highlighted in the following discussion.

Society expectation.

One factor that is identified influencing identity shaping and development of an EFL teacher is the expectation derived from society. As explained in earlier section that Mrs. Ramolan owned her English bachelor degree while worked as a chemist analyst. The family members' interviews reported that her career changed when she moved to Gorontalo after marrying to a Gorontalese male. She embarked to English teaching when an elite group of Javanese culture community, who stayed in Gorontalo found out that Mrs. Ramolan in fact has high skill of English speaking. Since that she the group asked her to teach them English (English was considered as one of the prestigious languages, and just could be accessed by the prestigious group).

> …Initially, the ladies in the group undermined mom, but when mom was involving in interaction with them, they realized who mom was. Then mom being asked to teach them English…Therefore, my sister[name] and I also then had become friends with the children of the group member. Mom did her teaching in many groups so she always arrived home late about 11 pm at night. Sometimes we went with her because we also could meet our new friends. Then later through these groups mom was introduced to Mr.Kadir abdussamad and Mr. Idris Jalali (the high profile person in Gorontalo college at the time). They then asked mom to do teaching at campus where at the time the number of English teachers was only few… (Family member Interview).

The reported interviews can be linked to few things. First, that living in Gorontalo, in early sixties where the English position was considered privilege, it

was quite an opportunity for Mrs. Ramolan to start the new job, teaching English. The next thing was, this opportunity brought her into the next level, teaching English at the only one college in Gorontalo in early 1960 where the institution known as training program for teacher (or pre-service teacher education). It seems that the role of society's expectation placed on her in facilitating English learning and teaching for the small group above became the momentum for Mrs. Ramolan to develop her career as English teacher.

Influence of family responsibility.

Other factor which may also influence an EFL teacher's decision, and hence their identity development is financial issue. It was revealed that since the 1960 when started her new marriage life, and moved to Gorontalo, Mrs. Ramolan had played a significant role to support her family financially. Despite the data restriction we faced in exploring more on the issue (as this appears to be a sensitive issue for her family member) this factor appears to also strengthen her position in teaching English, and thus her identity development, as many of the participants (Yani, Usla, Riska, Ellis, Tania and Nung) perceived her as strong, patient, active and energetic figure in teaching and many other situations. For example her colleague (Yani) says:

> We would never see her sad or was devastated with all the difficulties she faced in her life. When saw her in the corridor, you saw a very energetic, strong and a high motivated person in her job. She is so kind person, a humble person and has good relation with all of her colleagues. (Participant Yani, interview)

The influence of Role Model and How It Impacts on Motivation and Identity.

There appear several characteristics of the teacher that emerge as important in understanding why the figure was considered as a good role model in English foreign language teaching context, particularly in Gorontalo. As a part of our larger study the characteristics identified of the teacher are various ranged from incorporating interesting teaching approach by using body language and unique expression in teaching, representing professional and pedagogy competency, to demonstrating a good social relation with community, representing social competence (see table 2). But based on the interviewees analyzed in this article, some characteristics identified as critical in influencing English learning and teaching motivation listed in the following:

- Incorporating interesting teaching approach- using body language and unique expression in teaching.
- Demonstrating high competency in English (e.g broad cultural view), and high motivation in teaching resulting on motivation to learn (e.g high discipline)
- Incorporating contextual learning approach and high commitment in giving feedback for students' work (the use of 'red ink')
- Demonstrating high engagement with student.

Each of the characteristics will be discussed with examples from the stories, beliefs, attitudes and experiences of interviewees to indicate how they have impacted on English learning and teaching motivation, which subsequently impact on teacher's identity development.

Incorporating interesting teaching approach- using body language and unique expression in teaching.

The majority of the participants (Riska, Don, Tina, Umar, Elis, Sani, Tania, Nung) reported that they have been motivated in the ways of how Mrs. Ramolan approached her teaching which was delivered with interesting ways. She was illustrated as the teacher who is in her teaching always incorporating body language and unique expressions. Some indicate that they would be happy to stay in her class due to her interesting teaching. Below are some examples of the participants' beliefs, stories and experiences of the teacher in the issue.

In teaching, she always uses body language and unique facial expression which I think made her teaching is clear and interesting. So without using any other additional media her teaching was clear. We were so immersed in her teaching (Participant Riska interview)

I strongly remember her ways when she taught. She would directly model what has happened. She created the situation where we felt so real. For example, when she taught drama; 'Macbeth,' She would facilitate the situation or what has happened in the story by using her body language and facial expressions. The characters in the story would be so alive. Therefore when she taught, everybody would pay attention seriously. With no integration of IT, her teaching is interesting! (Participant Don, interview)

Through the recollections, it was apparent that Mrs. Ramolan was emotionally connected with her teaching, and so were her students. Although there has not information techology

(IT) support yet, the teacher was able to be actively engaged in her teaching, and hence motivated her learners.

Demonstrating high competency in English (e.g broad cultural view), and high motivation in teaching resulting on motivation to learn (e.g high discipline).

These two broad issues, the competence in English and high motivation in teaching, seem also influence Mrs. Ramolan's former students (now as English teachers' motivation to learn English. All six teachers, Riska, Nung, raised these issue, explaining how they had been motivated by Mrs. Ramolan, as highlighted in examples of the interviews:

She was an unforgettable figure. I believe she was so great. Her English was so good, especially her pronunciation. She was classified as a high level quality person in English. She mastered her teaching very well. When she was teaching, we were emotionally involved in her teaching. she also shows high knowledge of the culture she taught, she really mastered that. I think she was a special person. Of some other English lecturers, she was so well known with her capacity in English teaching and We [her students] were quite fond of her. When she entered the class, we were so full of joy. As the English teacher, she really mastered the language and its culture so that made her teaching was interesting (Participant Umar, interview).

Her conversation style and English pronunciation were clear and she spoke English naturally equal to native speaker. She also was able to create a comfort and natural situation. At the time if there were foreigners; native speakers visited Gorontalo, she was the one who would company and play as the interpreter role to the government or institution who need her to do the job including few other private companies here in Gorontalo would request her help for that (Participant Yani, interview).

She is a very high responsible person. She always committed to her job. Every time she came on time, taught and facilitate us well with her teaching. So when we checked the new schedule and found her name there, we knew that we would get the best from her (Participant Don, interview).

What motivated me a lot with Mrs. Ramolan was her ways of teaching. She is an interesting teacher. She is smart in English. Her communicative ability both in speaking, writing and all skills are high. Especially her discipline I remembered that so well. She never arrived late at class and she always returned our task with her notes inside. These also I do for my students. I replicate her ways of doing for example about time and correct the students' work …" (Participant Tina, interview).

The recollections show that she was perceived by her former students in positive ways, positioning her as a high profile person in teaching and English. They were motivated by her ways of doing, and even for some, they do coping her strategies (e.g Tina) and some others who will be discussed below.

Incorporating contextual learning approach and high commitment in giving feedback for students' work (the use of 'red ink')

Some of the ways of Mrs. Ramolan which were considered important and seem to highly encourage motivation in learning, and consequently affect students in the way how they approach their practice was the ways how Mrs. Ramolan integrate contextual learning and give feedback in her teaching. In correcting students' written task, Mrs. Ramolan also was so popular in using what many have called as her 'weapon' the red ink.' All of her former students (Don, Elis, Sani, Riska, Tania, Umar, Nung and Tina) rise these. Interestingly, they did not feel intimidated by that red ink notes in their work. However, they perceived that was the teacher's typical way and, even believed that as one way made her teaching is unique and interesting. Moreover the participants also share their experiences about the integration of contextual learning delivered by the teacher (Don, Sani, Riska, Tania, Umar, Nung and Tina) where they believe that Mrs. Ramolan was competent in considering what situation and condition which could facilitate her teaching contextually. For example as Don described in earlier section above about teaching drama 'Macbeth' for classroom. Tani, Riska and Umar, reported that many times Mrs. Ramolan would bring things in classroom for strengthening her teaching. For example, various charts and pictures, and the contextual examples she drew when explained her teaching. Moreover, the reported interviews from family members also portray the example of what their mother did in putting efforts to make her teaching interesting and fascinating for her students in private course.

When she taught, she incorporated what things surround which would match with her teaching topic, or in the context of her pupils. For example, if there is a learner who just back from their holiday in a certain place, thus the topic of her discussion would be connected to it. The student would be asked to describe to the class of the holiday, what he or she did during the holiday and other things which emphasized on past tense in the session was about teaching past tense for example. Other example she would draw on our cooking like traditional cakes or fried tempe we made in asking the students to have those things while teaching them in English which was related to the day topic with the food. For the learners who she knew well to love drawing, she would ask the learners to draw together while studying … ” (Family member interview)

Demonstrating high engagement with student.

Learners' motivation in English can also be influenced by a teacher approach towards their students. Some of the participants have raised this issue, explaining that during their interaction with Mrs. Ramolan, they feel close to have interaction with her because she always treated them in good ways. The reported interviews from the family members have also portrayed the similar experience of how Mrs. Ramolan approach her students. Here are some examples of the interviews:

Mom was so close with her students and it was quite often that her students visited and shared discussion with her at our house. As her children we were so used to that situation. So we also knew well many of her students. When they came mom would welcome them well, and she would serve them with any things she had such as cookies and soft drink. Sometimes mom would cook a light and quick meal and enjoy those things with her students (Family member interview).

When she taught her private course at home, mom would treat them patiently. If she knew that her students were still struggle and had difficulties in understanding the lesson she taught, she would not move to different topic until she knew her students had mastered the lesson. Mom told me that as an educator we must accomplish our goal to educate our students. So sometimes I thought when I would be like her with that heart she has with her work. After mom died many had come here and asked me to teach them or their

children [laugh] beside I was not an English teacher, I also did not have good heart as mom (Family member, interview)

She always paid attention to her students well. She never treated her students differently. Her high awareness and care towards her students were so obvious. It was not only for the English lesson but also for other issue … (Participant Yani, interview)

…because of her kindly heart, she would not hesitate to play a role as a problem solver for her students' problem. I remember one of my friend [name mentioned] experienced a serious family problem at home. Mrs. Ramolan with many of us tried our best to help the friend. That was unforgettable moment for us! (Participant Riska, interview)

The participants' recollections clearly show their positive beliefs and attitudes towards their teacher due to their positive experiences with the teacher. There are several interpretations which can be drawn from the reported interviews. First, the ways how Mrs. Ramolan's feeling and desire to English, has positively influence the ways how she treated her students. Second, as a hardworking person, Mrs. Ramolan has a high commitment and motivation to her job, including towards her students. As a result, this influence the ways how she approach her practice including her students with dedication and commitment.

Building a Bridge Between factors Influencing EFL role models, Identity Shaping, and motivation in Learning and Teaching

This section builds on the previous section and aims to synthesizing the themes that emerged through the discussion in earlier section as critical in understanding factors emerged from others' beliefs, attitudes and experiences of an English role model, contributing to the shaping of identity and motivation in EFL teaching context. The two broad group of factors; family culture tradition and social factor are as critical contribute to the shape of teacher identity and motivation in learning and teaching English as a foreign language context. As explained in earlier the two notions of teacher and identity development (by Varghese 2005 and Duff and Uchida 1997), and the notion of motivation (By Deci and Flaste 1996) are helpful to help us in making meaning of this study focus. These all would be further discussed in the following.

This study has found that how a personal histories of one can influence their identity development, and thus impact on motivation in learning and teaching. Further to the notion

of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997). It is argued that all of the issues illustrated in family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of powerful, energetic role model EFL teacher. However, it is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these can be classified as prestigious influential factors at the past time, and even in the present time. Consequently, this may lead to provide an understanding of why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper.

EFL role models, Identity Shaping, and motivation in Learning and Teaching

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This study argues that there is a significant relation between an EFL teacher personal histories and identity development, and motivation in learning and teaching. Further to the notion of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997).

The family culture traditions seem to be closely connected to the shape of English teacher identity and motivation in teaching English as a foreign language context. Several themes emerge in this tradition related to the existence of fighting value, the culture of

foreign languages used in family interaction, the Javanese teaching value, the influence of role model within family, being a high achiever and high literacy reading tradition. For Mrs. Ramolan, these all have shaped her beliefs and attitudes on many things including the ways how she approached her teaching practice. For example, the literacy tradition that facilitated by her parents, the culture of using English in family interaction seem to become beneficial points for the teacher in approaching her classroom as many of the participants (Riska, Nung, Tina, Sani, Tania, Umar) perceived her as English teacher with a high world cultural view (resulting on her identity as one who has high competency in English. In accordance with this, many English language teaching studies revealed that a language would be successful in teaching if the teacher understands its culture (e.g Celik 2005, Duff and Uchida 1997, Holmes 2009, Sun 2013, Tan 2016, Zhou 2011).

Other factors which seem are interrelated are the father as role model, the teaching of Javanese value and being a high achiever within family. It is clear from the family member's narrative that the positive role model, Mrs. Ramolan's father, affects her attitudes and beliefs to ' being a hardworking person' in achieving life goal, and simultaneously resulting on her as a high achiever person in approaching life and work. Moreover, at the same time the teaching of Javanese value ' nrimo' (discussed in earlier section) also being used by Mrs. Ramolan as 'a control' and 'reminder' of her position between herself and God after doing her best. This is manifested through her life philosophy that " *di mana kaki kita berpijak di situ kita bisa hidup*", translated literally in English as " in which the feet we stand on there we could live", as reported by her family member interview. In the context of Mrs. Ramolan, it appears that this philosophy referred to her belief of 'hardworking value' and at the same time accumulated her belief to the teaching of 'nrimo' in relation to her belief on God. It seems in her understanding as long as one has worked hard in their life, wherever they are they can survive and God would protect them. It is more likely to say that these all have accumulated together, contribute to the shaping of Mrs. Ramolan identity as referring to ' a hard working figure' with high English competency and has a positive relation and engagement with her students, representing her high motivation in teaching and subsequently impact on motivating her students in learning, and teaching English. For some, their learning motivation has been extended in adopting the teacher's ways of teaching when they entered their profession as English teachers (Tina,Nung, Don, Umar and Tania).

It is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these factors can be classified as

'prestigious' tradition because only high class family would exercise the traditions where the English and Dutch were used as medium of interaction at home beside Indonesian and Javanese, and the reading tradition with highly connected to the ' accessible various collections home library' which only ' the rich and prestigious family' could facilitate these. These linked to an understanding that the identity development is closely related to contextual factors (Duff and Uchida 1997).

Moreover, the two contextual factors above are not common applied by common people in Indonesia. These all seem to provide an understanding of a reason why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper. However, to locate an expectation that the process of an EFL role model teacher identity can be started earlier from family culture tradition, which based on these two factors, is hardly to be accomplished.

Other factors that can contribute to shape EFL teacher identity are related to social factors; society expectation and the influence of family responsibility. This study reveals that for Mrs. Ramolan, the expectation of the 'Javanese community group' (discussed in earlier section regarding the social factor influence) put upon her in English teaching has become 'a starting point' for her to start her career as English teacher for the group, rather than as 'a chemist analyst', her previous job in Java before moving to Gorontalo. Later, through this group, she gained access to teach English in tertiary education institution, and many others. As a result her new identity as English teacher has been strengthened by the relations she made with the others. These all factors and issues of family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of inspiring teacher with high English competency and having strong engagement to her students as highlighted through the views of others.

Duff and Uchida (1997) has proposed the notion of identity as not context free but bounded with economic, cultural political and institutional context. While their studies focused on determining how the teachers' social-cultural identities, views and teaching changed, and exploring what factors that influence the changes based on the teachers' (two native speakers and two Japanese) understanding of themselves, our study focus to understand a role model teachers and what factors have impacted on identity development and motivation in language learning and teaching English as a foreign language context, from the perspectives of others.

This study is also in line with Varghese et al (2005) who suggest that teachers' engagement in language teaching and learning cannot be separated from an understanding of who they are as teachers including their multiple layers of identities, "the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al 2005, 22) as the teacher claimed identity who viewed by others perspectives on her indicating a claimed inspiring teacher with high English competency including the teacher's broader understanding to the world cultural, complementing her assigned identity as English teacher.

Conclusion

The discussion of this paper reveals that family cultures tradition and social factors are considered pivotal influencing the shaping of the exemplary English teacher's identity who was drawn in this study. This subsequently impact on the way how others' beliefs and attitudes of the teacher, positioning her as a good role in EFL context. It is found that several factors in family tradition and social factor; including the existence of fighting value among siblings, the strong engagement on foreign languages which was English and Dutch, the presence of a role model in family, society expectation and being a bread winner in marriage life phase can become extremely influence factors of the English teacher identity as professional in English as a foreign language context.

Further to the notion of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997). It is argued that all of the issues illustrated in family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of powerful, energetic role model EFL teacher. However, it is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these can be classified as prestigious influential factors at the past time, and even in the present time. Consequently, this may lead to provide an understanding of why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper.

This study provides a critical insight for government, English advance learners, English teachers, practitioners and policy makers to have a clearer understanding of the critical factors that can lead to the formation of characteristics for being an EFL role model in

foreign language context where the exposure of English is minimal. From the government and policy makers side, this can help them to work on ways in facilitating factors that can lead to empower English learners in their learning experience and to empower English teachers in finding ways in building and enhancing their identity as professionals. In term of pedagogical reason, this study recommends that ELT in Indonesia, should strongly count of the importance of role model presentation in enhancing its quality, and hence it is hoped this insight can also bring the light to the other English language teaching country that has the similar context and perhaps the similar problems to achieve success in ELT. It is hoped that the contribution of this study can shed the light to many other EFL communities which encounter similar problems of English language teaching development in their context.

For English advance learners (High school and university), and English teachers, especially teaching English as a foreign language context, this finding can give the insight that not everybody would have the opportunity as Mrs. Ramolan had in her family backhome in Java. Therefore 'empowering self' in learning and teaching may become the option that they can choose to build and strengthen their motivation in learning and teaching, and hence as the result of their identity would be developed. Finally, it is expected that the findings can provide a basis for the future research in which the characteristics embedded in teachers who are considered as EFL role models are investigated through broader lenses so that they can become a model of adoption in the future path.

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Title

The Problem of Switching the Status of English from Foreign to Second Language in Indonesia

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Abstract

The objective of this study is to explore the concerns involved in the switching of the status of English language in Indonesia from foreign to second language, including culture, education system, and the issue of nationalism. In the society where some people are moving towards English as a second language, there is 'foreseen' change, which raises concerns to some people.

Keywords: *English, status, second language, foreign language*

Introduction

There has been more attention towards English as lingua franca to be better mastered for the purpose of global communication. Making English a second language is considered to provide better skill for the speaker. The sound-promising idea of making English a second language has been adapted in several schools by implementing the use of two languages (Indonesian and English). Among parents, the idea of enabling their children to have a good

command of English is interpreted as sending their children to schools that use English as the media of instruction.

Indonesia is a "multiethnic and multilingual society" (Montolalu & Suryadinata, 2007, p.39). To Indonesians, ethnic languages are common to become the mother tongue and Indonesian language becomes the secondly-acquired language. Exceptionally, in some big cities, the mother tongue is Indonesian, and English becomes a second language. Extensive use of English is indicated by more children speaking the language at schools and in their family with their parents and siblings. Confirming this, Lauder (2008) describes that members of the Indonesian elites code-mix English and Indonesian in the effort of foregrounding a modern identity.

Literature review

First language is used in this article to mean interchangeably with the term mother tongue - "the language best known which is assumed to be the first learnt" (Beardsmore, 1981, p.35) and is also called as the language that a person identifies with (Romaine,1995). Second language, commonly speaking, is the language that is secondly learned, while Ellis described it as "any language other than the first language" (1994, p.11). Foreign language means a language that is used in a country other than the speaker's country of residence and is usually learnt only in schools, colleges, and universities (Byram, 2008); it is "primarily learnt only in the classroom" (Ellis, 1994, p. 12).

Discussion

English language in Indonesia

English in Indonesia functions as a means of international communication, medium to access knowledge and technology to succeed in the global marketplace (Lauder, 2008). English is used after Indonesian and the vernaculars or the ethnic languages. Until today, English is a foreign language in Indonesia. The language has been taught to children since they are in the secondary school level, although the standard has not been high (Montolalu & Suryadinata, 2007). As a foreign language, English has limited use and is studied only through a structured learning process. Thus, it is common in Indonesia that English is not acquired.

Contrastingly, in other contexts, English has broader use, which is specified by some Indonesians who code-mix and schools that implement the use of two languages– as

mentioned previously. The increased use of English in these contexts is obvious and indicates that Indonesians seem to have considered English as a second language, although the switch cannot be claimed until today.

Making English as second language in Indonesia: What is involved?

The following three areas are used to review what are involved in the shifting of the language status. First, the cultural aspect pointed out an important idea that there will be significant cultural change, as there is influence towards the cultural values along with the increasing use of English. All this might lead to a 'culture shock', whose level depends on how much people are attached to the culture brought by the language (see Restuningrum, 2015). To some people, undergoing change in cultural values due to the changing nature of the use of English is natural and acceptable, but to some others, it means early extinction of the heritage cultural values, which is unacceptable.

It is understood that there will be a degree of heritage language or first language loss because of the increasing use of English in many aspects of life. The dominant use of English in schools will also contribute to the loss of the heritage language ability (see Lee, 2013). The potential loss of the first language also happens in a situation where children have acquired both first language and second language completely (Restuningrum, 2015). In a condition where English is completely acquired while Indonesian had been acquired earlier and people think that "there is nothing left to learn" (Caldas, 2006: 145), they stop learning the first language while they consistently use English.

Second, adjustments will be needed in the educational areas, where education institutions will make massive change in the curriculum for teaching and learning activities to meet the purposes. This will include the improvement of teachers' competency. Teacher training will be compulsory although it takes time.

The third aspect relates to English language variety. English variety is connected to the history of English language use in the colonial era (Lauder, 2008), which makes Indonesians be considered to have none of the varieties. This is due to Indonesian history was more closely related to Dutch colonization instead of British or other English-speaking countries. However, although variety does not need to be determined immediately, Lauder (2008) considered that the choice of variety is important for the purposes of pedagogy.

Changes: are we ready?

The use of heritage language is usually associated with the language's cultural aspects (Restuningrum, 2015). This locates heritage language as the carrier of heritage (native)

culture, and confirms the cultural change and the emergence of the "cultural hybrid" as a culture that stands in between two cultures (Hoogvelt, 1977 in Greeholtz & Kim, 2009) along with the combination in the use of heritage language and English. Regarding this, people's readiness is not merely about competency, but also about creating better environment for learning culture(s).

Another concern is the issue of nationalism, which in Indonesia is significant. Alwasilah (1997, in Lauder, 2009) depicted the concerns related to the increasing use of English. There is "fear that too much influence from English, in particular culturally, could exert an undesirable influence on Indonesian life and language" (p. 13), despite the need to benefit from using the language for national development, - a phenomenon called "language schizophrenia" (Kartono, 1976, p. 124 in Lauder, 2009, p. 14). Similarly, the 19th and 20th-century Western Europe and North America where only elite learnt foreign languages portrayed the issue of "potential threat to national identity because it introduced learners to different beliefs and values" (Byram, 2008: 5), which makes the issue a substantial concern among the society with extensive use of foreign language. Anticipating this, it is important to develop an attitude of acceptance towards change.

Closing

The challenge of switching the status of English from foreign language to a second language lies on the way Indonesians perceive change in culture, pedagogy, and perspectives of nationalism. It is the people of Indonesia themselves who decide whether they are ready for the change, although there have been extensive use of English and a change of culture in some other contexts or environment.

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Title

Analysis of Demonstration Method through Students' Motivation to Learn English

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Abstract

Demonstration method is the simplest method compared to other methods of learning. This method is a preformance about the occurrence of an event or object to the appearance of behavior exemplified to be known and understood by learners are real or a replica. The purpose of this study were: 1) To determine if demonstration method is effective in improving students' motivation to learn English. 2) To find out the effectiveness of demonstration method in improving students' motivation to learn English. The method used in this research is descriptive method in which the author describes the effectiveness of the demonstration as it is. So this research is the disclosure of the facts. The authors used observations and interviews to obtain the required data in this study. The result showed that: 1) Demonstration method is effective in improve students' motivation to learn the English language, this can be proved by the results of the interviews, 100% students say that the demonstration method make them more enthusiastic in teaching and learning process. 2) The effectiveness of the demonstration method in improving students' motivation in learning english is very high. Because English is a lesson that require practices and examples of actual

situations in everyday life, from observation and interviews have been conducted, the method of demonstration is able to boost students' motivation to learn English.

Keywords: *Demonstration Method, Motivation and Learning*

Introduction

Everything human do certainly have motivation, whether it is important, unimportant, dangerous or risky. According to Sartain in Purwanto (2007: 61) motivation is a complex statement within an organism that directs behavior toward a goal or incentive. Purpose is what determines / constrains the behavior of the organism. If what we emphasize is the object / fact organism interested in, then the term we use is stimulants.

Purwanto (2007: 73) motivation's goal is waken up someone's desire and willingness to do something to obtain results or achieve certain goals. For a teacher, motivation's goal is to excite or stimulate the students to improve their academic achievement in order to reach educational goals as expected and set by the school curriculum.

As mentioned above, motivation needed in every respect; so does learning English. Since English is not the mother tongue of Indonesian, we need stronger motivation to master it. Therefore, teachers are required to use certain methods to be able to attract and motivate students to learn English. One of them is demonstration method.

Demonstration method is the simplest method compared to other methods of learning. This method is a preformance about the occurrence of an event or object to the appearance of behavior exemplified to be known and understood by learners are real or a replica. This method is first used by primordial man when they were adding woods to enlarge the flame of the campfire, while their children watch and imitate (Sagala, 2004: 210). Demonstration methods have been choosen because this is the first method that is used by humans. So the authors wanted to know the effectiveness of this method on students' motivation to learn English

Research Methods and Data Collection Techniques

The method used in this research is descriptive method in which the author describes the effectiveness of the demonstration as it is. Data collection techniques that I use include:

1. Observation

The observations were made in class XI IPA at SMAN 1 Serang Baru for seven weeks. Because the class XI students still use the KTSP curriculum, then the English lessons were gained as much as four hours of lessons divided into two sessions each week. Observations made on the date: April 23th and April 24th 2014, April 30th and May 7th 2014, May 8th and 14th 2014, 21st-22sd May, and May 28th and June 4th 2014 with the total number of observations as much as ten times.

At the time of observation conducted, researchers are observing students' attitudes during teaching learning process. Either students seemed enthusiastic about the material presented by the teacher or just the opposite, students feel bored. In addition, researchers also observed that the teaching methods used by teachers, which method seems most effective to increase motivation of students learning English.

2. Interview

Interviews were conducted by asking the source, the source is a class XI IPA at SMAN 1 Serang Baru. Respondents were selected randomly by considering the place of origin of students and family backgrounds. Respondents were selected for interview are as many as eight students.

Data analysis technique

After getting the data from observations and interviews, data were analyzed in order to see is demonstration method effective as learning models. First of all the data is reduced, after which the information is compiled, and then concluded.

Results and Discussion

In this study, the authors conducted observations of 10 (ten) times. The observations made on the date: April 23th and April 24th 2014, April 30th and May 7th 2014, May 8th and 14th 2014, 21st-22sd May, and May 28th and June 4th 2014. From ten times observations, the authors found that the teaching method used by English teacher who teach in class XI IPA varied, start from the use of grammar translation method (GTM), presentation practice and production method (PPP), to methods of demonstration.

The use of various methods of teaching English are intended to avoid the boredom in learning English. Thus, students are expected to more easily understand the material being taught. Based on observations of the author, on the class XI IPA observed, the students tend to be eager to follow English lessons. Because teachers are not only focused on the methods of teaching alone.

According to the observations, the students seemed enthusiastic when the learning process takes place, and teachers use the demonstration method in teaching, especially on materials related to speaking and writing skills of students. Students with a passion to follow every process of learning delivered by their teachers. When the teacher use demonstration method in delivering materials related to speaking and writing skills, students seem far more enthusiastic. It was not partly due to language lessons, including English which requires a lot of practice, so that students can immediately use what they know. Thus, it can be concluded that based on the observation, demonstration methods proven to improve students' motivation to learn English.

In addition to the observations, the authors also interviewed an English teacher grade XI as well as some students of XI IPA who considered as representative of the overall grade XI. Interviews were conducted on an English teacher stating the reason as mentioned above, the teacher uses a variety of methods of teaching English. Among the reasons given by the teacher is that he wants to minimize the saturation level of the students. Because most of the students have had the idea that English is a difficult subject.

From the interviews conducted on a number of students who come from different areas, most of the students have studied English since grade II in the elementary school. However, students' ability, especially in speaking in English is not good enough, because most students (75%) consider English is a difficult subject. This assumption makes the students' motivation in learning English is very low. Only 12.5% of students who consider English learning interesting and fun. And as much as 12.5% of students said it was difficult but challenging.

No.	Comes from	Sex		Have been learn English for	Their opinion about English
		Male	Female		
1	Bekasi	√		11 years	Difficult
2	Palembang	√		9 years	Interesting and fun
3	Jawa Tengah		√	10 years	Difficult but challenging
4	Jakarta		√	11 years	Difficult
5	Solo		√	8 years	Difficult
6	Jakarta		√	8 years	Difficult

7	Jakarta		√	7 years	Difficult
8	Kudus		√	8 years	Difficult

Table 1: How long have been the students learn English

The idea that English is a difficult lesson need to be changed. Because the view that English is difficult makes the students passive. This is because unconsciously students have instilled in their minds that they will not be able to speak English or even just understand what is presented by the teacher. Therefore choosing the right teaching method is the key to change the paradigm.

As mentioned by Vroom in Purwanto (2007: 72), motivation refers to a process that influence individual choices against various forms of activities desired. Thus, increasing students' motivation to learn English has become a very important thing. Due to increasing students' motivation, students' English skills will also increase simultaneously.

The use of demonstration methods proven to improve students' motivation to learn English. It is based on interviews of 100% of students said that the demonstration method make them more enthusiastic in learning English. Students also expect teachers use more demonstration methods when teaching and applying reward and punishment in the classroom. So the motivation of students more motivated in learning English.

No.	Expected method	Method used in the class	Influence through studens' motivation
1	More practice	Varied, including demonstration method	Increase students' skills and motivation
2	More practice and interaction between teacher and students	Varied, including demonstration method	Increase students' skills and motivation
3	More practice	Varied, including demonstration method	Increase students' skills and motivation
4	More practice	Varied, including demonstration method	Increase students' skills and motivation
5	More practice	Varied, including demonstration method	Increase students' skills and motivation
6	More practice	Varied, including	Increase students' skills and

		demonstration method	motivation
7	More practice and the teacher should give reward and punishment for the students	Varied, including demonstration method	Increase students' skills and motivation
8	More practice, learn form native speaker, and the teacher should give reward and punishment for the students	Varied, including demonstration method	Increase students' skills and motivation

Table 2   The influence of demonstration method through students' motivation

By increasing students' motivation to learn the English language, students' English proficiency expected increase too. Most students found their English skills has increased after the teacher using the demonstration method in the classroom. Students are able to use some expression in English has been taught the teacher using the demonstration method.

Nevertheless, as an effort to improve the quality of teaching and learning in the subjects of English, the authors also ask about the teaching method expected by the students. The result, as much as 100% of students expect more practice in English subject. Students also expect the implementation of reward for students who follow the procedures and do the tasks that have been assigned by the teacher and punishment for students who do not follow the procedures or do the tasks assigned by the teacher.

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Title

The Effectiveness of using Mindomo as a Pre-Writing Tool in Improving Writing Scores among ESL students

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Abstract

Most research on mind-mapping concentrates on the conventional method which requires the use of pen and paper as a medium. Little research considers the use of digital mind-maps and their potentials that can greatly benefit ESL students in writing. One-group quasi-experimental method is employed to investigate the effectiveness of Mindomo, which is an interactive and online-based mind-mapping tool, in improving writing scores of 60 ESL students at a private university in Selangor, who enrolled in Competency English Course. Pre-test and post-test design are employed whereby Paired t-test is used to analyze the data quantitatively in order to measure the difference in mean scores before and after the intervention of Mindomo as a pre-writing tool. The findings show that there was statistically significant differences in the writing achievement mean scores of ESL students that can be attributed to the use of Mindomo as a pre-writing tool with t value equals to -2.315 and sig value equals to 0.037 (p<0.05). Therefore, it can be concluded that Mindomo improves students' writing achievement.

Introduction

Writing requires a very complex skill and it could be a hindrance to some English as Second Language (ESL) learners. Writing can possibly be a challenging task as the ideas should be integrated well with all language elements in order to produce a piece of good writing. To become a good writer, one must possess thinking skills which encourage the production of creative and effective thoughts. One needs to be able to sequence the ideas logically and produce a coherent text by using appropriate cohesive devices such as logical connectors and sequence markers. Pre-writing is the first stage in the writing process that can take forms in a number of techniques. One of the best ways to encourage the generation of ideas is through mind-mapping. Mind-mapping is the method to visualize thinking through organizing the ideas in the form of a map. It is the manifestation of thoughts and infinite thinking process. It also reflects the fact that the thinking is substantially capable of generations. Alamsyah (2009) described that mind-map works well for the students as the visual design and interface enable them to see the relationship between ideas, and encourage them to group certain ideas together as they proceed.

Even though most ESL learners in Malaysia are aware of this method, they do not seem to be able to express their thoughts well. This can be reflected by the poor score from their writing tests. One of the possible causes for this issue is the conventional way of executing the mind-map. Mind-mapping in a conventional way is usually demotivating to some learners as it is boring and does not cater to the students need for self-expression. Given the nature of the Y-generation students today are computer literate, an online-based tool to encourage mind-mapping process should be engaging and interesting for them. Hence, the study is carried out to investigate the effectiveness of using Mindomo as a pre-writing tool in improving writing scores among ESL learners.

2. Literature Review

2.1 The efficacy of mind-map on writing skills

Mind-mapping is one of the most effective techniques proven to help students to write well. It allows students to improve the way they brainstorm for ideas and elaborate them in a manner that enhances creative treatment to the topic. Melor, Hadi and Chen (2012) suggested that using brainstorming strategy not only helps students store ideas for writing, but also improves their creative thinking skills. Wai Ling (2004) revealed that students' writing showed a gradual improvement after the mind-mapping exercise. His findings suggested that the use of mind-map would be an effective pre-writing planning strategy for students to embrace. Mind-maps are interesting, engaging and motivating because they allow students to be creative and expressive at the same time (Goodnough and Woods, 2002). The respondents in their study claimed that mind-maps provide an effective approach in promoting better understanding in the topic. Another research by D'Antoni and Pinto Zipp (2005) revealed that 10 out of 14 respondents agreed that mind-mapping technique enabled them to organize their ideas better and integrated patterns well.

2.2 ICT and Mind Mapping

The advent of the personal computer and tablet has revolutionized the way people think and do certain things. The attractiveness of using a computer to mind-map is undeniably true. According to Melor and Hadi (2012), much investment has been made into incorporating the advanced technologies into the existing learning environments as an effort to revolutionize the teaching and learning process. Al-Jarf, R. (2009) has carried out her study involving 86 English as Foreign Language (EFL) female students. It was designed to

investigate the effectiveness of using mind-map software as a way to improve writing skills. Her results showed that the intervention group, those who adopt mind-mapping strategy, made higher gains in writing. The students showed to deliver more relevant details with better organizational skills compared to the students who utilized the textbook to produce a conventional mind-maps in their writings. The group also mentioned about the software has been very helpful for them to generate and organize key points, and enjoyed personalizing the maps based on their interests, resulting in them being able to construct meaningful relationships between ideas in a visual way.

2.3 Mindomo for enhancing students' writing skills

Mindomo is a Web 2.0 mind mapping tool and service that offers the perfect platform to develop ideas and brainstorm interactively. Mindomo provides great user interface, fresh look and sophisticated key functions that will empower its users in mind-mapping process. Multimedia such as videos, images, icons and hyperlinks to websites can be linked to each node to help the students learn extra information about the topic and also act as stimuli to generate more thoughts. Furthermore, images convey much more information than just a keyword or a phrase. According to Margulies (1991), children visualize pictures on their minds before they formally learn a language. Another substantial research to highlight the significance of visual imagery in stimulating associations and creativity was carried out by Dr. Roger Sperry. His findings confirmed that mind-mapping does not only practice and exercise the fundamental memory powers and information processing, but it also exploits the entire range of cortical skills and maximizes human brain's potential. Another fascinating feature of Mindomo is its flexibility. Editing all aspects of the mind-map is done effortlessly. It also has the auto-saved function to avoid any lost on the information thus empowering information retrieval process. Stimulating colors can be added to words or branches to highlight associations. Connections between the nodes are shown with easily generated links or arrows.
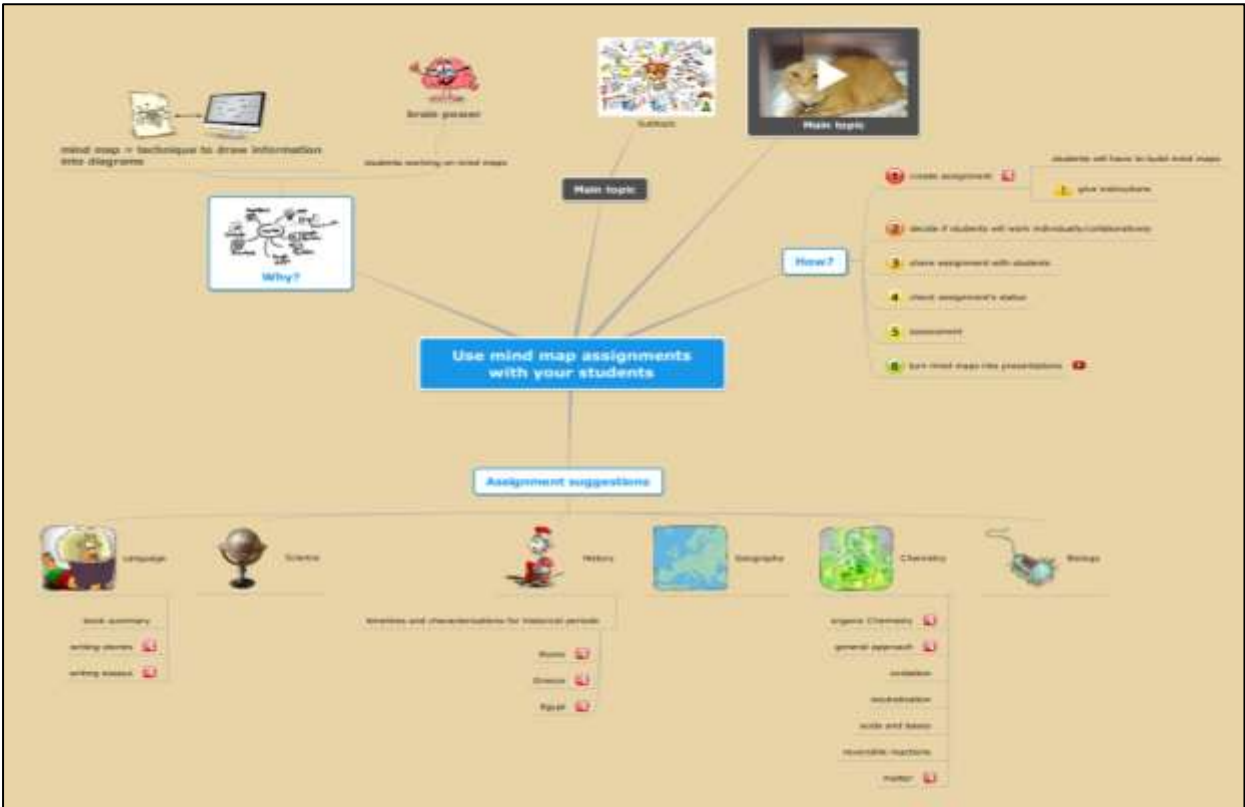
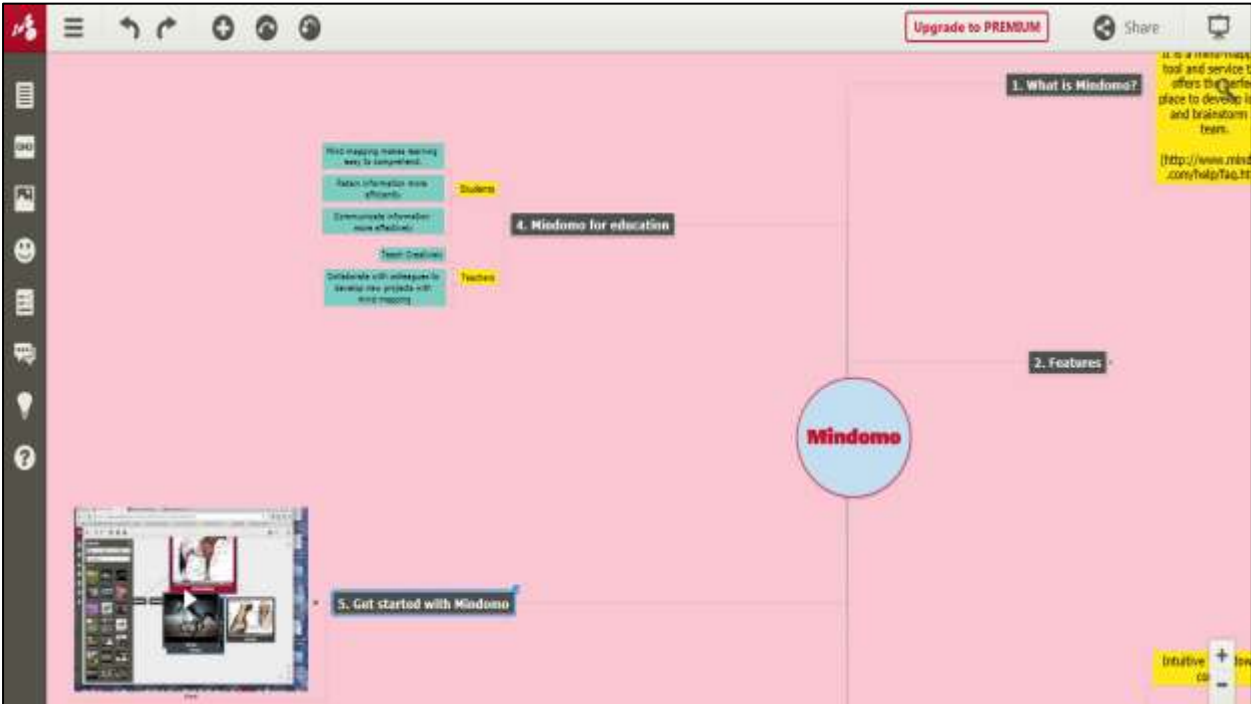Figure 1: A photo of the sample Mindomo mind-map.

Taken from: www.mindomo.com

Figure 2: A photo of the minimalist features and functions of Mindomo.

Taken from: www.mindomo.com

3. Methodology

3.1 Sample

The sampling method used was purposive sampling in which the sample represents the variety of English language proficiency among ESL learners. The purpose of having mixed proficiency students in this study enabled the transparency of the findings as to whether or not Mindomo brought positive impacts towards students' writing performance regardless of differences in proficiency levels. This indirectly established the validity of the study. The present study involved sixty (60) ESL students enrolled in Competency English Course at a private university in Selangor.

3.2 Instrumentation

A pre-test and a post-test were given to students to measure their writing achievements. Each one of the tests consisted of ten different elective topics elicited from their MUET textbook. As the syllabus of Competency English course mirrors Malaysian University English Test (MUET), therefore all writing topics used in this study were taken directly from MUET textbook which are comparable to the real MUET writing questions. Both tests were marked based on MUET scoring scale. This scale covered two major areas which were content and language with 30 marks allocated respectively. A score was assigned to content section based on further classifications which were task, ideas, viewpoints and maturity. For language section, the writing will be assessed for grammar, meaning, sentence structure, vocabulary, linking ideas, planning and paragraphing. The sum of these sub-grades compromised the total score of 60 for each student on both writing tests (the pre-test and the post-test). To process and analyze the data quantitatively, SPSS Statistics 17.0 software was used and Paired T-test was chosen as a method. A paired samples t-test is more appropriate than an independent samples t-test because each pre-test writing score was paired with the post-test writing score of the same student.

3.3 Research procedures

3.3.1 Phase One

A pre-test was run by giving the students liberty to choose an essay topic from the textbook entitled "Ace ahead: MUET", by Oxford Fajar (2015). However, it is important to note that the questions were all at an equal level of difficulty as they comply with MUET writing standards. This fact is important to ensure the reliability of the instrument used. The

students were given the opportunity to choose their preferred topic from the selection to allow them write comfortably and confidently, without any stressors. The students were then given one hour to prepare their conventional mind-map (paper-and-pencil) and write the essays in five paragraphs consisting of more than 350 words. The mind-maps were collected together with the essays and scored.

3.3.2 Phase Two

All students involved in this study were assigned to treatment of the experimental group. During the treatment phase, the researcher introduced the mind-mapping technique using Mindomo. The researcher explained the features and provided step-by-step tutorials to its application as a prewriting activity in essay writing. The students were given a week to familiar themselves with the tool.

3.3.3 Phase Three

After the intervention period, the post-test was administered whereby all participants were assigned to write another essay. Using the same textbook they took the liberty to choose their preferred topic, but it must not be of the same topic they chose in the pre-test. Using a computer, they were asked to draw a mind-map using Mindomo as a pre-writing activity and were given one hour to complete their essays. Once again, their papers were collected together with the printed Mindomo mind-maps, and the essays were scored accordingly.

3.3.4 Phase Four

The scores were analyzed using paired T-test.

4. Findings

The collected data was analyzed quantitatively through descriptive method (mean and standard deviation) and inferential statistics (T-test). The paired t-test assumed that the differences between both tests were normally distributed, possessed homogeneity of variances and carried out under independent observation. For the first assumption which was the normal distribution, the results can be interpreted in the table below:

Table 1. Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre	.090	60	.200	.973	60	.211

*significant $\propto<0.05$

In this study, since the respondents were only 60, the Shapiro-Wilk test was used. From the table, the p-value is 0.211. The alternative hypothesis can be rejected and the data can be concluded to originate from a normal distribution.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	43.45	60	4.663	.602
	Post	44.70	60	3.110	.401

Table 2 exhibited the means for both pre and post-tests. For pre-test, the mean score was 43.45 with standard deviation of 4.663, while the mean for post-test recorded 44.70 with standard deviation of 3.110. The results illustrated post-test scores were higher than pre-test scores which meant the students' scores were improved after the intervention of Mindomo in the pre-writing stage. 95% confidence interval of the difference of means was between -2.420 to -0.080.

Table 3. Paired Samples Test

	N	Mean Difference	Std. deviation	t	df	Sig. p
Pre-Post	60	-1.250	4.527	-2.139	59	0.037*

*significant $\propto<0.05$

Table 3 presented that there was statistically significant differences in the mean scores of writing achievement among ESL students that can be attributed to the use of Mindomo as a pre-writing tool with t value equals to -2.315 and sig value equals to 0.037 (p<0.05). The results affirmed that research hypothesis was accepted.

5. Discussion of findings

The results of using Paired T-test revealed statistically significant differences in the students' achievement mean scores on the writing post-tests due to the introduction of Mindomo as a pre-writing tool. Those differences were in favour of the post-test whereby the students were opting for Mindomo as a brainstorming strategy, compared to the conventional method used in the pre-test. The Mindomo mind-mapping tool introduced minimalist, interactive and attractive features for the students such as colours, images, videos, hyperlinks, and icons. The brainstorming stage using Mindomo have helped students to generate ideas and successfully develop the ideas in the assessments. This, in turn, provided students with learning opportunities which resulted in a significant improvement of their writing achievement.

From the results, the students showed better control of the brainstorming phase with the use of Mindomo compared to conventional pen and paper method. This finding revealed that the students strategize their brainstorming technique by organizing and summarizing information which produced more transformations of ideas in their essays. The students' ability to transfer meaning to write essays improved significantly as they were able to write more complete and well-organized essays after the intervention. Using the functions and interactive features, the mind-map was enriched with the use of visual imagery and supporting multimedia such as images, videos and hyperlinks, which then led to more production and development of ideas. This might explain why these students outperformed their latter assessment as they focus more on the content of the essay as well as the mechanics such as spelling, punctuation and sentence structure.

In short, exposing students to the Mindomo as a pre-writing strategy may have helped developed them as better writers. The findings of the present study revealed that the use of Mindomo as a pre-writing tool improved students' writing scores. This finding was paralleled with the findings discovered by Al-Jarf (2009) where she revealed that the written work produced by using mind-map increased the students' performance as they became more efficient in generating and organizing ideas for their writing. Melor et al. (2013) revealed that using ICT in teaching ESL writing skills attracts students' attention, helps them in the learning process, develop their vocabulary and ultimately, promotes meaningful learning.

6.0 Implications

Realizing the importance to embrace the use of ICT and internet in the teaching and learning process, this study is crucial to determine whether the use of online mind-map can assist ESL students to produce better writing skills. By conducting this study, the researcher intends to explore the use of online-based mind-mapping program called Mindomo as well as to investigate its effectiveness in improving writing test scores among ESL students. The findings of this study are also aimed to enlighten ESL students on the use of Mindomo in the pre-writing stage and shed some light to other language instructors to venture into online-based mind-mapping tool with their students. This study has significant implications to language instructors and ESL students to explore on the use of Mindomo as a pre-writing tool. Upcoming studies should explore more on other online mind-mapping tools and software in order to find out the potentials of such applications in assisting the students.

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Title

Gender Differences in Self-Determination Motivation to Learn English

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Abstract

The focus of the study was to investigate the students' self-determination motivation in learning English on the basis of gender. This was a descriptive quantitative research. The participants of the study were 839 students consisted of 369 male students and 470 female students. The questionnaire of self-determination motivation in learning English was applied in collecting the data. The results of data analysis revealed that the students' difference on the basis of gender, in general, the male students were significantly higher in amotivation than the female students. In extrinsic type of self-determination motivation, the male students were not significantly different with the female students. The female students were significantly higher than the male students in intrinsic motivation.

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Introduction

This study aims to investigate the gender differences of the students' self-determination motivation to learn English. Motivation becomes one of the key factors that can influence the success of the learners. Without sufficient motivation, even individuals with the most remarkable abilities, cannot accomplish long-term goals. High motivation may strengthen one's character since character refers to a chain of attitude, behavior, motivation, and skill (Dornyei, 1998, 2000; Musfiroh, 2011).

Gardner (1985) argues that motivation to learn second language concerns the four aspects of human behavior, namely attitudes toward learning the language, desire to learn the language, motivational intensity, and the goal of learning the language. A truly motivated student has a mental engine that subsumes will, effort, and how the students enjoy the task and that a mixture of all three is necessary to establish the meaning of motivation in a second or foreign language. Ellis (2003) expresses that the strength of motivation serves as a powerful predictor of L2 achievement, but may be itself by the result of previous learning experiences.

According to Ellis (2003) the differences of language learner in language learning are gender differences, age differences, cognitive differences, personality differences, learning motivation and learning strategy differences, etc. Then, gender becomes the essential issues in second language learning concerning the individual differences.

Literature review

Self-Determination Motivation Theory

One of the theories of motivation is Self-Determination Theory, proposed by Deci and Ryan. It focuses on the extent to which individuals can exert control over their environment. This theory categorizes motivation into *intrinsic* motivation, *extrinsic* motivation, and *amotivation*. It can be shown along a continuum depending on the degree of self-determination (Deci, Connell, and Ryan: 1989; Ryan and Deci, 2000; Pae, 2008; Woodrow, 2010). It is applied to language learning (Noels, 2001; Noels, Pelletier, Clement, and Vallerand, 2000).

Intrinsic motivation refers to reason for L2 learning in order to experience pleasure and satisfaction in which the activity of learning is undertaken because of the spontaneous satisfaction that is associated with it. Three types of intrinsic motivation have been suggested, namely intrinsic knowledge, intrinsic accomplishment, and intrinsic stimulation. *Extrinsic*

motivation refers to reasons that are instrumental to some consequence apart from inherent interest in the activity (Noel, 2001). It reflects a willingness to engage with tasks to achieve specific outcome (Woodrow, 2010). The four types of extrinsic motivation are external regulation, introjected regulation, identified regulation, and integrated regulation. People will be more self-determined in performing a particular behavior to the extent they have the opportunity to experience autonomy, competence, and relatedness. These are the fundamental needs that individuals seek to satisfy (Dornyei, 2001). The third is *amotivation.* It refers to lack of motivation resulting from realizing that there is no point.

Methodology

The participants of this study were 839 students, 369 male students and 470 female students, from six Junior High Schools in Makassar that became the selected schools to implement curriculum 2013 for Junior High Schools in Indonesia. The instrument of this study was the questionnaire consisted of 21 items and adopted from previous motivation studies based on Self Determination Theory (Dörnyei, 1998; Noels, 2001). The data were analyzed through Microsoft Office Excel 2007 and SPSS Version 20.

Findings and Discussion

The study revealed that the male students (mean: 4.1802) possessed higher *amotivation*, experiencing feelings of incompetence and helplessness when faced with the activity of learning English, than the female students (mean: 3.6862) in which the calculated significant difference was 0.000. It is higher than $\alpha = 0.05$. The male students (mean: 8.2249) possessed also higher *extrinsic* motivation than the female students (mean: 8.1330). However, the difference was not significant. Only in external regulation as one of the subtypes of external self-determination motivation, the male students were significantly higher than the females. Interestingly, although the male students possessed higher *extrinsic* motivation, in identified regulation, the female students possessed higher than the male students. In *intrinsic* motivation the female students (mean: 8.3747) possessed the higher one than the males (mean: 8.1564) at calculated significant difference 0.013 in which higher than $\alpha = 0.05$. It happened to all subtypes of intrinsic motivation.

When intrinsic motivation is high, then, it is considered that the students are autonomous or self-determined in pursuing to do something. It is similar to the finding of the study which was conducted by Gonzales (2011). He found that females are more motivationally

oriented than males in communication and affiliation and self-efficacy of foreign language learning. Then, Yung Feng, Jun Fan, & Zhen Yang (2013) revealed that female students' learning motivation is higher than male students in terms of their motivation to learn English. Al-Khasawneh & Al-Omari (2015) revealed that the students are highly instrumental motivated towards learning English in which female students possess higher level of motivation than male students with no statistically significant difference. Saidi & Al-Mahrooqi (2012) found that females are higher in motivation in English language learning than males as found by Yeung, Lau, and Nie (2011).

Conclusion

In conclusion, this study investigated that female students of junior secondary schools in Makassar Indonesia were more self-determined in pursuing to learn English comparing with the male students.

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Title

The Importance of Teaching Strategic Competence for Indonesian Learner

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Abstract

The need of excellent communicative skills in foreign language is urgent in the contemporary age of high professional requirements. Even now, communicative competence has become an essential skill in this 21th century, and English has been a central language for global communication. Students need to use English fluently to fit with international communication. Therefore, mastery of speaking skill becomes the top priority of the language learners' target, but problems in mastering oral language competency still persist in until today. It seems that developing oral language skills has been neglected in EFL/ESL courses which is shown by many students who could not orally communicate with others in English although they had learnt it for years. Considering English as foreign language in Indonesia, many Indonesian students feel less interested in learning the language. It influences much to the choice of learning style and lack of learning achievement. Developing learner's strategic competence is regarded important to improve speaking skills for communication as there are lacks of learner's linguistic competence and sociolinguistic competence to communicate. This paper is to support Canale and Swain (1980) statement that strategic competence may be

called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

1. Introduction

The need of excellent communicative skills in foreign language is urgent. Even now, communicative competence has become an essential skill in this 21th century, and English has been a central language for global communication. It leads to put successful learning of communicative English language skills, especially speaking skills, to be an important goal of language teaching. It can generally be understood that the objective of teaching and learning English is to enable the students to be able to communicate and interact with other people in the global society. Even most students feel that being able to communicate orally is ultimate in a foreign language learning (Graham, 2007; Poolsawad, Kanjanawasee, Wudthayagorn, 2015).

Although many learners put priority on oral skill of language, but it has hardly been less prioritized in EFL/ESL courses (Jabeen, 2014). Perhaps, it is not intended to be left behind, but some facts prove that speaking skills are less developed. Complaints on lack of speaking skill of students and graduates happen in many places in the world. Luo (2006) described that most Chinese students could not orally communicate with others in English although they had learnt English at least for six years. In Lithuania the problems in learning good speaking skills and low English proficiency of schools' graduate happens every year (Kaminskiene & Kavaliauskiene, 2014). The condition in Indonesia is almost the same that a great number of learners face a lot of difficulties in mastering speaking skill although they are motivated enough to increase their speaking proficiency. (Huriyah, 2015). Furthermore, there is a shift of criteria of learning success which previously accuracy of language produced were the prominent to success of learning English, but now fluency and communicative effectiveness becomes the objectives. This signifies the teaching of ESL/EFL speaking which encourages the idea of communicative competence in language teaching (Widiati & Cahyono, 2006). Nevertheless, English is still regarded essential for educational and professional communication.

Students' low English proficiency becomes the major problem in developing communicative competence. This can be analyzed by reviewing from multidisciplinary perspective of Communicative Language Teaching (CLT) (Savignon, 2006). CLT is based on concept of communicative competence itself (Hymes, 1971; Canale & Swain, 1980) which is an extension of Chomsky's (1965) concepts of linguistic competence and performance.

Richards (2006) stated that CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Based on the current theories, language learning is viewed as resulting from processes such as interaction between the learner and users of the language, collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutor arrive at understanding, learning through attending to the feedback learners get when they use the language, paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and trying out and experimenting with different ways of saying things. Furthermore, Richards (2006: 14) describes one of the goals of CLT is to develop fluency in language use. Fluency which becomes the objective of Indonesian EFL learner (Widiati & Cahyono, 2006) is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

2.   Proposing the strategic competence teaching to increase student's speaking skills:

Linguistic or grammatical competence alone is not enough to be able to use language in a given cultural social set up. This is proven by the fact that a normal child's acquisition of knowledge of sentences is not only grammatical but also appropriate (Berns, 1990). This is supported by Hymes (1971) who had explained communicative competence for more than four decades ago. He stated that communicative competence was the ability to use language or interpreted language correctly in the process of interaction with the social environment such as the use of language in the proper regulation of social practices. Later it is developed more by Canale and Swain (1980) who mention that communicative competence involves linguistic competence (knowledge of linguistic forms), sociolinguistic competence (the ability to use language appropriately in contexts), discourse competence (coherence and cohesion), and strategic competence (knowledge of verbal and non-verbal communicative strategies).

Focusing on strategic competence, Canale and Swain (1980) explained the concept as the ability to express oneself in the face of difficulties or limited language knowledge. It is defined as 'verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient

competence'. It is regarded a promising breakthrough in solving the problem of fluency in speaking foreign language. The notion of strategic competence is then amended by Swain (1984) by including communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for communication breakdowns. This is similar with definition from Yule and Tarone about strategic competence which is described as an ability to select an effective means of performing a communication act that enables the listener or reader to identify the intended referent. The definition is limited to the notion of compensatory strategy (Brown, 2007) which provides the way a speaker manipulates language in order to meet communicative goals. The strategies which are employed vary considerably within each individual and they are most often conscious and goal driven (Chamot, 2005).

From the point of view of strategic competence, problems in achieving communicative goal which are caused by insufficient some aspects of communicative competence can be solved by applying a plan to communicate strategically because the communicativeness problems are due to lack of ability to utilize communication strategy which may influence the fluency or conversational skills (Dörnyei and Thurrell, 1991). Designing and applying a plan to solve communication problem is a part of communicative competence. This is a part of cognitive aspect of communicative competence (Brown, 2007). This potential is regarded a promising breakthrough in solving the problem of fluency in speaking foreign language. It is proven in Huang's (2010) research which the findings imply that overall, the students' linguistic competence was insufficient, leading them to seek alternative ways to convey meaning. While struggling to cope with communication problems, they paid less attention to the problem of accuracy. However, it is worth noting that most of them did not abandon their attempts to communicate, indicating a strong intention to achieve communication goals and an impetus that favors their future progress.

Related to second language learning, communication strategies are beneficial means which skilled second language learners employ to attain a degree of communicative effectiveness beyond their current linguistic knowledge (Thornbury, 2005). The strategies are assumed to compensate for unexpected communication impasses. They are influential in learner's second language development of fluency which fluency development depends on learner's level of language knowledge and his or her ability to use a variety of communication strategies (Nakatani, 2006). But Paribakht (1985) found that strategic

competence in L1 is transferable to L2 learning situations, and thus adult learners often enter the L2 learning situation with a fairly developed strategic competence.

The interaction among human using language is also influenced by some related cultural assumptions. Communication which happened in the interaction is affected by several cultural assumptions about the purpose of particular interaction and expected outcomes of encounters also (Shumin, 1997). Therefore, knowledge of culture and communication strategies learning will support the development of oral communication skill because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002;2004).

This elaboration may be the clue to find out underlying reason why a foreign language learner faces problems to communicate in the second language which is culturally different from his first language. Therefore, EFL learners need to acquire the competence to incorporate cultural knowledge into language use which makes them to be able to choose appropriate language in different sociocultural contexts in developing communicative competence. (Bachman, 1990; Hymes, 1972; Kasper, 1997). Bachman (1990) provided explanation about how language is more than a tool for communication; it also represents social and cultural background. Therefore, learning the linguistic aspect of a target language cannot successfully engage learners into real-life communication in the target culture.Engagement into real-life communication in the target language can be achieved by learning not only linguistic aspect of the language but also the social and cultural background.

3.   Benefits of teaching strategic competence.

There are many research reports and article discussing how strategic competence is influential in increasing communicative competence, especially oral communication. There are three articles which become references of the issue of teaching strategic competence in this paper. They are ones which are written by Dörnyei and Thurrell, Alibakhshi and Padiz, and Nakatani.

Dörnyei and Thurrell (1991) stand as parts of the pioneers in developing strategic competence. They have tried to draw attention to *strategic competence,* and to provide practical ideas on how to include its training in language classes. They provided discussion which was centred around the idea that strategic competence is a crucial component of communicative competence, largely determining the learner's fluency and conversational

skills using communication strategy which is used in getting the meaning across when speaking (Paribakht, 1986). The practical ideas involve strategy training. They give explanation and examples of the implementation that some of the exercises may seem strange at first sight: teachers might wonder about encouraging learners to use (what's more: over-use!) fillers, or to go off the point and evade answers. After all, these are language behaviours normally not encouraged in one's mother tongue. The answer is that the activities and the phenomena they practice provide the learner with a sense of security in the language by allowing him/her room to manoeuvre in times of difficulty. Besides developing confidence, strategy training also facilitates spontaneous improvization skills and linguistic creativity. Finally, not only do such exercises improve the learners' performance skills, but students enjoy them very much - so they can also be used as ice-breakers, warmers or games.

The second reference is written by Alibakhshi & Padiz (2011) who mention that teaching communicative strategies (CSs) has any significant impact on second language learners' speaking or not has also controversial among language teachers. They had conducted a study thatt aimed at investigating the effect of explicit teaching of some of the communicative strategies on language performance of Iranian language learners of English. This study has both theoretical and practical implications. Theoretically speaking, this study will reveal the effect of teaching communicative strategies on language performance of language learners in general and Iranian foreign language learners in particular. Among all communicative strategies investigated in this study are avoidance, approximation, restructuring, language switch, word coinage, appeal for assistance, circumlocution, self-repetition, self-repair. It is argued that even the most hardworking teachers spending lot of time on task cannot guarantee learners' achievement in communication. The steps taken are good, but they are not adequate to get language learners out of challenging communicative situations. Similarly, this study is theoretically significant in because it examines the effect of communicative strategies instruction on language performance of language learners. The findings of this study would be helpful for language learning theorists in that they would be familiar with the role of communicative strategies in learning English as a foreign language and they would be able to develop new theoretical ideas for favorable performance. Based on the findings of the study, several recommendations for teaching English as a foreign language can be made. First, the present study demonstrates that including CS in SL materials especially textbooks and also devoting vigorous exercises to these strategies, teaching and practicing them in a special time of the classroom and most importantly equipping SL/FL

learners with these CSs, can pave the ground for fruitful results. Undoubtedly, using these CSs by learners let them get out of difficult communicative situations. Second, just hardworking on the part of language teachers without the inclusion of some of constructive strategies cannot solve the problem of disinclination of language learners in communicative events and those who are in charge of language instruction should keep in mind that one of the most important factor whose presence is fully essential in language teaching and learning is the instruction of communicative strategies and involving learners in practicing and using these strategies in their language production.

The prominent researcher, Nakatani (2012), also provided supporting evident to benefit of the teaching of strategic competence. He mentioned that the instruction based on CSs seemed to facilitate target language development during the simulated tasks. The participants became used to using CSs to overcome their target language deficiencies and cooperate with interlocutors during communicative lessons. They could reduce anxiety in speaking English for maintaining their discourse in many ways after the CS training. The participants significantly increased their total use of achivement strategies. For instance, they increased the use of strategies for keeping the conversation flowing and maintaining their interaction through negotiation. In particular, they learned to modify their utterances actively when they received negotiation signals from the interlocutor. They made use of these opportunities to try out new forms and modify other forms, thereby adjusting their utterances to achieve mutual comprehension. The participants also significantly increased their total strategy use for coping with speaking problems. They were aware of using strategies for controlling affective factors. They used strategies for keeping the conversation flowing. They recognized their use of negotiation for speaking strategies to achieve mutual understanding. Accuracy-oriented strategies were intentionally used to improve their interlanguage. The findings of this study suggest that EFL learners should consciously use their interlanguage system to control their performance and to maintain interaction. To achieve these goals, learners should have experience authentic task training through raising their awareness of managing and supervising specific strategy use. Accordingly, in order to offer opportunities to students to acquire independent learning skills, they need practices to make plans, monitor, and evaluate their interaction for future target language learning contexts. As there was no control group, the findings of this study should be taken as suggestive rather than definitive. It is also important to examine whether the advantage of training lasts for a long time, and

whether the CSs that they learned are accessible for their future target language study beyond the classroom.

4.   The need to implement strategic competence teaching for Indonesian learners

Considering the condition of Indonesian teaching and learning EFL which is characterized by specific cultural values, attitude and practices, the teaching of strategic competence is urgent to be implemented. Like most Asian learners, Indonesian students are generally passive learners (Richmond, 2007). Their motivation is influenced much by the teacher and classroom climate (Ghenghesh, 2010 and Kikuchi, 2009), therefore the knowledge and skills of strategic need to be transferred from teachers to learners. Communicative language teaching which requires active participation of learners may become an exhausting activity for teacher because the learners need to be generated almost at every time.

In Indonesia teacher-centered learning is still widely practiced which students expected to be passive recipient of knowledge and memory-based learning are still being practiced. Students have less opportunity to practice analyzing critically which makes them unable to apply their knowledge in the real contexts. It will become weakening causes in developing communicative competence. Therefore the teacher is required to develop a teaching and learning activities to accommodate language learning objectives as well as increasing motivation and developing critical thinking. The learning should be designed to increase students' participation which will replace teacher-centered learning to student-centered learning. Students may take several advantages after following the session.

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Title

Investigating Reasons Why Listening in English is Difficult: Voice from Foreign Language Learners

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Abstract

Listening is not as easy as people think, particularly when the English language has status as a foreign language that is different from a second language as well as first language. For many reasons, foreign language learners find it difficult to listen to English. Although some language learners find it easy to comprehend listening, there are still more learners who have got difficulties in listening than others who do not. There must be some factors that hinder listeners to do it well. Although listening is categorized as a receptive skill, it is an active process. Listeners have to focus on what they are hearing since this involves many mental processes. If a question is asked 'how many people in a foreign language setting are able to listen very well?'. For the first sight, the answer is not many. However, when a lot of trainings are conducted, the answer will be different. This study documents some reasons why students have got difficulties in listening in English in order that some assistance to help the learners of English can be provided in strategic ways.

Key-Words: *listening, difficult, foreign language*

Introduction

English serves different status in different countries. Kachru (1992) in his book *The Other Tongue: English across Culture* and Kachru (2005) in his book *Asian Englishes*

Beyond the Canon discussed countries in which the English language had developed extensively and stated within which group or circle those countries belonged. English may serve as the first language, the second language, or as a foreign language. There are five countries speak English as their first language, namely, the United States of America, the United Kingdom, Australia, New Zealand, and Canada. Some countries such as Singapore, Philippines, Hong Kong, and India appoint English as the second language. People in those countries are able to speak English through their colonials. Some ex-British colonials occupied those countries. Other countries, such as Thailand, Japan, Korea, and Indonesia learn English as a foreign language. English is learned and taught at schools and universities in those countries.

The trend of globalization has spread and developed English around the world and this provided unlimited access to many fields such as intercultural understanding as well as entertainment, in addition to science, ICT, and economic (British Council, 2013). The trend and the dynamic force in global age have affected English as a Second Language (ESL) or as a Foreign Language (EFL) spread worldwide. There has been a great demand in English instruction that results in competent English users both in Western and Asian countries. As English is becoming 'a global language' (Crystal, 1997, p. 3), a number of people from various continents are able to speak English nowadays. As the most popular used language in the world, in various forms, English is estimated spoken by 400 million people as a mother tongue and an additional 2 billion as a second and/or foreign language (Demont-Heinrich, 2007). By the year 2040, this number is estimated to increase up to 3 billion functional users of English, or about 40 per cent of the world's projected population at that time (Graddol, 2006).

In English language teaching, it is necessary to identify language performance. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. Language is distinguished into two types, namely, spoken language and written language. Listening and Speaking are identified as spoken language, while Reading and Writing are identified as written language. Many people in the world want to speak English fluently without considering that they have to master other skills of English as well. As a result, much of language-teaching energy is devoted to instruction in mastering English conversation with neglecting the importance to incorporate of numerous other forms of spoken language into a language course, especially in teaching listening comprehension. This may be one of many reasons why people find it

difficult to listen in English. Although the ability of speaking in English is important, globalization requires people to master English and all its aspects, reading, writing, speaking, including listening. Some people find it easy to listen in English, while others do not. Following a presentation entitles 'How easy do you find it to learn English' (Rintaningrum, 2016), it is necessary to investigate the reasons why listening is difficult. Some sources documented some reasons why listening is difficult. They are listed as follows:

1. *Clustering (a group of similar things; putting words into groups; brainstorming, mapping).*

2. *Redundancy (rephrasings, repetitions, elaborations, and little insertions of 'I mean' and 'you know'*

3. *Reduced forms: spoken language has many reduced forms and sentence fragments (Gd day, mate, I'll, I've, 20 five cents: stress on five)*

4. *Performance variables (in spoken language, hesitations, false start, pauses, and corrections are common).*

   > *But, uh….I also…..to go with this of course if you're playing well….if you're playing well then you get uptight about your game. You get keyed up and it's to concentrate. You know you're playing well and you know…in with a chance then it's easier, much easier to…to you know get in there and….and start to…you don't have to think about it. I mean it's gotta be automatic.*

5. *Colloquial language (idiom, slang, reduced form, and shared cultural knowledge= dine in or take away).*

6. *Rate of delivery (fast)*

7. *Stress, rhythm, and intonation (The PREsident is INTerested in eLIMinating the eMBargo.*

8. *Interaction (Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than be aborted by insufficient interaction.*

Listening, in most general terms, is simply described as the act of hearing. While such definition merely alludes to listening as a neurological event, listening involves many invisible mental processes of understanding speech in a second or foreign language (Rost,

2002). No single definition exists that captures the complexity of these mental processes and thus what constitutes listening comprehension. Nevertheless, several aspects have emerged from evolving body of research over the last few decades that have contributed to better understanding of the nature listening comprehension. These aspects include (Rost, 2002):

1. **Receptive** *(receiving what the speaker actually says):*
   - *Getting the speaker's idea, decoding the speaker's message, receiving the transfer of images, impressions, thoughts, beliefs, attitudes, emotions from the speaker.*

2. **Constructive**
   - *Catching what is in a speaker's mind, finding out what is relevant for you, noticing what is not said.*

3. **Collaborative**
   - *Responding to what the speaker has said, acting interested while the speaker is talking, signalling to the speaker which ideas are clear and acceptable to you.*

4. **Transformative**
   - *Involvement with a speaker without judgment, empathizing with the speaker's motivation for speaking, the process for altering the cognitive environment of both the speaker and listener.*

Listening is a vital primary stage of language acquisition. If students do not listen or learn to listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (in other words, Speaking and Writing) in the communicative classroom will be difficult. This study documents a number of perspectives on why listening in English is difficult for foreign language learners. Listening in this study means when students have listening practice, for example listening to the dialogue, monolog, or long conversation. Moreover, students find it difficult when they have listening test with similar types of the listening practice above.

Research Question

The research question to ask is:

1. How difficult do you find it to listen in English?

The Purpose of The Study

The purpose of the study can be stated as follows:

1. Investigating how the learners of English find it difficult to learn to listen in English as a foreign language.

Method

Survey

Surveys were used to obtain information from students who learn English at TPB class 20 in academic year 2016. The number of students surveyed at the University was forty. The participants were given questionnaire about their perspectives and views on the processes of teaching and learning English as a foreign language, in particular, when they are learning to listen in English. In undertaking the surveys, questions were employed as a guide, and each of the participants was given approximately from 30 to 45 minutes to discuss and answer these questions. Since this is open-ended questions, the participants are free to express their ideas and comments as well as feedback.

Results and Discussion

This section discusses the participants' points of view concerning how easy they find it to learn to listen in English. The results of the interview are recorded in Table 1.1.

Table 1.1 Reasons Why Listening is Difficult

Theoretical Categories	Indicators	Frequency
Status of the language	English is not our language	35
	I don't speak English	30
	English is not the first or the second language, but a foreign language	5
Knowledge of language	I don't understand some vocabularies	25
	I am lack of vocabulary	30
	I don't understand the grammar and structure spoken	25
Familiarity	I am not familiar with spoken language	38
	The sound I am hearing is just passing	38
	I don't understand what the speakers are saying	30
	I find it difficult with the accent	25
	I don't get what the speakers are saying	35
Lack of practice	I practice listening exercises rarely	38
	I don't watch movies in English frequently	20
	I don't feel confident when I have listening test	28
Speed of the speaker	The speakers talks very fast	25
Speaker	The speakers do not speak clearly	27
Listening strategies	I am confused when I have listening test	35
	I forget with what the speakers are saying	37
	I do not know what to do and how to listen well	37
Anxiety	I feel worry before having a test	35
	I am afraid if the test is difficult	27

	I am afraid if I can't do the test	30
	I worry if the results are not good	26
	I am afraid if I am not able to answer	30
Translation	I have to translate what I am hearing	38
Nature of the Test	I have to listen and write at the same time	5
Lack of concentration	I am lack of focus during a test	7
Facilities	The sound system is not good	19

A number of reasons contribute to why listening in English is difficult. Although some people find it easy to listen in English, many people still find it difficult to listen in English. Table 1.1 records a number of reasons why listening is difficult for some people. The reasons are (1) the status of the language; (2) knowledge of language; (3) familiarity; (4) lack of practice; (5) speed of the speaker; (6) speaker himself; (7) listening strategies; (8) anxiety; (9) translation; (10) the nature of test ; (11) lack of concentration; and (12) facilities. Table 1.1 shows that 38 respondents commented that they find it difficult to listen in English due to the way they accept the incoming information. The study is conducted in the setting where English is learned as a foreign language. The respondents commented that they have to translate the information they receive before deciding the correct answer. This may relate to the status of the language spoken in that setting.

Moreover, the reason why listening in English is difficult is because the respondents lack practice listening in English. As a result, the participants are not familiar with what the speakers are talking. It becomes worse when the knowledge of language that the respondents have is limited. One of the reasons why respondents are not able to answer the questions in listening is due to the lack of the respondents' knowledge in grammar, and vocabulary. Psychological factor, namely, anxiety also influences the ability of participants to respond in listening correctly. The indicators that students feel anxious are when feeling worry before having a test, feeling afraid if the test is difficult, feeling afraid if they cannot do the test, and feeling worry if the results are not good.

The result of the survey shows that 37 students need listening strategies to help them improve their listening skill. It is recorded in Table 1.1 that participants are confused when they have listening test, they are not able to remember the dialog, and they do not know what to do and how to listen in English well.

Another reason why the respondents find it difficult in listening in English is because they have to listen and write the answer at the same time. The nature of the test requires test takers or foreign language learners to conduct two tasks at the same time. Listening test is different from reading or grammar and structure tests. The listeners' responsibility is not only

listening to the speakers, but they have to be able to decide the correct answer at the same time when they are listening, otherwise they will miss the session. This perspective is very interesting since this can be a new perspective in literature. This indicates that types of test require different approaches to do it. Lack of practice also contributes to the reason why listening is difficult.

Good facilities help the learners of English listen properly. This shows that if the facilities are not good, the listeners find it difficult to listen well. Facilities influence the process of learning in English, in particular, listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014).

Recommendation

The reasons why listening in English is difficult are found. Therefore, some recommendation can be made in order that the learners of English are able to improve their listening skill.

1. Students need to invest more time to practice listening in English. It is because time investment has an influence on English achievement. Time investment means how much time students spend in learning to listen in English. The more students practice their listening skill, the more students are familiar with English. If students are familiar with what they hear, the way and the speed how the speakers speak in English can be followed. Moreover, students need to spend more time to improve their grammar and vocabulary. The more the grammar and vocabulary improve, the higher the score students will get.

2. More opportunity to learn (Carroll, 1962; 1963; 1975; 1989) English need to be provided. Students need to practice listening many times in order to improve their listening skill. Students should be provided with different types of input like practicing listening in a variety of context such as lecturing, radio news, videos, films, music, TV plays, announcements, everyday conversation and dialogues, some monologs, and interviews . The more the students practice, the more the students feel confident. Feeling confident in learning English, in particular, listening helps students to reduce their stress when they get listening class or a test.

3. Anxiety is a psychological factor that has an effect on achievement. With more opportunity to learn, with more time spending on learning English, it is expected that

some psychological factors that have negative effects on English achievement can be reduced.

4. Teaching and learning listening strategies is necessary. Listening strategies can be taught separately from the process of learning or integrating teaching listening strategies in the process of learning. Strategy investment has a positive influence on English achievement.

5. It is not enough to master the aspects of language in an English Language Proficiency Test (ELPT). Mastering types of test is also important since this can help the learners of English to have a good preparation in a test.

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Title

Students' Perceptions of the Characteristics of

Effective English Teachers at Mataram State

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Abstract

This study aimed at investigating the students' perceptions of the characteristics of effective English teachers and the characteristics considered a first priority among the existing ones. This study was of descriptive in nature, namely a survey. A questionnaire was distributed to the students of Mataram State Insitute of Islamic Studies. The results indicates that accuracy of pronounciation (70%), asking oral question at the beginning of each session (69%), and using appropriate teaching techniques (68%) were three most important characteristics of effective English teachers at Mataram State Insitute of Islamic Studies, Lombok.

Introduction

Basically, the main duties of a teacher are to plan, prepare, and deliver lessons to all students in the class. Richard (2002) states that teachers highly contribute to creating a good learning environment, planning a variety of learning activities, and delivering effective teaching materials. In line with this, the teachers need to be professional in order to be able to improve their teaching quality and achieve optimum results. Thus, the teachers should have lot of competencies, skills, and knowledge to support their profession.

As educators, the English teachers are expected to actively promote their skill and professionalism, in this case, they have to develop their English knowledge and skill on and on, both spoken and written. This is important since the improvement of the quality of the English teachers has direct and positive impact on the improvement of the quality of students and the teaching and learning process. In short, the English teachers should attempt to meet the criteria of an effective English teacher in order to be able to perform their duties well in implementing the teaching and learning to the students.

There is a close relationship between the effectiveness of a teacher and the quality of his/her teaching and learning activities. An effective teacher is a supporting factor which seems very important in the effort to improve the quality of teaching and learning process. The teacher with poor performance can reduce the quality of teaching and learning dramatically. In this context, improving the quality of foreign language teaching without improving the quality of the teacher seems impossible to realize and this effort requires an effective English teacher.

Literature Review

Definition of Perception

According to http://dictionary.cambridge.org, perception is a belief or opinion, often held by many people and based on how things seem. Meanwhile, Leavitt in Sobur (2003, p. 445) explains perception in the narrow and broad sense. In the narrow sense, perception is a view; the way how a person views something, and in the broad sense, perception is a an understanding; the way how a person understands something. In addition, Rakhmat (2007, p. 51) describes that perception is the observation of objects, events, or relations which can be obtained by concluding information and interpreting the message. Thus, perception is the ability to see, understand, and interpret a stimulus in order to be something meaningful and interpretable.

General Views on Effective teachers

According to Thompson (2008), effective teachers have good teaching skills and positive personality traits. As teaching quality becomes an important factor to enhance the effectiveness of learning, it would be necessary to know what the students perceive as the characteristics of effective teachers. In addition, Neil (1991) states that effective teachers should have a basic knowledge of his profession and knowledge of the subject matter. Successful teachers posess a lot of teaching strategies and techniques which reflect his knowledge of the subject matter. Henson & Eller (1999) suggests that an effective teacher would always think to look for a better way of teaching. Furthermore, Slavin (2009) states that one of the determinants of how to become an effective teacher is the teacher's belief to make changes. He adds that What makes a teacher effective not only dealing with the knowledge of the subject matter, but also it has to do with the knowledge of teaching skills.

Characteristics of Effective EFL Teachers

According to Nunan (2009), to be effective, language teachers need both procedural and declarative knowledge equally. Procedural knowledge covers the ability to do something or to know how to do things such as being able to perform an English conversation, know how to plan lessons and know to handle pair work. On the other hand, declarative knowledge encompasses all the things the teachers know and they can teach, for example the rules of grammar. Meanwhile, Brown and Rodgers (2002) states that being an effective teacher in English teaching and leraning requires combination of mechanical and mental components. The mechanical component involves the skills demanded for the presentation of the content in the most convenient ways for the students, while the mental component includes the system of the teacher's belief about teaching and learning and the teacher's personality. Furthermore, Thomson (2008) suggests that effective language teachers build a good relationship with their students, showing patience, and respecting the students. In line with this, Footer *et al.* (2000) states that having personal relationship with the students is very important and essential for the teachers in order to be closer to the students and showing interests to their emotions. Furthermore, Borg (2006) identifies some essential characteristics of effective teachers, namely knowing and mastering the target language, the ability to identify, describe clarify, and arousing interest and motivation of the students, fairness on the students by showing a feeling of like and availability of time for the students. Patel and Jain (2008: 145) suggests that an English teacher must have a number of criteria, some of which

are (a) knowing various methods of English language teaching, (b) having methodical ability and systematic skills, (c) having the ability to pronounce correctly in English, and (d) having the ability to speak English with right stress and intonation.

Methodology

Research Design

This study was of descriptive in the form of survey. Commonly, the purpose of a survey is to gather information about conditions, attitudes, and events at a time (Nunan, 1992, p. 140). The survey seeks toinvestigate opinion, perception, psychological and sociological construct.

Participants of the Study

The participants of this study were the first and second year students of Mataram State Institute of Islamic Studies in the Academic Year 2014/2015. The number of participants in this study was 130 students, 58 females and 72 males.

Research Instruments

In this study, the instrument used to collect the data was a questionnaire adopted from Salahshour and Hajizadeh (2012). The items in this questionnaire were divided into eight categories related to the characteristics of effective English teachers, namely *personal qualities, command in English, teaching methodology, evaluation method, ammount of teacher's emphasis on different skills, mastery over teaching, teacher student-relations, and class management*. Each category was assessed by the students in the four scales, namely *not important at all, somehow important, important, and very important*.

Data Collection

The data were collected by asking the students to give an answer or assessment to each item on the questionnaire using one of the four scales that has been mentined After the questionnaires were filled by the students, the researcher made calculation based on the percentage of each item.

Data Analysis

The data collected from questionnaire were analyzed descriptively. In this case, the percentage is the average score of each item in the questionnaire. The average percentage of the student's answer on the questionnaire became the answer to the students' perceptions of the characteristics of effective English teachers.

Findings and Discussion

Table 1 Personal Qualities

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Teacher's gender	61%	18%	12%	9%	0%
2	Teacher's age	14%	36%	9%	41%	0%
3	Good appearance	12%	14%	30%	45%	21%
4	Being self-confidence	8%	9%	25%	57%	0%
5	Being entushiastic and lively	10%	12%	29%	48%	0%
6	Being creative and spontaneous	7%	15%	35%	43%	0%
7	Having a loud and clear voice	0%	13%	33%	54%	14%
8	Being punctual (in terms of starting the class and returning the student's paper	0%	11%	28%	61%	56%
9	Having patience with students	5%	9%	28%	58%	0%
10	Having interest in his/her job and feeling responsibility for teaching	2%	8%	37%	52%	51%

Table 1 shows that more than half of the respondents (61%) perceived teacher's gender to be *not important at all*. The table also reveals that being punctual (in terms of starting the class and returning the student's paper) was the most frequently selected item in which 61% of the

respondents identified it as *very important*. Having patience with students (58%), being self-confidence (57%), having a loud and clear voice (54%), having interest in his/her job and feeling responsibility for teaching (52%) were also believed to be *very important* in which more than half of the respondents chose these items. Beside that, the table indicates that starting the class and returning the student's paper (56%) and having interest in his/her job and feeling responsibility for teaching (51%) were *marked as a first priority* by the respondents.

Table 2 Command in English

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Accuracy of teacher vocabulary	0%	15%	25%	61%	63%
2	Accuracy of teacher structure	0%	20%	28%	52%	50%
3	Accuracy of pronounciation	0%	8%	22%	70%	68%
4	Accuracy of intonation	9%	32%	42%	17%	0%
5	Fluency in the foreign language	0%	6%	27%	67%	56%

As indicated in table 2, the majority of the respondents believed that accuracy of pronunciation was *very important* (70%) and it was *marked as a first priority* by the respondents (68%). More than half of the respondents also perceived that fluency in the foreign language (67%) and accuracy of teacher vocabulary (61%) were *very important*. What interesting here is that accuracy of pronunciation, accuracy of teacher vocabulary, and fluency in the foreign languguage were *marked as a first priority* by more than half of the respondents.

Table 3 Teaching Methodology

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Using appropriate teaching techniques	0%	12%	21%	68%	62%
2	Using pantomime, pictures, and acting to clarify points	15%	18%	44%	22%	0%
3	Providing detailed explanation while reading or listening (e.g. checking all the new vocabularies)	8%	15%	29%	47%	52%
4	Using the students' native language when necessary	22%	14%	31%	34%	0%
5	Going beyond textbook when teaching	15%	25%	43%	17%	0%
6	Providing cultural information about the target language's culture	57%	9%	21%	13%	0%
7	Providing explicit error correction	5%	14%	52%	28%	0%
8	Giving regular homework tasks	4%	21%	31%	45%	55%
9	Use of pair work	28%	26%	32%	15%	0%
10	Use of group work	8%	20%	15%	57%	22%
11	Using suitable amount of teacher talk	5%	33%	35%	27%	0%
12	Encouraging students to use the English language all the time in class	2%	12%	35%	52%	72%

From table 3, the data reveals that among the twelve items, using appropriate teaching techniques was the one chosen as *very important* by respondents (68%) and it was *marked as a first priority* by the respondents (62%). In addition, more than half of the respondents believed that the use of group work (57%) and encourage students to use English all the time in class (52%) were *very important,* and even the second item was mosly *marked as a first*

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priority by the respondents (72%). It was also interesting that 57% of the respondents perceived providing cultural information about the target language's culture to be *not important at all*. The data also indicates that providing explicit error correction was the item to be mostly chosen by the respondents (52%), followed by other two items, namely using pantomime, pictures, and acting to clarify points (44%) and going beyond textbook when teaching (43%). Another interesting point is that giving regular homework tasks (55%) and providing detailed explanation while reading or listening (52%) were *marked as a first priority* by the respondents in addition to using appropriate teaching techniques.

Table 4 Evaluation Method

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Giving quizzes frequently	20%	36%	17%	27%	35%
2	Asking oral questions at the beginning of each session	0%	9%	22%	69%	61%

In table 4, it is clear that asking oral questions at the beginning of each session was the most frequently selected item by the respondents in which they considered this item *very important* (69%). Interestingly, more than half of the respondents (61%) marked asking oral questions at the beginning of each session *as a first priority*.

Table 5 Amount of Teacher's Emphasis on Different Skills

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Emphasizing grammar	8%	12%	23%	57%	48%
2	Emphasizing speaking	0%	8%	27%	65%	64%
3	Emphasizing vocabulary	4%	22%	25%	48%	55%
4	Emphasizing listening	13%	17%	28%	42%	0%

As shown by table 5 that among the four skills emphasized by the teacher in learning process, speaking was the one to be considered *very important* (65%) by the respondents as well as marked *as a first first priority* (64%). The table also indicates that many respondents (57%) perceived grammar to be *very important*, while vocabulary and listening, although they were considered *very important*, their percentage was lower. In relation to the items *marked as a first priority*, vocabulary was the second item chosen to be the most selected by the respondents (55%). Another important fact from the table is that listening was the only skill considered *not as a first priority*.

Table 6 Mastery over Teaching

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Capability tocommunicate ideas, knowledge, intended teaching items	3%	10%	19%	68%	52%
2	Knowledge of the subject matter	8%	11%	23%	58%	55%
3	Preparation and lesson planning	0%	16%	40%	44%	0%
4	Capability to answer students questions	4%	31%	44%	21%	0%
5	Use of efficient and adequate method of elicitation while teaching	7%	20%	22%	51%	58%
6	Ability to guide students to independent learning	0%	15%	60%	25%	0%
7	Knowledge of students' specialist courses	28%	45%	13%	13%	0%
8	Ability to identify the students learning styles	11%	25%	37%	27%	0%

Table 6 shows that the mostly chosen items by the respondents were the capability to communicate ideas knowledge intended teaching items (68%), the knowledge of the subject matter (58%), and the capability to answer students questions (51%). The item to be mostly marked by the respondents *as a first priority* was the use of efficient and adequate method of

elicitation while teaching (58%). The interesting point here is that there were the same percentage (13%) between the choice of *important* and *very important* on the item the knowledge of students' specialist courses.

Table 7 Teacher-Student Relation

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Having respect for students	7%	9%	20%	64%	57%
2	Being kind and friendly with students	6%	18%	32%	44%	50%
3	Encouraging participation	9%	49%	18%	24%	0%
4	Creating motivation	5%	42%	37%	15%	0%
5	Helping to create self-confidence in students	5%	9%	33%	53%	25%
6	Attracting and maintaining student's attention	13%	26%	52%	8%	0%
7	Individual help to students	4%	7%	33%	56%	45%
8	Knowledge of students' mother tounge	52%	10%	16%	22%	0%
9	Providing appropriate feedback to students	5%	28%	43%	23%	0%
10	Having contact with the students' parent	41%	17%	28%	14%	0%
11	Asking for students' feedback (About the class and teaching method)	5%	32%	26%	37%	0%
12	Being available outside of class	0%	8%	44%	48%	21%

Table 7 reveals that more than half of the respondents considered having respect for students *very important* (64%). Even, this item was also marked *as a first priority* by the respondents (57%). The table above also shows that although helping to create self-

confidence in students (53%) and individual help to students (56%) were believed to be *very important* by the respondents, they did not obtain high percentage when they were *marked as a first priority*. Another interesting poin is that although being kind and friendly with students has lower percentage than having respect for students, both were *marked as first priority* by the respondents (50%). The respondents also perceived that knowledge of students' mother tounge was *not important at all* by the responndents (52%). Lastly, attracting and maintaining student's attention was the item considered *important* by the respondents (52%) and obtained highest percentage among the others.

Table 8 Class Management (%)

No	Characteristics of effective English tecahers	Not important at all	Somehow important	Important	Very important	Marked as first priority
1	Use of White board efficienly (Using colorful markers and writing well)	0%	8%	43%	48%	0%
2	Using class time wisely	0%	12%	22%	67%	32%
3	Maitaining order in class/ Class control	0%	8%	28%	64%	0%
4	Following the material specified and guidelines provided by the institute	4%	24%	35%	38%	20%
5	Movement arround the class	5%	12%	23%	59%	0%

The data in table 8 shows that more than half of the respondents considered using class time wisely (67%) and maintaining order in class/class control (64%) *very important*. Movement arround the class was also believed to be *very important* by the respondents (59%), but it was not *marked as a first priority*. In addition, 40% of the respondents believed that use of white board efficiently (using colorful markers and writing well) was *important*. Another interesting point is that following the material specified and guidelines provided by the institute was believed to be *not important at all* by the respondents (4%).

Conclusion

Based on the result of the study, the most important characteristics of effective English teachers at Mataram State Institute of Islamic Studies according to the students' perceptions are accuracy of pronunciation (70%), asking oral questions at the beginning of each session (69%), using appropriate teaching techniques (68%) capability to communicate ideas, knowledge, and intended teaching items (68%), fluency in the foreign language (67), using class time wisely (67%), emphasizing speaking (65%), having respect for students (64%), maintaining order in class/ class control (64%), and being punctual in terms of starting the class and returning the student's paper (61%). Meanwhile, the items marked as a first priority among several characteristics of effective English teachers at Mataram State Institute of Islamic Studies according to the students' perception are personal qualities (being punctual in terms of starting the class and returning the student's paper), command in English (the accuracy of pronunciation), teaching methodology (encouraging the students to use English langue at all the time in class), evaluation method (asking oral questions at the beginning of each lesson), amount of teacher's emphasis on different skilss (emphasizing speaking), mastery over teaching (capability to answer students questions), teacher-student relations (having respect for students), and class management (using class time wisely).

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Title

Using Mind Visualizer as Digital Brainstorming in Teaching Writing: A Study at Muhammadiyah University of Parepare

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Abstract

Using ICT in learning has been popular in this digital world as a part of developing learning quality. Recently, many learning media use technology in class such as Edmodo, education game, moodle, several learning websites, mindvisualizer, graphic organizer, etc. In this study, mindvisualizer as a form of e-mindmapping is used as a digital brainstorming for writing. Generally, mindvisualizer is used for presentation such for businessman, yet, in this study it is modified to be used for writing class. Mindvisualizer is a kind of e-mindmapping software that can be downloaded online. The software eases the user to form mindmapping concept in developing idea. In this research, mindvisualizer is used as a digital brainstorming instead of using manual brainstorming to write. The application can ease the language learner to make writing concept as the program completed with some menus in it.

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The research aimed to describe the effectiveness of mindvisualizer as digital brainstorming in writing class for English Education department students. It applied descriptive quantitative design. The subject of the research was 30 students of English Education Department who enrolled in 2nd semester, 2015/2016 academic year and taken randomly. The data was collected using questionnaire and analyzed quantitatively. The result of the study showed that mindvisualizer was effective to be used as digital brainstorming instead of manual brainstorming in writing.

Introduction

Using media in teaching is very popular now for teacher and students as the increasing technology gives big contribution on it. These teaching media can be prepared by the teacher himself or taken from other source such as via internet. Teachers who have not had any experiences in teaching media can make this teaching media as a good idea for planning a lesson and as a teaching aid in teaching session.

In teaching English as a foreign language, teaching aid is definitely needed to ease the learners mastering English. Having teaching aid could alleviate the burden of learning that apparently exists in teaching learning process. Problems of learning that may occur such as boredom, laziness, passive, uninteresting class and many others. In order to minimize these learning problems, teaching media could be one alternative way to be considered. Kind of teaching aid can be seen in some forms such as (a) printed material, e.g. book, students' assignment sheet, teacher's book; (b) non printed material like cassette or audio media, video and material from computer; (c) printed and non printed material such as self access material and lesson based internet. In addition, material that not for teaching purpose can be used for teaching as well such as television program, magazine, newspaper, etc.

The role of materials as one of teaching aids in language teaching is still in vital position as stated by Cunningsworth (1995:7) below:
   a.   Materials can be used as a source for presentation whether for oral or written
   b.   A source of activity for learner and as a communicative interaction
   c.   A reference for learner in learning grammar, vocabulary, spelling and many others
   d.   A source for improving idea in class action

e. As a course outline in preparing the teaching concept

f. A motivator for new teacher in enriching their reference

The teacher should responsible in making good teaching material as it should in line to the need and interest of the students. Nunan (1991:209) stated that teaching material are consistent with the needs and interest of the learner they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language.

The regular material in teaching can trigger the boredom and uninterested mood to learn. If boredom has existed in the teaching and learning process, one of the successful keys in learning has missed. This opinion is stated by Ur (1996:23) that boredom is not only unpleasant feeling in itself; it also leads to learner inattention, low motivation and ultimately less learning. To avoid it, the varied material is needed. The variety of material also can make the learners interested in it and can support their spirit to learn for example in class of writing.

Writing is one of language skills that need more practice to obtain compared to other skills like reading, speaking, and listening. It needs more courage and self confident as well as time to put the learner into being a successful writer of English. Some learners need a very long time period to be able to make an English writing. It requires more effort to gain the ability of writing especially for the non English native speaker such as in Indonesia and some Asian countries. Therefore the teacher of English is supposed to be more creative in making and giving teaching material to students to support them for being able to write in English well.

Regarding teaching English particularly in skill of writing at university level, it still faces many problems. The students' writing ability is still far from the target as found on general observation toward English department students in my area. They are lack of support in exploring their language ability particularly in writing English. They just explore their English ability when it is required like in doing main assignment for writing class. Moreover, commonly students show the low interest in joining some English programs like debate, English speech, storytelling, English quiz, etc that can support their English learning and keep maintain their old mindset in learning. As a result of their stable effort and mind set, slow progress in mastering English definitely occur. Another reason' is the monotonous material and media of writing in teaching setting. The old traditional way of teaching like explaining, discussing and doing assignment on printed books still dominate the model of teaching learning process and support the use of monotonous teaching material and media.

In order to break this old teaching setting, one alternative solution for this problem in writing is by applying interesting material that fulfills students' curiosity and intellectuality. Nowadays, creating interesting materials can be supported by ICT application. Using ICT in class as well as maximizing multimedia technology practice can be a good option for teacher to break the ice. In this study, implementing mindvisualizer, an e-mindmapping tool as one of Information Communication Technology stuff is expected to be a good and helpful option for learning writing. The main focus of this study was the lack of variety on writing teaching material. Therefore this study would like to know whether the application of mindvisualizer as one alternative teaching material can improve writing ability or not and to know its effectiveness in teaching writing.

Literature Review

ICT in learning

The technology usage in teaching English especially in writing is quite widely popular now in teaching learning process. Several studies on ICT use for learning have been done by some scholars and they proved that empowering technology use for learning can give significant change on their learning result. The use of technology in learning can be in form of web based or non-web based material. In fact, most teachers have used laptop/computer for teaching aid whether for making lesson plan, teaching media or teaching aid in learning process. The use of ICT is also supplied completely by the availability of internet access everywhere. As a result, there are many educational websites available online and easy to be accessed by everyone who need it.

Kaspar in Conacher (2004: 9) emphasized the use of technology (ICT) in language-learning process may impact a lot in language classroom as the students not only expand their linguistic and sociocultural knowledge but also get ICT   skill via target language. Also the use of ICT on teacher's side helps the teachers a lot in varying their teaching materials as well as their teaching media. The use of ICT in teaching learning process has been examined by Cahyani (2013) who focused her study on teacher's attitude and technology use in Indonesian EFL classroom. She found out the use of technology in learning process is inseparable with the success of teaching and learning activities. She showed that the existence of technology in learning is requirement for making language instruction attractive and succeeding the teaching learning process.

In addition, ICT usage has spread positive atmosphere in education world. The availability of technology has been widely accessed for helping teachers in varying their teaching whether deals on material, methods, strategy, techniques, media or teaching tools. Also, some online forums for teaching development are available and free to be accessed namely Teacher Voice (TVE), English Teacher Association, etc.

Mindvizualizer

One kind of ICT web material is MindVisualizer (MV). Mindvisualizer is software available in internet and generally use to ease the user for having a presentation. Normally people use this software to deal on business stuff by using its presentation features. Mindvisualizer is a sort of e-mindmapping; a tool that eases the user for creating mind maps. The features available in this tool make the user able to present ideas, assignment and issues is such simple and interesting way.

In addition, this tool can be used to create concept map for learning activity such as in writing or speaking activity. Having concept map before doing something is suggested to make us still on the main line of our plan. Also having a concept map can be one of effective methods in learning according to the theory of De Porter (2005:175-176). Besides, mindvisualizer is very easy to make and use even for beginner. It includes easy, accessible sidebars that you can drag and drop objects, use context menus, ad visual elements, restructure your maps easily; reduce redundant inputs and so on.

Mindvisualizer can be made simply as you can create central topic connected to subtopics with hierarchical relationships or creating floating ideas to represent multiple starting points. Also you can put special colors on item and frame styles to denote different meaning. Each topic branch is automatically colored. You can insert icons to your topics to symbolize particular idea and attach text notes for additional information as well as hyperlinks to your topics in which these hyperlinks can be related to any kind of source. In addition you can put in attachments embedded to the visual map file and spell checker is available.

Mindvisualizer has similar concept to mind mapping but different in application. It is a kind of computer software that easy to be accessed in technology world while mind mapping is still a traditional method in developing creative idea of the learner by using learner's imagination.

Mindvisualizer for writing

Mindvisualizer as one of computer software can be used for improving the learning of writing. There are some advantages of mindvisualizer in learning:

1. Ease the making of mind map by mapping information into smaller and detail pattern through activating creative imagination of the user/
2. Learner can focus on main topic and develop it into subtopics by using the pattern of mindvisualizer.
3. Learner can emphasize the subtopics by making highlights on colors and frame styles.
4. Eases the learner puts and stresses the subtopics by adding icons.

In applying mindvisualizer in class of writing, the teacher can show the model of mindvisualizer and how to use it in learning. As an illustration, the teacher gives mindvisualizer software or asks the learners to download it in internet, then provide writing topic and develop the main topic given. The next step is making brainstorming using mindvisualizer as many as they can to enrich the idea for writing. Thus, they can start making their first writing draft by taking the idea from their mindvisualizer format. Some learning topics that can be chosen are family, biography, habit, environtment, tradition food or customs and many others.

Another effective way in applying mindvisualizer in class of writing is by providing students with the software along with some assignments to do. These assignments should help the students to explore their writing ideas. After exploring the assignments by using mindvisualizer, they would present it in pair or in front of their friends. The main focus on the activity is their ability to express their idea in writing by using this media.

In class of writing, mindvisualizer is applied by making it for some topics and the students make a kind of presentation deals on the topics chosen. This activity can make them more active to speak as they should explain the material they put in their mindvisualizer map.

Methodology

The research applied descriptive quantitative method. The study aims to describe the effectiveness of mindvisualizer application in class of writing. The research instrument in this study is observation and questionnaire. The observation was done to see the students' activity during the research process and for the study; non participant observation was chosen to be used while questionnaire applied to check the sample's response toward the application of mindvisualizer in class of writing. The sample of the study was English Department students of Muhammadiyah University of Parepare at the second semester 2015/2016 academic year.

The research was done for 4 meetings and at the end of fourth meeting, the questionnaire was distributed to check the response of the research subject toward the application of mindvisualizer in class of writing. The questionnaires' main points are as follows:

1. Students' knowledge on mindvisualizer
2. Mindvisualizer application
3. Benefits of mindvisualizer in class of writing
4. Weakness of mindvisualizer.

Findings and discussion

This study focuses on the effectiveness of mindvisualizer application in learning writing which is divided into four main items in the statement of the questionnaire. The questionnaires main items focus on students' knowledge on mindvisualizer, mindvisualizer application, benefits of mindvisualizer in class of writing, and the weakness of mindvisualizer. The questionnaire was distributed at the last meeting of the research.

Based on the findings through questionnaire, it was found that the students' knowledge on mindvisualizer at the first time introducing it as still very limited. There was 80, 43 % respondents agreed on the statement that mindvisualizer (MV) was a new thing for them. There were only 4, 34% disagreed on the statement. Also, mindvisualizer was new thing and never been applied yet for learning process as 47, 82% students have the same opinion on it, while 41, 29% students had different opinion. Dealing on mindvisualizer application, 70, 08% agreed on the statement that MV can be used for learning development. They also supported the use of MV in class of writing (100%) and none disagreed on the statement.

On the questionnaire statement about students' knowledge, it can be said the students' knowledge about mindvisualizer is still very limited. The reason of it based on free interview is they got less information about learning software which in fact can be explored freely in internet and they are not get used to English learning media application. Conversely, these teacher have facilitated themselves with technology aids such as notebook, I-pad, smartphone, and others modern gadget that supposed ease them to assist their teaching.

The statement about the benefit of mindvisualizer consists of five items. At the first item, 93,52% respondents deal on the statement that mindvisualizer is very beneficial for writing class and none rejected it. This software was also valuable in class of writing as it ease the user to organize their ideas (95,64%). Besides, this media make the user free to

expand ideas (56,94%) and make their writing material more interesting by split the subtopics and stress them by coloring or frame it (95,64%). Another advantage is mindvisualizer can be made quickly and easily in learning writing than traditional way (95,64%). Hoegh (2015) in voice of user of mindvisualizer said that this software tool is a friendly user tools as it has many branches and sub-branches that can be formed effortless without giving any hard thought.

In applying mindvisualizer in class of writing, this media can be categorized easy and effective. This tool is ease the students to create mindmaps . They can visually represent their ideas, tasks and other issues formed and linked around a main idea. Mindvisualizer covers easy and accessible side bars. The students can create their mindmaps in a very quick time and interesting as they can drag and drop objects, put visual elements, some inputs and many others. The tool eases the students to create mindmaps as mindmapping is one effective method in learning as stated by De Porter, et.al (2005:175-176).
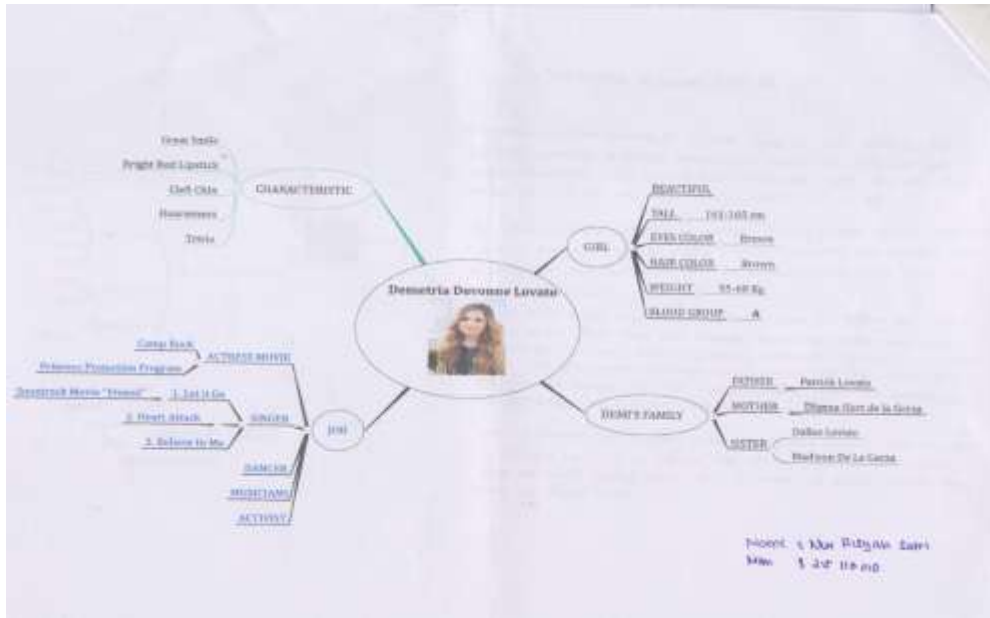
In relation to the effectiveness of mindvisualizer, 83% students agreed with the statement that mindvisualizer is easy to be learnt and applied in class of writing and only 2,17% disagreed on it. Moreover, this e-mindmapping enables the learner to write and expand the ideas in writing (89, 12%). In addition, 67,38% students has the same opinion that MV is useful for learning writing since easy to access and make them more active to speak (73,90%).

Furthermore, mindvisualizer can focus the learner to speak (91,29%) and be more confident to speak English as the material well prepared (80,43%). This software can be time saving in designing writing material as 82,60% of the research sample voted on it and also they agreed saying that their writing material get more interesting by using MV 991,29%), although few students get doubt about it (6, 52%).

Mindvisualizer facilitates many benefits for learning. The data taken from questionnaire, observation and free interview with research sample agreed that mindvisualizer ease them to mind map their ideas if they want to speak. They also had the same opinion that the tool is simple to use as they can create central topic connected to subtopics with hierarchical relationships and activate the user imaginative creation. Based on some students' assignments on mindvisualizer, it can be seen students' creative talent in designing their assignments which are very attractive, artistic and full of ideas. Moreover, the learner can concentrate more on one topic and develop the topics by using the existing format

in this tool. Besides the subtopics made can be create more interesting by coloring them or framing or adding icons.

Below is one of the student's work using digital brainstorming for writing

In applying this e-mind mapping for class of writing, some problems emerge based on observation sheet and open ended questionnaire. These problems are the program has limited active time application, only 3 months for the free download and as the result the data can only be saved for certain time and hard to be edited if the active time ended. Other problem is some laptops/notebooks are not compatible with this software so some students make their mindvisualizer format in their friend's notebook. Despite its weakness, all research samples agreed that mindvisualizer software is very useful and effective in learning writing.

Despite its benefits, there was few difficulties in using mindvisualizer in class of writing. Based on students' informal interview and observation, this tool has problem to be downloaded since there is limited usage for free download. It is just for about two months and if it exceeds the time limit, the data cannot be saved. Another problem is the tool can only be downloaded for certain kind of laptop/notebook. This problem is unclear yet whether the user knowledge to download it still limited or from the computer program.

Conclusion and suggestion

In this paper, I have discussed the effect of ICT in teaching learning process especially the use of mindvisualizer; an e-mindmapping in class of writing. It is shown that the existence of ICT in learning make the education world more colorful and meaningful as well as assist the teachers a lot in running the learning process more interesting. It is found out that mindvisualizer MV) is very beneficial in learning a language including learning English as it eases the learner to map their ideas. The availability of branches which can be added into sub branches in this mapping software put the user into less effort to think hard of ideas. This tool can be used to expand ideas freely as the format has been exist in the accessible bars. As an alternative option, writing material taken from mindvisualizer design can be an interesting tool for learners since they can design their own and add visual application to subtopics. The tool is also effective to use since it is easy and quick to design compare to manual mind map. Regardless the easiness to use in learning writing, there is a problem emerges in applying this software due to time limitation in using it that affect the temporary file storage. If you download the free trial of the software, it will be end within 21 days and hard to save as well. Therefore, it will be very safe if you buy the software. Also this application is just compatible for some kinds of notebook/computer based on the students' experience in applying the tool during the research.

Regarding the findings, it can be suggested that mindvisualizer application can be applied in English learning especially in class of writing as it eases the user to speak in line and detail as well as attractive for the audiences. In addition this software is recommended to be developed in all aspect of learning English as it is easy to make and effective to use and for the further research, this study can be developed for other skill of English.

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Title

Applying Consciousness Raising Tasks in Teaching Grammar io EFL Students in Indonesia

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Abstract

This is a qualitative study aims at investigating the possibility for applying Consciousness Raising Tasks in teaching grammar (Conditional Sentences, Simple Present Tense and Simple Past Tense) to EFL students in Indonesia. The subject of this research is thirty (30) students of English Department, Nusa Cendana University in Kupang – East Nusa Tenggara Indonesia. The main purpose of this study is to examine whether or not Consciousness-Raising Task is better to be applied in teaching and learning grammar (*Conditional Sentences, Simple Present Tense,* and *Simple Past Tense*) than that of the traditional method (PPP) by assessing from the students' perceptions through interview and observation as well as their understanding and performance in doing tasks related to those three topics through pretest and posttest. The result shows that all students feel happy and enjoy learning Conditional Sentences, Simple Present Tense and Simple Past Tense through Consciousness Raising Tasks with the main reason that it is easier to understand. This is supported by their performance in working on the posttest which is better than it is in the pretest (although the results of their work are not analyzed statistically, it can be seen from the average of their raw scores and the ways they solve their problems). This study only has

limited aims and has been conducted for a short period of time, that is why, there are some aspects dealing with the long term issues are not observable.

1. Introduction

Innovation is always needed in educational field. People who concern in this area; experts, researchers, teachers, lecturers and those who are interested in this issue always try to make effort in bridging every gap exists in education in order to improve the quality of education itself. Talking about education is closely related to the teaching and learning process in the classroom. It is believed that the better the process, the greater the quality of the output. Many various factors contribute to the process, such as teachers, students, sources, teaching strategies, teaching methods, teaching strategies, teaching models, et cetera. This study will look at the last factor previously mentioned, that is, teaching model, in this case, grammar teaching model.

A teaching model of grammar is introduced in this study to enable the learners to learn grammar inductively and to be able to use English tenses accurately. It is called *Consciousness Raising Task* (*CRT*). *Consciousness Raising Task* is not totally a new model of activities to be applied in EFL class. However, this model is considered new in EFL classes in East Nusa Tenggara Province of Indonesia. The teaching method has mostly been used by EFL teachers and/or lecturers is *Presentation – Practice – Production* (PPP), in which teachers present the rules by explaining the lessons, followed by assigning the students to do the practice of whatever has been explained and ended up by having the students' production. This is a traditional way of teaching which is still applied until now.

Why is CR model of grammar teaching considered good to be used in EFL classes in Indonesia? The main reason is because most of Indonesian students find English grammar _ as one of language components to learn _ difficult to understand. This is not only experienced by students of lower level (junior and senior high schools) but also by those who are sitting in university level. The students cannot easily understand all the grammatical rules, particularly, English tenses because teachers and/or lecturers do not try to find a better way to make the students aware of what they are learning. *Presentation – Practice – Production* is a conventional method that has always been used by teachers in teaching English grammar without any varieties. This makes students hard to understand all grammatical aspects

presented to them because they almost never get involved directly in the teaching and learning process. They might be able to do the exercises assigned to them without really understanding what they are doing.

This fact leads me to an idea of applying *Consciousness Raising Tasks* as a teaching model of grammar to the students of a public university in East Nusa Tenggara Province, Indonesia. It is assumed that a model of grammar teaching through Consciousness Raising Tasks needs to be introduced to involve students in identifying and understanding the aspects of grammar being taught to them.

2. Literature Review

Consciousness Raising Task or *Consciousness Raising Activity* is commonly known as an approach in language teaching. It is also particularly recognized as a grammar teaching model or grammar teaching method. Whatever the technical term is, the aim is similar. Based on its name, consciousness means awareness, so CRT has basically been designed to create and improve the learners' awareness of the language they are learning (Svalberg 2009, 2012).

Consciousness Raising Tasks is defined differently by different experts. Ellis describes CR as how teachers make efforts to facilitate their students with an understanding about particular grammatical rules and features in order to improve their declarative knowledge (Ellis 1991:234). He proposes additional view by defining grammar consciousness – raising tasks as "a raising tasks pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic properties of the target language" (1997:160). It is also defined as "the conveying of a rule to draw the learner's attention to structural regularities….revealing some pattern or system in the target language the learner is being made conscious of some aspect of the language itself, but the manner varies" by Smith (2003:160-162). Additionally, Richards and Schmidt (2002:109) states that consciousness raising task is seen "as techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly to language acquisition". Although these definitions have been given by different experts but they focus on similar issue, that is, students' awareness of language form.

Many positive effects of Consciousness Raising Tasks on grammar teaching have been revealed by many studies. Fotos and Ellis (1991) have compared the effect of direct and indirect CR on the grammar ability of Japanese students and found out that both are effective.

An almost similar study has been conducted by Sheen in 1992 with similar result. Fotos (1994) and Sugiharto (2006) have also investigated the use of CR in teaching grammar and indicated that the use of CR is effective. This present study is focused more on the use of CR to teach grammar, particularly, Simple Present Tense, Simple Past Tense as well as Conditional Sentences to the students of a public university in East Nusa Tenggara Province, Indonesia. It is expected that by using this CR activities, students can have more understanding of what they are learning and improve their explicit knowledge (Ellis, 2002) because they are more aware of the language they are learning (Roza, 2014:1).

3. Methodology

3.1 Subject

The study has been conducted in East Nusa Tenggara Province in Indonesia, and the participants are 30 English Department students (fourth semester) of a public university. These students have already leant grammar in three previous semesters (structure 1 in semester I, structure 2 in semester II, and structure 3 in semester III).

3.2 Data Collection

Tests (pre-test and post-test), interview, and direct observations have been used as the instruments of this study (the type of interviews was semi-structured with fixed-alternative _ yes/no_ and open-ended questions), observation sheets as well as field notes (done on a continuous basis and in narrative genre) as the main instruments in order to obtain greater clarity in classroom practices and a true picture of opinions or feelings.

A 10-week time has been the period to collect the data. Starting with the pre-test in the first week, followed by the application of Consciousness Raising Tasks in teaching Simple Present Tense in weeks 2 and 3, Simple Past Tense in weeks 4 and 5, and Conditional Sentences in weeks 6 and 7. Weeks 8 and 9 have been used for compiling and reviewing all the three materials taught previously. Post-test has been carried out in week 10. The observations have been conducted from week 2 to week 9 and the interview has been done in week 4 to week 9.

The following is the sample of material used in teaching Simple Present Tense:

Direction: *Below is the list of 10 sentences to be classified and put into the right column. Five sentences in one column:*

1. We want to discuss about going on a holiday.
2. I never sleep early every night.

3. His father works as a customer service assistant.

4. They always find out information about their missing friends.

5. The sun rises in the East and sets in the west.

6. Dogs bark.

7. The two puppies sometimes run here and there.

8. My mother works hard for me.

9. My brother and I hate sea food.

10. John finishes his work on time.

1. ……………………………………………..	1. ……………………………………………..
2. ……………………………………………..	2. ……………………………………………..
3. ……………………………………………..	3. ……………………………………………..
4. ……………………………………………..	4. ……………………………………………..
5. ……………………………………………..	5. ……………………………………………..

1. After classifying and putting the sentences in the right column, please find similarities and differences of the sentences in those two columns.

2. What makes them similar?

3. What makes them different?

4. Can you give the correct formula or pattern for both classifications?

4. Results and Discussion

As has been previously mentioned, the subjects of this study are the fourth semester students of a public university in East Nusa Tenggara Province, Indonesia. Although they have learnt structure for three consecutive semesters, they still lack understanding and abilities to use many grammatical aspects. However, in this study, there are only three aspects applied using CR tasks, they are Simple Present Tense, Simple Past Tense, and Conditional Sentences. These aspects have been chosen because based on the observations, their performances on these three aspects are not good enough. This can be seen not only by their performances in doing all tasks assigned to them in the classroom but also by the result of their pre-test.

The average of the students' pre-test (before using CRT) is 61.3 and 70.37 is the average of their post-test (after using CRT). Although no statistical analysis conducted in

analyzing the result of the tests, only by looking at the average of the raw scores of both tests, it can be clearly seen that there is an improvement of the students' results from pre-test to post-test as the difference of both tests is 9.07. Beside scoring their tests, their ways of doing the tests have also been analyzed in a simple way in order to find out whether or not they really have understood what they are doing. The following items are the sample of error/mistake analysis:

Types of error/mistake:
Pre-Test:
- ➢ *I* ~~write~~ (wrote) *to my friend last week.*
- ➢ *Every morning, the sun* ~~is shining~~ (shines) *in my bedroom window and* ~~wake~~ (wakes) *me up.*
- ➢ *If I have enough time, I* ~~would~~ write my *parents a letter every week.* (I usually write my parents a letter every week. That is a true fact.

Types of error/mistake:
Post-Test:
- ➢ *My friend jump*~~ped~~ (jumped) *up and down and shouted when she got*~~ted~~ (got) *the news.*
- ➢ *I can't afford that ring. It costs* (costs) *too much.*
- ➢ *If I* ~~teached~~ (taught) *this class, I wouldn't give tests.* (I don't teach this class). That is a true fact.

Looking at these two types of errors/mistakes, it can be assumed that in the pre-test, the students still have not got any awareness about the rules of the three aspects. Their explicit knowledge has not been fully improved yet. In the post-test, they have shown an improvement. They start showing their ability to understand, identify, and distinguish the rules of both tenses and conditional sentences and this is in a line with what Ellis suggests (2002). The only weaknesses appear in the post-test are misspelling and problems with irregular verbs.

The result of test is strengthened by two additional instruments, namely interview and observation. There are five questions designed to interview the students aiming at finding out their perceptions about CRT. Here is the finding relates to the interview:

1. Do you know what PPP is?

   All 30 students answer yes. This shows that they are familiar with this teaching method.

2. Do you know what CR is?

   All 30 students answer no. This CR model is totally new to them.

3. In learning grammar, which one do you prefer, PPP or CR?

   All students say that they prefer to be taught using CR model.

4. Why do you think so?

   In answering this question, there are several various reasons, which can be classified as follows: using CR makes the lesson understandable, the students can be independent learners, they think they can understand the lesson easier, they can be active not only listeners but also doers, the students can also be creative and the teaching learning atmosphere is positive and fun.

Based on their answers, several things can be concluded, which are, although they have not heard and known about CR, all students say that they prefer CR tasks more than PPP; although the use of CR takes much time but they enjoy working on every task given; and it is easier for them to understand what they are doing using CRT.

The result of interview is in a line with the result of observations in which all students seem to enjoy learning English grammar with CRT. Below is a table showing the differences of students' performances between the use of PPP and CRT during the teaching and learning process:

PPP	CRT
• Passive learners	• Active learners
• Sit, listen to teacher's explanation and make notes	• Listen to teacher and busily do the tasks while trying to figure out the patterns
• Teacher is the only source	• Students can also be the source
• Teacher-centered	

• Teacher dominated the process • Students depend on teacher as the only source	• Student-centered • Students are involved in the process • Students can work independently to do the tasks

It is obviously seen that students perform better in teaching and learning using model of CRT than the one of PPP. Below are several findings as indicators that students have positive attitudes toward the use of CRT .

The atmosphere of the classroom has changed from negative to positive. The classroom is quiet when the PPP method is used in delivering the materials. Lecturer is the only source and she dominates the classroom talking as she spends much time explaining in front of the classroom. Students take part as passive listeners. They do exercises by instruction without understanding and knowing what they are doing. When CRT has been applied, the lecturer does not really dominate the talking as students also take part in the teaching and learning process by involving themselves in all tasks assigned to them.

The students have changed from passive to active. They do not sit quietly to listen to their teachers' explanation but become active doers. They get involved in every task and activity given by their teacher in order to be able to improve their explicit knowledge. The more their explicit knowledge improves, the better they are in understanding the lessons. By the end of the research period, the students have already been able to do the tasks by identifying and distinguishing the rules by their own.

Another indicator is students have improved themselves from dependent to independent learners. They used to really depend on their lecturer by listening to her explanation and doing exercises only by instruction as described earlier. Using CRT makes them become independent and autonomous in learning. They do the tasks and activities based on their own initiatives and understanding. They consult with their lecturer only if they find difficulties.

The students seem to know what they are doing is the last indicator showing the positive attitude. Some of them can even explain the lesson to other students who do not understand. They can distinguish sentences of both tenses (Simple Present Tense and Simple Past Tense) and Conditional Sentences of all types. They can also identify the rules of each tense and explain how to formulate all types of conditional sentences.

In short, it has been revealed through this study that the use of Consciousness Raising Tasks in teaching grammar (Simple Present Tense, Simple Past Tense, and Conditional Sentences) is better than Presentation – Practice – Production in teaching the fourth semester students of a public university in East Nusa Tenggara Province, Indonesia. However, there are several aspects relate to this finding which are not observable due to the short period of time of this research.

4. Conclusions

The use of Consciousness Raising Tasks is helpful and powerful in teaching and learning grammar to EFL students. Independent and autonomous leaning can be achieved through the use of this grammar teaching model. This model of teaching is considered effective to be applied in teaching grammar to both ESL and EFL students because when they are learning, they will know exactly what they are doing.

Besides, students will gain more advantages using CR because they will be directly involved in teaching and learning activities; they do not only understand better, but also have the ability to identify and distinguish the rules of grammar features they are learning. By doing this, they consciously improve their explicit knowledge.

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Title

Using Self-Assessment Tasks in Foreign Language Classrooms

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Abstract

This paper examines the use of self-assessment instruments, and outlines practical ways in which they can be used to promote autonomous learning. As learners at times find lesson aims to be abstract and unclear, students have difficulty recognizing their own progress, and identifying individual strengths and weaknesses. Rather, general aims of improving vocabulary knowledge or speaking skills are all too often expressed by learners, who depend entirely upon the instructor to assess their needs and highlight progress. Providing personalized feedback is particularly challenging for instructors teaching large classes, where opportunities to directly address the needs of individual students are few and limited. Self-assessment tasks are one tool instructors can use to address these issues, and provide learners with a concrete means of evaluating performance at various stages during a course of study. This paper outlines ways in which such tasks can be integrated into curriculums to assist in course design, assess the needs of individual learners, aid students in charting progress over time, promote independent learning and goal setting, and establish the framework through which performance is assessed. Such activities are flexible, adaptable,

and appropriate for use with students of various ages and proficiency levels, in a variety of classroom contexts.

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Introduction

Self-assessment tasks have gained recognition in SLA as an effective addition to traditional forms of assessment, and a response to their shortcomings and limitations. Traditional assessment practices typically provide learners with little understanding of the framework underlying evaluation practices, and scant exposure to the rubrics employed to define good or poor performance (Fulcher & Davidson, 2007). Learners depend entirely upon instructors and other experts to identify their strengths and weaknesses, receive feedback regarding future language learning aims, and obtain scores defining language proficiency. Such an approach reduces the role of the learner to a passive recipient of assessment, weakens the ability of learners to effectively manage their own language learning, and contravenes current trends in SLA emphasizing the importance of learner autonomy.

Conversely, self-assessment tasks seek to provide learners with the tools and framework to understand their own language learning, and set individual learning goals reflective of their needs and aims. They encourage learners to reflect and evaluate L2 knowledge and performance by utilizing rubrics based upon instructional aims, explicitly exposing learners to the assessment instruments employed by instructors. This paper examines the use of self-assessment in second language classrooms, and outlines ways in which such tasks can be adapted to meet the needs of specific groups of learners. By facilitating the involvement of learners in the assessment process, self-assessment tasks provide instructors with a practical means of promoting learner autonomy and developing active learners capable of understanding and managing their own language learning.

Self-Assessment Tasks in Second Language Classrooms

Self-assessment tasks have become established in SLA as effective pedagogical tools that can promote L2 acquisition, increase motivation, encourage reflection, and facilitate

individual goal-setting (Lappin-Fortin & Rye, 2014; Oscarson, 2014; Saint Léger, 2009; Singh, 2014; Singh, 2015). They have been used in a variety of teaching contexts and while questions remain regarding their accuracy, their pedagogical benefits are more solidly established.

Saint Léger (2009) examined the use of self-assessment activities in a post-secondary French language speaking class. Students evaluated their vocabulary knowledge, fluency, and overall confidence in their L2 ability, and set goals for future performance, on three separate occasions during the course. She found self-assessment tasks fostered increased awareness of instructional aims and were capable of recognizing improved L2 performance. Similarly, an examination of the implementation of a four-year self-assessment curriculum in American high schools, in which students evaluated their L2 ability and participated in goal-setting tasks, found that the use of self-assessment instruments led to improved L2 performance over the duration of the study (Moeller, Theiler & Wu, 2012). Lappin-Fortin and Rye (2014) also found that self-assessment contributed to improved pronunciation during the instructional period, and facilitated targeting of specific learning goals.

Instructors may hesitate to use self-assessment tasks, questioning whether learners are capable of utilizing them appropriately. Such fears are worth considering, and the question of whether learners can accurately evaluate their performance remains open. Singh (2015) found only marginal correlations between the assessments of learners and those of the instructor in a second language speaking class. Peirce, Swain and Hart (1993), in a comparison of the standardized test and self-assessment speaking, reading, listening, and writing scores of 800 Canadian immersion students, similarly found only modest correlations, with variation between different skills. Brown, Dewey, and Cox (2014), while arguing for the pedagogical benefits of self-assessment, also found that self-assessment speaking scores following a study abroad period offered only moderate predictive value. While others have found stronger correlations (see Patri, 2002; Lappin-Fortin & Rye, 2014; Oscarson, 2014), likely owing to greater time spent on training learners to effectively utilize such instruments, the extent to which self-assessment instruments can replace traditional forms of assessment as a means of measuring L2 ability remains debatable. Put another way, self-assessment instruments are better viewed as a complement to feedback offered by the instructor, and as useful pedagogical tools, rather than as a replacement for the assessment offered by instructors and other experts.

Examples of Self-Assessment Tasks

      Self-assessment tasks are adaptable and can be used in a multitude of ways, varying according to teaching context, the age and proficiency of learners, the classroom time available for such activities, and learner motivation. They can be used at various stages throughout a lesson, in specific lessons within a course, as language placement tools for large groups of learners, or as summative feedback instruments following a period of study. In this section, I provide examples of self-assessment tasks that can be used in different teaching contexts.

Telephone Skills	Rating
I can answer the phone in a professional manner	A B C D
I can politely request to speak to someone	A B C D
I can leave a message *(e.g. to cancel appointments, to request to be called back)*	A B C D
I can ask for clarification *(Sorry? Can you repeat that?)*	A B C D
I can paraphrase to confirm understanding *(Do you mean that..?)*	A B C D
I can end phone calls politely and appropriately	A B C D

I am good at _____.
My goal is to learn how to _____.

Figure 1. Telephone skills self-assessment task.

      The self-assessment task in Figure 1 divides the ability to manage telephone calls into several component skills, clarifying for learners what specific skills contribute to effectively making a telephone call. Learners are asked to rate their performance on each individual skill, rather than overall performance, using a four-point scale. Afterwards, learners are asked to further reflect upon their performance by selecting one strength and one weakness, i.e., a goal to work towards. In future lessons and activities, learners could be provided with the opportunity to improve their performance, specifically targeting any weaknesses they have identified.

Presentation Skills	
Did you begin with an engaging introduction?	√
Did you use examples to explain your points clearly?	
Did you make eye contact with your audience?	√
Did you avoid using flat intonation?	√
Did your presentation have a clear message / purpose?	√
Did you conclude with a brief summary of your key points?	

1) What were the strengths of your presentation?
2) How can you improve your next presentation?

Figure 2. Presentation skills self-assessment task.

Figure 2 presents a self-assessment task for presentation skills. The skills which contribute to an effective presentation are broken down into specific questions learners are asked to respond to. A fairly basic rubric is used, where learners simply use checkmarks to indicate an affirmative response, lowering the complexity of the task. Particularly with lower proficiency learners or those unaccustomed to self-assessment, a simplified rubric can help reduce the completion time and difficulty of such tasks. Following completion, students could then discuss with a peer or an instructor the strengths and weaknesses of their individual performance, and select future learning goals.

Did your essay include the following: *Y=Yes   L=A Little   N=No*

Essay Writing Skills	Rating		
I began my essay with an introductory paragraph	Y	L	N
I had a clear thesis/argument in my essay	Y	L	N
I provided evidence to support my claims	Y	L	N
I cited recent research in my essay	Y	L	N
I did not plagiarize other people's writings	Y	L	N
I tried to use correct grammar	Y	L	N
I used a variety of different words to express ideas	Y	L	N
I concluded my essay with a summary and final message	Y	L	N

Figure 3. Essay writing self-assessment task.

In Figure 3, a self-assessment task focusing upon academic essay writing skills is presented. Here, a three-point scale is used, which asks learners to reflect upon the extent to which they successfully completed each action. Such a task certainly would not encompass all aspects of successful essay writing, and could be expanded or reduced depending upon the proficiency of learners. Presumably, this task features a rubric comparable to the one used by instructors, clarifying course expectations for learners and offering learners the opportunity to

understand the framework through which their grades will be assigned, prior to the submission of assignments.

Please rate how challenging it is to do the following in English, from 1 (very easy) to 5 (very difficult)

Speaking Skills	Rating (1-5)
1) I can talk about what I did last weekend	
2) I can ask others about what they did last weekend	
3) I can tell others about my summer vacation	
4) I can ask others about their summer vacation	
5) I can talk about my hobbies and interests	
6) I can ask others about their hobbies and interests	

Figure 4. Speaking ability self-assessment task.

The speaking ability self-assessment task presented in Figure 4 asks learners to evaluate their ability to participate in conversations regarding specific topics, rating their performance from one to five. A self-assessment task of this type could be used at various points in a course, prompting students to reflect upon what they have learned successfully, and what speaking skills they should devote greater attention to. The number of items could also be increased as a course progresses, serving as a means of reviewing material covered in previous classes, and allowing learners to consider progress they have made during a period of study. It could also serve as a summative assessment instrument, a way for learners to evaluate their overall course performance.

Self-Assessment Tasks in Second Language Classrooms

Butler and Lee (2010) argue that self-assessment instruments help raise learner awareness of the learning process, thereby helping students become more skilled at acquiring a second language. Effective implementation of a self-assessment curriculum inevitably necessitates prompting learners to take on roles that typically are under the purview of instructors. This can present challenges, particularly in teaching contexts where learners are unaccustomed to assessing their performance or setting individual goals for future lessons (Singh, 2016). As such, instructors should be aware of the challenges that exist for learners, and present self-assessment instruments in a gradual manner cognizant of the difficulty some might face taking on a more autonomous role in the classroom. Using tasks with few items, simple rubrics, and easy-to-follow structures is one means of ensuring that self-assessment

tasks are not overly challenging for learners. The length and complexity of tasks could then be increased as learners grow accustomed to evaluating and reflecting upon their own performance. Feedback is particularly important, especially when first exposing learners to self-assessment tasks, as learners will invariably depend upon instructors to understand how to appropriately and effectively utilize such instruments (Singh, 2014).

Oscarson (2014) notes that foreign language ability can be understood and assessed from two fundamentally distinct perspectives. External, or extrinsic, assessment refers to the evaluation of a learner's performance by an outside agent, and characterizes traditional forms of assessment conducted by instructors and other experts. Internal, or intrinsic, assessment, conversely, is the examination of second language ability by learners, and is typically more subjective and less reliable. While Patri (2002) demonstrates that with training and effective task design, high levels of congruence are possible, inevitably, these two forms of assessment may conflict and contradict one another. It is the responsibility of instructors to highlight for learners these differences, and explain some of their causes: differences between the generalized feedback provided by instructors to entire classes versus the individual assessment offered by self-assessment instruments, issues related to training and expertise—particularly in the case of complex assessment instruments, disagreement over the importance of specific instructional aims, and genuine debate over the strengths and weaknesses of individual performance. Far from being a weakness of self-assessment instruments, such matters offer an opportunity for discussion between learners and instructors, about the extent to which specific language learning goals are being met. While instructors should be aware of these potential conflicts, and bring attention to differences when they arise, they should emphasize the symbiotic relationship that exists between internal and external assessment.

The practicality of using self-assessment instruments in varied teaching contexts is also an issue worth noting. Borg and Al-Busaidi (2012) found that many instructors wish to introduce curriculums that foster learner autonomy and promote individualized learning, but cite institutional concerns as common impediments. Particularly in cases where instructors seek to use self-assessment instruments as placement tools or as a component of learners' overall grades, bureaucratic constraints can prevent implementation of a curriculum promoting autonomous learning. Learner preferences and expectations are also worth consideration. While Singh (2014) found that most learners prefer a mix of feedback—both self-assessment and teacher-fronted feedback—in some teaching contexts, learners might resist the use of such instruments. Kato (2009), for example, found only a marginal

preference for the implementation of an autonomous learning curriculum in comparison to a standard curriculum amongst American university students studying Japanese. The decision on whether and how often to make use of self-assessment instruments, and the exact manner in which such use can most effectively manifest itself, inevitably will vary with regard to the learners and specific teaching context in question. Adapting self-assessment instruments to suit the needs of specific learners is doubtlessly of central importance in ensuring their successful implementation.

Conclusion

Self-assessment instruments grant learners the ability to better understand and manage their own progress as language learners. By offering learners the opportunity to assess their own performance, evaluation becomes more decentralized, less about the awarding of scores, and more a form of formative feedback intended to improve future performance. It allows learners to better control their own progress as language learners, choosing to improve upon the weaknesses they deem relevant and important, and is a practical means of promoting learner autonomy within the classroom. While the role of the instructor remains very much prominent, as they must design such instruments, provide guidance regarding their use, and offer additional feedback to complement learners' reflections, the use of self-assessment instruments remains a practical means of facilitating autonomous learning, and ensuring that students remain actively involved in understanding their own individual progress as language learners.

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Title

Implementation of CLT and Its Minimum Results

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Abstract

Communicative Language Teaching (CLT) is still claimed as the best approach in English Language Teaching (ELT). That is why CLT has been implemented in Indonesia since the early 1980s. It means that the CLT has been proposed and used in various Indonesia curriculums, namely Curriculum 1984, Curriculum 1994, Competency Based Curriculum (KBK) in 2004, School Based Curriculum (KTSP) in 2006, and Curriculum 2013. Unfortunately, after applying the CLT at secondary education for almost 30 years, the English proficiencies of Indonesian people remain low.

Based on the latest report of English Proficiency Index (EPI), the English proficiency of Indonesian people is in the 32nd with the level of medium ability from 70 countries. This result is really unsatisfactory since English has become the significant means of communication around the world. Indeed, English competence is becoming crucial to enhance the global competition in ASEAN Economic Community (AEC) which includes competition in various sectors. Such condition implies that most of Indonesian students remain difficult to be engaged in real life communication. They cannot actively use English

after learning English for 6 years at junior and senior high schools. Thus, it can be said that the implementation of CLT in Indonesia has not been successful with such minimum results. That is why this research will investigate the implementation of CLT at secondary level of education in Indonesia to find out the real factors producing the gap between long implementation of CLT and low output of CLT.

Key Words: *Communicative Language Teaching*

Introduction

Communicative Language Teaching (CLT) is assumed as the best approach in teaching English as a Foreign Language (EFL) / English as a Second Language (ESL). It is because this approach in language teaching emphasizing on the meaning and communication with its goal of developing the students' communicative competence (Littlewood, 1981; Canale, 1983; Nattinger, 1984; Brown, 1987; Nunan, 1987; Richards & Rodgers, 1986; Widdowson, 1990). Indeed, the communicative competence is basically as the knowledge that the students as the language users have internalized to enable them to understand and produce messages in the language (Ellis, 1994:696). For EFL countries, CLT is an approach to English language teaching (ELT) that emphasizes on the interaction as both the means and the ultimate goal of English learning so that the English learning comes through having to communicate real meaning in real communication with natural strategies for English acquisition.

Communicative Language Teaching

Basically, the term of CLT covers a variety of approaches that all focus on helping the students to communicate meaningfully in a target language. Communicative language teaching is being developed nowadays. CLT is now being applied in many non-English countries where English is treated as a foreign language because the worldwide increasing demand for good communication in English. It is in line with what Professor Jack C. Richards states in his book *Communicative Language Teaching Today* that "…the ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English… The

worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources" (Richards, 2006:5).

The huge demand of having good communication skill of English increases significantly the responsibility of the EFL teacher. Indeed, having good communication skills in English is a burning desire for most people that places communicative competence of English is more demanded. This condition drives the aim of language teaching to take the communicative competence as the language learning goal involving listening, reading, writing, and speaking skills. However, the theories and practices of CLT have faced various challenges in EFL contexts (Anderson, 1993; Ellis, 1996; Li, 1998; Liao, 2000; Takanashi, 2004; Yu, 2001). The implementation of CLT remains facing problems and resistance in the English as a foreign language context when it is intended to meet the demand of modern media age placing the EFL students as the users of media. This demand pushes the EFL students to choose to be literate in media so that they will be avoided as the passive users of media or even as the victims of media. There should be movement in CLT to fulfil this need indeed.

In addition, CLT becomes the desired approach in language teaching since it facilitates the best language teaching. It is because the syllabus consisting of a skill-based syllabus and a functional syllabus, according to Richards & Rodgers (1986), also sets a communicative design for the instruction, materials, and classroom techniques to meet the goal of language learning that is to develop students' communicative competence. As a result, both EFL teachers and students play their communicative roles during the communicative classroom activities.

To be detailed features of CLT, Brown (2007) analyzes four characteristics of CLT which are considered as the core assumptions of creating communicative atmosphere in language teaching. They are (1) classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence, (2) language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes so that organizational language forms are not the central focus, but rather, aspects of language that enable the learner to accomplish those purposes, (3) fluency and accuracy are seen as complementary principles underlying communicative techniques in which at times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use, and (4) in the communicative classroom, students ultimately have to use the language productively and

receptively, in unrehearsed contexts (Brown, 2007:241). Thus, EFL teachers have been encouraged to implement CLT to develop students' English abilities appropriately in context due to the awareness of English being the most widely spoken language in the world and used in various areas such as technology, science, and business.

Indeed, CLT has been introduced in EFL settings to improve students' abilities to use English in real contexts (Littlewood, 2007) and to advocate teaching practices which develop communicative competence in authentic contexts (Larsen-Freeman, 2000). It is clear that CLT in its characteristics does not downplay the importance of grammar nor advocate the abandonment of any focus form, but acknowledge the students about the relationship between grammatical form and communicative meaning through practices. Later, they view the characteristics of CLT as ten crucial matters which differ CLT from other language teaching approaches. They claim that (1) CLT focuses on the whole learner, (2) in CLT teacher is a guide, counselor, organizer, and facilitator, (3) CLT provides students with opportunities to share and explore their attitudes, feelings, and opinions, (4) CLT uses authentic, from-life materials, (5) create a genuine and realistic learning situations, (6) CLT creates a secure or non-threatening learning atmosphere, (7) CLT uses a variety of materials, topics, activities and ways of interacting, (8) CLT emphasizes on acquisition of cultural knowledge, (9) CLT gives a tolerance of errors, and (10) the target of CLT is fluency.

In reality, the application or implementation of CLT varies according to the methodologies which the language teachers used. The communication activities in CLT is basically intended as a preparation for survival in the real world. This underlines what Clarke and Silberstein (1977) viewed that "classroom activities should parallel the 'real world' as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life." It is clear that the teachers should be able to provide the exposure to real language, appropriate methods and materials when they are applying the communicative language teaching. That is why the teaching of certain English skills should be based on the purpose of each skill and directed to the use of English in everyday life. The main reason of reading, for example, is to obtain the information being needed from the text and that information should be beneficial to the students' real life.

There are a number of CLT literatures have been written by scholars such as such as Brumfit and Johnson (1979), Littlewood (1981), and Johnson (1982) offering the discussion of elements underlying the teaching and learning theories for the CLT practices, namely the

communicative dimension in language learning, authentic task, and the principle of meaningfulness. The communicative dimension deals with activities involving the real communication to promote language learning. The authentic task relates to the activities using the target language to indorse the meaningful learning. The third element is the principle of meaningfulness in which the target language is meaningful for students to support the learning process. Indeed, learning activities are consequently selected according to how well they engage the students in meaningful and authentic use of language which are not just mechanical practices of language patterns. These principles can be inferred from the practices of CLT which overcome the crucial conditions to promote EFL learning rather than the process of EFL acquisition.

In accordance with the basic principle of language teaching promoted by CLT, teaching English as a foreign language (EFL) should make the students have experiences of using English in real life situations so that they are able to employ their linguistic skills in normal communication events. As the best language teaching approach, CLT makes use of real-life situations that necessitate communication (Galloway, 1993) to grasp a normal meaningful communication event which generally requires the use of many linguistic skills. When the students are engaged in conversational exchanges, for example, they are involved in practicing both listening and speaking in some contexts. In fact, a communicative event requires all linguistic skills in a single event. By giving the nature of communicative acts to the students, they are triggered to apply more than one skill at the same time in real-life communicative activities.

Regarding with the implementation of CLT in ASIA, this language teaching approach has been applied in several ASIA countries earlier than in Indonesia, namely China, India, Japan, Malaysia, Singapore, and Thailand. There are many studies analyzing this CLT approach from these countries in which some of them are done by Nishino (2008), Lixin (2011), Mustaphaa and Yahaya (2012), and Kumar, Philip, and Kalaiselvi (2013). The findings of these studies implied that the CLT was successfully implemented as an English teaching approach in different contexts of these countries. These studies describe that English teaching and learning using the CLT approach lead the students to communicate real meaning in real communication so that they use their natural strategies for English acquisition. In other word, those studies proof that the English teaching using CLT makes the students learn to use English in natural and real contexts with satisfactory results.

CLT in Indonesia

In Indonesia, the CLT has been implemented as an English teaching approach since 1984. This means that the CLT approach has been used continuously for almost 30 years in various forms of curriculum changes starting from the 1984 Curriculum up to the 2013 new curriculum. The Indonesian curriculums that have taken the CLT as the ELT approach are the Curriculum 1984, Curriculum 1994, Competency Based Curriculum (KBK) in 2004, School Based Curriculum (KTSP) in 2006, and Curriculum 2013.

Unfortunately, after long implementation of CLT in Indonesia EFL classes, the English proficiencies of Indonesian students remain low as what has been informed by English Proficiency Index (EPI) in its latest report in 2015. EPI is a test to measure the average level of English ability of adults in a country by merging the data from EFSET (EF Standard English Test), which is the first free English test with world standards. EPI declared that the English proficiencies of Indonesian people was in the 32nd level of 70 EFL countries. From 70 countries with 910,000 adults aged 18-30 years, the English proficiency level of Indonesian adults is in a position of 32nd. While Singapore is at the 12th level, Malaysia at the 14th position, India at the 20th place, Vietnam at the 29th ranking, Japan at the 30th grade, and Taiwan at the 31st level. Thus, the CLT implementation for 32 years, its result is really unsatisfactory since the English competence is becoming crucial to enhance the global competition in ASEAN Economic Community (AEC) which includes competition in various sectors, especially in global communication.

Today, Indonesian secondary school students get English as a compulsory subject twice times a week within 60 minutes per lesson. The secondary students are assumed to have sufficient number of hours devoted to English as a foreign language. Formally, the instructional objective of English subject at secondary school is that the students are expected to experience the English skills of reading, listening, speaking, and writing in certain thematic contexts using appropriate structures with the level of 2,500 words. To get this target, the new English curriculum of 2013 requires the English teachers to apply the Scientific Approach which basically the notion of this approach still bases on the CLT approach by taking the principles of CLT approach, namely (1) language is an instrument to express meaning, (2) meaning is determined by both linguistic and situational contexts, (3) learning a language is learning to use the language in communicative activities in the target language, (4) mastery of the language components is needed to support the mastery of communicative competence, and (5) the teaching of the language components can be done whenever necessary. The new

curriculum of 2013 implements more flexible system avoiding a great deal of classroom activities for encouraging the creativities of the EFL teachers and students during the lesson. This is why the new curriculum provides only detailed general guidelines in terms of the learning objectives, teaching methods and techniques, and the scope and general order of the learning materials.

Methodology

The condition of Indonesian students that are difficult to be engaged in real life communication and unable to use English actively after learning English for 3 years at junior high school and 3 years at senior high school indicates that the implementation of CLT in Indonesia has not been successful hitherto. That is why the investigation of this paper focuses on finding out the real factors of producing the gap between the long implementation of CLT and the low students' English proficiencies at Indonesian senior high school contexts. Thus, this study is going to search the issues of any challenges faced by the senior high school teachers and students causing the minimum results of CLT approach after being applied for many years in Indonesia. Through a descriptive qualitative research with the methodologies of focus group discussion (FGD), questionnaires, and field observation, this research is going to get valid and objective findings relating to how the CLT approach has been exactly applied in EFL classes at Indonesian secondary schools.

In investigating the real implementation of CLT approach in EFL secondary classes, the writer held a mini research involving four English teachers of public senior high schools with twelve students and three English teachers of public junior high school with six students. They filled out the questionnaires and joined the focus group discussion in Indonesian language after classes. The observations are also done by the writer during English classes.

Findings

Since the focus of this research is investigating on the CLT practices to find out the real factors underlying the minimum result of long CLT implementation, the mini research has been done at Indonesian senior and junior high schools for a couple of months. Based on the mini research, it is found that the EFL teachers and students in Indonesia secondary schools become bigger factors contributing to the unsuccessful implementation of the CLT approach in EFL classes than other academic factors. It means that the gap between long CLT

implementation and minimum results is generally caused more by the doers' factors than by other factors.

As of the analysis on the teachers' questionnaires, it is shown that (1) one teachers feel that they have known CLT well so they have the ability and confidence in running communicative classroom activities, (2) most teachers feel that they do not know well the CLT and how to run their teachings using CLT approach, and (3) two teachers feel confident and five of them do not feel confident that their students understand their explanation in English when teaching. Moreover five teachers felt unsure that their students will not find difficulty in understanding explanations in English. In terms of fluency of their English words, two teacher said that they were not sure if they were able to recite the words of English well, one teacher were convinced that their English instructions could make students become reluctant, three teachers were not sure if they were able to speak English very well, and four teachers also were not sure if using English instructions can make the effective teaching and learning process. Most of the teachers say that they use several strategies to overcome their weaknesses in running English activities using the CLT approach by (1) switching into Indonesian language directly when they do not know how to explain something in English, (2) speaking slowly so the students will be easy to understand, (3) searching for the word in the dictionary when getting stuck. Although they were not sure of their English proficiencies, few of them does not feel hesitant in using English in the classroom to encourage their students to develop their English.

From the students' responses to the questionnaires, it is found that (1) in terms of the teacher's explanations in English, eight students said that the teacher's explanation is less obvious and ten of them said it was unclear, (2) in response to the question asking about the difficulties students understand the teacher's explanation, and twelve students said that sometimes they feel difficult to understand the teacher's explanation using English. It is clear that most of the students were not always able to understand the teachers' explanations easily. This affects the quality of students the task at hand. Furthermore a total of eleven students assume that they found difficulties in understanding the tasks given by their teacher. The ten student answers indicates that the use of English instruction and explanations gives positive effect on their English language proficiency.

Furthermore, English for Indonesian students is considered as a foreign language, not a second language. This means that Indonesian students will typically use English only at schools and in other particular settings. Consequently the students, especially the remote

students, do not have many practical opportunities to use English outside the classroom compared to those who live in big cities. This condition makes English teaching challenging. Having little contact with other English speakers, Indonesian students are not motivated to master spoken or written English. Moreover the EFL students do not experience four linguistic skills in balance, namely reading, speaking, listening, and writing skills in real contexts.

Moreover, due to the fact that the national examination becomes the most target of secondary schools, they focus their teaching and learning much on achieving the target. The students are trained to engage in learning English using written multiple choice forms which neglects other linguistics skills, namely speaking and writing. As a result the Indonesian students are not accustomed to express their ideas in English. They have just focused on how to pass the national examination of English subject based on Indonesian Competency Standard Graduates (*SKL = Standar Kompetensi Lulusan*) which do not include speaking and writing materials. This leads the English teachers more concentrate their teaching on materials included in the *SKL*, namely reading and listening in which these two materials should be integrated into speaking activities. Both teachers and students come into belief that English speaking and writing are less crucial matters for the students to achieve excellently than reading and listening.

Other factor is there are very limited references for the English teachers which can inspire them to teach English communicatively, meaningfully and creatively. Consequently the teachers often use conventional methods in teaching English which is often done in a silent atmosphere focusing on doing written textbook exercises. No doubt, the students often feel bored and stressed during English classroom activities which they rarely feel engaged. The vast majority of students are unable to produce satisfactory spoken and written English in terms of generating ideas. This is why both teachers and students cyclically neglect English writing and speaking year after year during English classroom activities.

In fact, expressing ideas in English are crucial for students. Good communication in written and spoken English is essential to think and express opinions and feelings clearly. Even at the university level students' writing and speaking abilities are much emphasized during lecturing. That is another reason to develop students' speaking and writing skills at high schools before studying at universities. To achieve this successfully, the English teachers of secondary schools, especially those at remote areas with limited support facilities for teaching, must have good strategies for their English classroom activities. One such

strategy is using authentic speaking and writing materials which bring real practical language into the classroom. This is how the EFL teachers should apply the CLT approach in English classes. In fact, spoken or written learning materials that are created with some real-life goal for native speakers are called as authentic materials (Polio, 2014:1-8). Thus, these materials are obviously not designed for language learning purposes such as magazine advertisements, movie review, television shows, conversations between native speakers, train schedules, nutrition labels, postcards, etc.

Conclusion

The ELT in Indonesia secondary schools today is still too stiff focusing on tenses, vocab, and pronunciation. The CLT approach implemented by EFL teachers in classroom practices is very far from the curriculum expectations. Indonesian students remain being taught to be able to read and write only. The students become clumsy when speaking English. Regrettably, when the students are trying to use English for conversation with their fellows, they are dubbed or stamped by others as doing ostentatious acts of foreigners. As a result, the students feel fear of expressing their feeling and ideas in English effecting their anxiety of speaking, dread of being wrong in using English, and worry about doing incorrect grammar or tenses.

Unfortunately, teaching English as a foreign language (EFL) for students at secondary school is assumed to be difficult for it is done not in a practical use. It is because English is regarded as an academic subject in the school system and is not widely used outside of the classroom (Peace Corps, 1989:7). Both EFL teacher and students have no opportunity to use English outside the classroom so that English for them is as the compulsory subject only. This also makes the teaching-learning activities of EFL becomes time-intensive which can often be boring and unwilling to be involved actively for the students. As a result, the EFL students show little knowledge about how to communicate a contextually appropriate idea and how to express it. Common challenges that the EFL students face in communicating or expressing their mind include word choice, grammar, organization, and generation of ideas, and creativity. It means that EFL can also prove difficult to learn due to all of complicated problems involved, that are linguistic, psychological, and cognitive issues faced by the students.

Finally, the pressures of English tests in multiple choice formats for midterm tests, final semester tests, and national examination force the EFL teachers to focus their attention

on grammatical rules, linguistic accuracy and students' final piece of work instead of communication skill. This makes the EFL teachers may often depend their teaching merely on the text books or students worksheets which leads the EFL students graduate within adequate training in English use. Due to having limited knowledge and experiences of using English, the EFL students often feel stuck, bored, and even stressed in English classroom activities. Thus, since the students' proficiency and motivation are low, according to Goss (1999), the teaching EFL remains a challenge. That is why there are some approaches in language teaching developed by the experts like communicative language teaching approach to overcome this kind of problem.

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Title

Developing Lifelong Learners by Implementing Group Investigation Technique at Higher Education

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Abstract

Group Investigation technique has been considered significant in improving students' soft skill through the opportunity given for each individual in the learning process. This study aims to describe Group Investigation technique used for college students in a collaborative learning. This practical experience is expected to answer the questions of: 1) what kind of skills that students can acquire after using this technique?; and 2) what are the roles of teacher in the classroom in improving in making this technique successfully implemented?. To answer the research questions, this research involved fifty students divided into ten groups. Then, this study employed primary and secondary data. The primary data included notes from students of their activities learning English outside and inside the classroom in a form of rubric written by the group, and also questionnaire. While the secondary data covered handout of Business English used in the learning process. The data were gathered through questionnaire distribution, documentation, and group report. To analyze the data, qualitative method was used by interpreting all data gathered from various resources. The research found that this techinque provides conducive learning process for students to participate more

actively on the task given, to have better self-attitude, to create students as independent and lifelong learners. Further, teachers have to prepare well and design task-oriented activities during the learning process.

Introduction

In the era of globalisation, higher education could be one of education institutions which can contribute in preparing graduates to enter professional world. Therefore, the role of teachers at higher education is not only simply tranferring knowledge, but also give them opportunities to build their own mind through a process of translating information they could acquire into their own understandings. One of the ways is to create conducive learning climate for the students to participate during the learning process. This kind of participation can make them more engaged leading to more lasting and meaningful learning.

Then, in the real competition in the real life, the need of being able to engage in more productive teamwork is considered urgently required. So that, higher education can provide graduate candidates an access to practice the teamwork during the learning. The teamwork skill can be acquired through collaborative learning in a kind of task-oriented learning group (Barkley, et al:2005). One of collaborative learning activities can be implemented through Group Investigation technique. Therefore, this research is intended to elaborate how this kind of technique is implemented and what benefit can be acquired.

Literature Review

Collaborative learning means "interactive learning groups in higher education, from structured to unstructured" (Barkley, 2005). Students will work collaboratively with their group, share ideas and have mutual benefit. Collaborative learning is the term used for activities during learning process in higher education. In Barkley (2005), Johnson et al (1991), Light (1992), Springer & Donovan (1998), confirm that students who interact with the other friends in the process of learning, including class discussion, have more positive behaviour towards the materials, improve motivation, and create more satisfaction with their experience compared to those students who have less access to interact with their friends during the learning process.

One form of collaborative learning is translated into some teaching techniques. One of them is called Group Investigation. Killen (1998:99) says that the Group Investigation Technique (GIT) is one of the cooperative learning techniques which focuses on the

participation and activities of students. Teachers who use this technique should divide the class into small groups. Each group usually consists of two to six students and may form around friendships or around an interest in a particular topic. Students select the topics for study, then every group decides what sub-topics are to be investigated as well as the goals of their study. Then, they prepare and present a report in front of the class.

Methodology

There were fifty students divided into 10 groups. The students are economics students majoring accounting and are taking business English subject. Business English is one of compulsory subjects to take in the second term of the first year of students at Economics Faculty. The students were given a task to interview a business of their own choice. So that, this research has two main data. The primary data included notes from students of their activities learning English outside and inside the classroom in a form of rubric written by the group, and also questionnaire. While the secondary data covered handout of Business English used in the learning processThe data were gathered by distributing questionnaires to all ten groups of students. Students were also given a report template to be completed dealing with all experieces during the learning process using group investigation. The stages during the process of this implemented techniques were; first, having commitment for participating group discussion (using rubric- working group contract); second, having group discussion (uncontrolled/outside the classroom); third, having an interview with businessman; and last but not least report writing and presentation. These stages were resourceful to later classify all detailed informations gathered from the students. Therefore, at the end of the project, the students are required to complete some forms; Contract for Working Group, Group Resume, Self-Evaluation from, Peer-Evaluation form, and Group Evaluation Form.

Findings and Discussion

The implementation of Group Investigation technique was found to be very dynamic at higher education. From the Group Resume report, the students have learnt to classify their own expertise in the group. 13 students confirmed that they were good at interviewing, 10 students at report writing, 9 students at conducting survey, 7 students at presentation, 4 students at decision making, 3 students at critical thinking, 2 students at problem solving and 2 last at communication respectively. These expertise division was classified in the beginning

of the Group Investigation technique. It was aimed to give opportunities for students to acknowledge their own expertise in the group.

Then, during their project implementation, they confirmed to have productive group work. There were 40% of the students who frequently contributed to the group, 35% always did contribute, and the rest , 25% of them only sometimes contributed to the group. So that, it can be seen that most of them actively contributed to the group work. To have such large class in an English subject, Group Investigation techniqes seemed to be very helpful in maitaining students' participation in the learning process.

Last but not least, an important element that can be figured out in the research is the students' attitude towards each other during the group work. This information was gathered from Peer Evaluation Form. It is related to their perspective on how often their friends in the team listen to and respect each other during discussion process in the working group. It was ranked into "always', "frequently", and "sometimes". It was found that 45% of the students confirmed that their friends always respect each other, 42% of the students confirmed to be frequent, and 13% of the students were only sometimes having respect to each other. This finding shows that the students stayed on task, listened to others, and respect other team members. It can be concluded that the students have good self-attitude in the learning process.

Conclusions

Group Investigation technique is finally useful to create conducive learning environment for students at higher education as it gives more opportunities for them to become independent leaners. Kinds of skills that students can acquire after using technique group investigation are communication skill either writing (report) or oral skill (interview and presentation); and also problem solving & decision-making process. Then, teachers play very important roles to make this technique run successfully. Teachers should design the whole activities, facilitate the students' need, ensure the students contribute to the activities in the group (check the rubric, ask clarification, etc), and monitor the whole activities.

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Title

Web-Based Resources for Legal English Vocabulary Enhancement of Law Students

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Abstract

In the digital era like nowdays the emergence of World Wide Web (WWW),which is dominating the Internet use, cannot be separated from the activites of English Language Teaching (ELT) since it has provided a large number of ELT materials. For this fact, the teachers of English as a Foreign Language (EFL) should not ignore it in their classroom activities. Concerning the web in ELT, this paper will address its discussion on using the web-based resources to enhance Legal English (LE) vocbulary for law students. Regarding this discussion, the paper firstly presentsan overview of understanding LE. In addition, it discusses why it is important for EFL law students to master LE vocabulary. In the framework of LE vocabulary enhancement for EFL law students, it then explores which LE vocabulary that the EFL teachers can use for their teaching in the classroom using the Web. Finally, it presents overview of Web in ELT, web resources providing the materials for enhancing LE vocabulary, and a sample of LE vocabulary using web.

Key words: world wide web, Legal English, Legal English vocabulary

Introduction

The World Wide Web (WWW) or the Web was invented by Tim Berners–Lee in 1989. In the digital era like nowadays, apart from the electronic mail (email), the Web has become an Internet service, which has become dominant in people's daily lives when they use the Internet. In this sense, Eastment (1999) argues that as well as the email, the Web is

also the main activity dominating the Internet use. As a consequence, the people around the world cannot ignore it because it can allow them to access what they need concerning their daily activities. For example, with this Internet service they can perform such activities as conducting research, reading blogs, sharing information, pictures or videos, and many others.In addition, using the World Wide Web, people can also perform many activities dealing with English Language teaching (ELT).

Concerning the World Wide Web in ELT, Murray and McPherson (2004) state thatmany ESL websites offer teaching materials, lessons plans, games and otherinstructional resources that are freely available to students and teachers. In the words of Son (2007) and Warschauer (2001),the Web can support language teachers to integrate Web resources into the language classroom. On the basis of these scholars' opinion of the importance of the Web in ELT, it is therefore essential for the EFL teachers not to ignore the advent of the Web in their teaching to enhance their students' English ability and to perform studies on the Web in ELT.

Futhermore, this importance of Web in ELT have become an interesting topic for scholars to perform their studies on the perspective of the Web and ELT. As a consequence, there have been many scholars who have devoted their attention to this topic.Apart from Murray and McPherson above, Son (2008), for example, in his article "*Using Web-Based Language Learning Activities in theESL Classroom*", looks at ways of using Web-based language learning (WBLL) activities and reports the results of a WBLL project that developed a Web site as a supplementary resource for teachingEnglish as a second language (ESL) and testedthe Web site with a group of students inan ESL context. In addition, Dudeney and Hockly (2007) discuss about language and second language teaching using the devices provided by the latest computer and the Internet technology in his book "*How to teach English with Technology*". In term of research, Kir and Kayak (2013) focus their study on the evaluation of websites designed for teaching English.

Although there have been many studies on the web used in ELT, it certainly remains interesting to perform a study with the same topic but with different focus. This study focuses its discussion on the topic of using the Web for enhancing Legal English vocabulary of law students. In general it is the same as the previous studies above that the formers and the latter are focused on the use of the Web in ELT. However, in particular both the former and the latter can be different because of their focuses of study. The formers address their discussion more on the use of the Web in ELT in general, whereas the latter is more particulary

concerned with the focus on the Web-based resources for Legal English (LE) vocabulary enhancement of law students.

To be concerned with this focus, this paper firstly presents an overview of LE. In addition, it discusses why it is important for the law students to master LE vocabulary. In the framework of this LE vocabulary mastery, it then explores LE vocabulary that the EFL teachers can use for their teaching with the Web in the classrooms. Finally, this paper presents an overview of the Web in ELT and addresses which web resources provide the teaching materials for LE vocabulary enhancement. Moreover, these focuses are presented in the following sections.

An Overview of Legal English

The term "Legal English" (LE) can have two different meanings. On the one hand, it refers to English that is used as a legal language (legalese). In this sense, according to Veretina-Chirlac (2012), LE is one of legal languages. It is the language of the law of England, America, and some other countries whose official language is English. In a different way, Northcott (2013) explained that the term Legal English (LE) has a variable meaning, understood by some to refer to legalese and by others as a shortcut for Anglo - American law. As a consequence, for this context, LE cannot only refer to English that is used for law and such other legal documents as opening statements, verdicts, and wills, but also to English that is used by such people who work in law as attorneys, barristers, judges, lawyers, prosecutors, and solicitors.

On the other hand, LE refers to the English language training program. Itconstitutes a form of English for Specific Purposes (ESP). In this context, Northcott (2009) cited in Northcott (2013), defines it as English language education to enable L2 law professionals to operate in academic and professional contexts requiring the use of English. In addition, to meet this need for LE skills, there have been many English training programs using such *English for* phrases as English for Legal Purpose (ELP), English for Academic Legal Purposes (ELP), English for Occupational Legal Purposes (EOLP), English for General Legal Purposes (EGLP), and many others.

The Importance to Master LE Vocabulary for EFL Law Students

Before discussing why it is important for EFL law students to master LE vocabulary, it seems firstly necessary to talk about why it is essential for them to develop vocabulary in

general. To answer this second question, many scholars have devoted their attention to vocabulary study. For example, Wilkins (1972) cited in Supardi (2013) argues that without vocabulary, nothing can be conveyed.Similarly, it is noted by Milton (2009) that words are the building blocks of language and without them there is no language. In addition, in term of reading skills, vocabulary is an important aspect of reading comprehension (Cunningham & Stanovich, 1997; Stahl, 1999; Scarborough, 2001; Stahl & Nagy, 2006).According to Marzano (2004), the importance of vocabulary development is for building background knowledge, and thereby increasing students' opportunities to learn new concepts.

In particular it is important for law students to master LE vocabulary because there are many English wordswhich can have more than one meaning due to their uses in both GE (General English) and LE. For example, in the word *sentence* Supardi (2010) explains that this word lexically has three possible meanings,as noun it means **(1)**"a group of words that expresses a statement, question, command, or wish", **(2)** "the punishment given by a court of law",and as verb it means **(3)**"to officially state the punishment given to (someone) by a court of law". In this example, with the meaning of "a group of words that expresses a statement, question, command, or wish", this word is found or used in GE, whereas with the meanings of "the punishment given by a court of law" and "to officially state the punishment given to (someone) by a court of law", the word is found or used in LE.

In a different way, Haigh (2012) also gives another example with the word "*construction*". In this example, he explains that in LE this word means interpretation. For example, 'A strict construction was placed upon the exemption clause in the contract, and in GE it means **(1)** the action of constructing[e.g. a building], **(2)** a building or other structure, **(3)** the industry of erectingbuildings.As a consequence, the English words with more than one possible meaning (both in GE and LE) can make the EFL law students feel confused of which one of the meanings they have to translate properly.

As well as the English words with more than one meaning, LE, like such other ESP as Business English, Medical English, Nursing English, and many others, has a large number of its own specific words (vocabularies). In term of civil law, for example, Supardi (2015) cited in Supardi (2016) presents such words as *complaint, contract, damage, defendant, liability, litigation, negligence, plaintiff*, and many others. In term of criminal law he adds such words as *accused, assasin, burglar, criminalize, fraud, hijacker, murder, prosecutor, suspect*. In addition he argues that those LE vocabularies are not only found in both civil law and criminal law, but also in such other legal documents as *opening statements*, *verdicts*, *legal*

proceedings and *legal opinions*, and these names of legal docoments certainly constitute the legal terms or vocabularies that the EFL law students have to master.

Exploring LE Vocabulary for EFL Law Students

Since it is important for the EFL law students to master LE vocabulary, it is certainly necessary for the EFL teachers to explore LE vocabulary that they can use for their teaching in the classroom. For this exploration, they can devote their attention to those specific words used in areas of law. In term of civil law and criminal law, for example, the specific words are highlighted in the previous section. As well as the specific words of the two areas of law, the EFL teachers can also explore them from the topics dealing with such other areas of law as business law, contract law, family law, international law, and others. Concerning teaching with the topics, Richards (2006) suggests that in a business communication course a teachermay prepare a unit of work on the theme of sales and marketing. With this themethe teacherfirst identifies key topicsand issues in the area of sales and marketing to provide the framework for thecourse.

Based on thisteaching tip suggested by Richards,in LE the EFL teachers can use such topics as contract, divorce, and personal injury that are frequently found in civil law, whereas crimes, criminals, and punishments in ciminal law. Due to the advance of technology, using the Internet they can explore which World Wide Webs provide such LE vocabulary in areas of law.

World Wide Web (WWW) in ELT

Due to the advance of technology, the emergence of the Internet cannot be ignored in ELT. The Internet, defined as an extensive resource and communication network linking other computer networks across the world (Lin, 1997), has contributed to the activities of ELT in the classroom because of its practical uses. Concerning the Internet use in language learning, Leloup & Ponterio (1996) cited in Chong (2000) point out that thethree reasons of using the Internet in the classroomcan constitute: (a) it provides the World Wide Web which is a veritable treasure trove of authentic materials for the EFL teacher; (b) the information on the Internet will be up-to-date, so that teachers are no longer forced to use old-fashioned and outdated material; and (c)the Internet makes the students of this day and age become more and more visuallyoriented, whether we like it or not. In addition, according to Warschauer et al (2000) cited in Supardi (2010) there are five reasons to use the Internet for teaching,

namely: (a) it provides authentic language materials; (b) it enhances the student's level of literacy in conducting on-line communication; (c) it enables the student to interact with native and nonnative speakers for 24 hours on; (d) it makes the learning process lively, dynamic, and interesting; (e) it gives both the student and the teacher the power to work efficiently.

The reasons of the Internet use above certainly prove that the Internet has given advantages to ELT because of its providing of a large number of ELT websites which offer teaching materials, lessons plans, games and other instructional resources that are freely available to students and teachers. Now in the digital era, through the Internetaccording to Murray and McPherson (2004), teachers can find prepared lessons and materials addressing English language development in diverse content areas, curriculum and academic disciplines on the one hand and students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language learning needs, and access them in their own time and at their own pace on the other hand. With the large number of available ELT Webs in the Internet, it is therefore necessary for the EFL teachers to explore which Webs are appropriate for their teaching in the classrooms such as for either General English (GE) or English for Specific Purposes (ESP). To be concerned with teaching ESP, this paper tries to explore the webs which provide LE vocabulary as presented in the following section.

Webs Providing LE Vocabulary

Due to the development of technology, at this time the emergence of Web cannot be ignored in English Language Teaching (ELT). It has contributed to ELT for long time because of the teaching and learning materials that the teacher can use for their teaching in the classroom and the students can use for their learning. Concerning the Webs providing LE vocabulary enhancement, below are the topics with webs the EFL teachers can use in their classrooms and the law students use for their LE vocabulary enhancement.

Topics	Areas of Law	Webs
contract	Civil law (contract law)	http://www.proprofs.com/quiz-school/quizshow.php?title=legal-english-vocabulary-used-in-contacts-1&q=4&next=n http://www.njretest.com/quick_quiz/quick_sale_contract2.htm

People in courtroom	General legal term	http://www.courtprep.ca/en/ http://www.stickyball.net/?id=477
Law and court	General legal term	http://www.englishmedialab.com/Quizzes/business/law%20courts.htm
Crime and punishment	Criminal law	https://www.englishclub.com/english-for-work/police-crime.htm
Criminals	Criminal law	https://www.englishclub.com/vocabulary/criminals.htm
Legal Profession	General legal terms	http://www.learnenglishfeelgood.com/vocabulary/esl-occupations-lawyer.html http://www.englishlab.net/hp/quiz3_legalese_lawyers_types_1.htm

A Sample of LE Vocabulary Enhancement Using Web

With one of the topics and its web mentioned in the preceded section, the EFL can use it to enhance LE vocabulary of their students. For an example of it, Supardi (2013) presents a topic on People in Courtroom as mentioned in the following.

From this display, click the door of the courthouse in the middle (light brown color) or the word COURTROOM at the bottom on the right, and the display will become in the following.

In this display, click the arrow sign(►►) on the **Proceed to Courtroom** at the bottom on the right corner, the display will appear as in the following.

In this display, click the door and the display will be in the following.

Then click CLOSE on the right corner at the bottom of the box in order to have the complete information about the people in the courtroom in Canada. The next display will be in the following.

In this display, it is the time for the teacher to start teaching. At this time he/she can begin his/her teaching with brainstorming activity (pre-teaching) by having the students think of the people on the display to answer the questions mentioned below.

• Are the people in the picture in the classroom?

•Where are they?

• How do you know that they are in that place?

Conclusion

　　Due to the advance of technology, the emergence of Web provided by the Internet cannot be denied in language teaching and learning. In term of English Language Teaching (ELT), many have provided a large number of resources for the teachers of English to use teaching materials in the classroom. in the framework of LE vocabulary enhancement, for example, there are many Webs that the teachers can use in the classroom. It is then hopefully

able to give contribution and consideration to those EFL teachers of English, who are interested in using Webs for teaching.

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Title

Grammar Teaching Method

Preferred by Indonesian Students

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Abstract

Teaching English grammar to Indonesian students, including those whose major is English Teaching Department is a problematic thing. On one hand, they need to master English grammar well because they will use the grammar in their real communication and, for English Teaching Department students who will be the future English teachers in Indonesia, they should be able to use the grammar in their classrooms later. On the other hand, when they learn English grammar, they tend to like certain methods and dislike others. It will be the case if the students' preference on the teacher's grammar teaching methods is not found out. This research examined the preferences of 154 students about grammar instruction methods in Indonesian Higher Education context. To find out the students' preference of grammar teaching method, a mixed-method was applied. The data of the research were collected by using a mixed questionnaire. The quantitative data were analyzed by descriptive statistics and the qualitative data were analyzed by applying the interactive model of Miles and Huberman. The results of the research show that teacher's teaching grammar explicitly (deductive) followed by is preferred by 108 students (70.13%), discussion method is preferred by 38 students (24.68%), and the rest of the methods that the respondents preferred were question and answer, poetry, and group work. Interestingly, 3 students care about the way the teaching learning process is conducted. They prefer if it is conducted in a "slow but sure" way.

Keywords: *grammar teaching method, Indonesia, students' preference*

1. Introduction

The role of grammar instruction in an EFL context has been a major issue for decades. Researchers have debated whether grammar should be taught in the classroom and students have generally looked upon grammar instruction as a necessary evil at best, and an avoidable burden at worst (Al-Mekhlafi and Nagaratnam, 2011: 71). There some groups of language researchers related to grammar teaching, like "anti-grammarians", "pro-grammarians", and others. "Anti-grammarians doubt the role grammar instruction plays in language learning. This group supports "comprehensible input" by arguing that this type of input would enormously help the learner improve both their fluency and accuracy (Stern, 1983; Yim, 1998; Rodriguez and Avent, 2002). The "programmarians" as the second group, claim that formal instruction plays an important role and it should not be abandoned because direct grammar instruction helps significantly with accuracy and speeds second language (L2) learning (Eisenstein-Ebsworth and Schweers, 1997). The third group agree that grammar should be taught. Yet, factors such as age, cognition and maturation of learners should be taken into consideration while teaching grammar (Celce-Murcia, 1991 & 2001).

In Indonesian context, however, the role of English grammar instruction should not be debated. Its importance is very clear. The facts show that in Indonesia, English is not a second language. English is spoken only at certain places and at certain times. Therefore, the grammar instruction in Indonesian context is unavoidable. The primary case here is that the way to teach it- whether to teach it deductively or inductively, explicitly or implicitly. Early research distinguished between two major methods: implicit (Krashen & Terrell, *1983*; Swain & Lopkin, 1982) and explicit grammar teaching (Ellis, 1990; Sharwood-Smith, 1981). Implicit grammar teaching was embraced in the task based approaches (Ellis, 2003; Fotos, 1998). Recently there has been some agreement that explicit instruction is also useful particularly in acquisition poor contexts (Ellis, 2006; Hinkel & Fotos, 2002; Nunan, 1998).

Teaching English grammar to Indonesian students, especially, including those whose major is English Teaching Department is a problematic thing. On one hand, they need to master English grammar well because they will use the grammar in their real communication and, for English Teaching Department students who will be the future English teachers in Indonesia, they should be able to use the grammar in their classrooms later. On the other hand, when they learn English grammar, they tend to like certain methods and dislike the

other ones. Thus, for Indonesian students, now the case is whether to teach them implicitly or explicitly. This paper reports on a study which examined Indonesian learners' preference of grammar teaching methods.

2. Theoretical Background

2.1. What Is Grammar?

There are authors who define grammar differently. For Noshery and Vahdany (2014:448), grammar can be seen as a device which language users call upon when motivated by a communicative need to make their meanings clear. While according to Haussamen, (2003: xiii), the term *grammar* refers to two kinds of knowledge about language. One is subconscious knowledge i.e. the language ability that children develop at an early age without being taught. The other kind of knowledge is the conscious understanding of sentences and texts that can help students improve their reading and writing abilities by building on that subconscious knowledge. The conscious understanding includes knowing the parts of sentences and how they work together, knowing how sentences connect with one another to build meaning, and understanding how and why we use language in different ways in different social situations.

Larsen-Freeman (2001) has referred to the three dimensions present in the definition of grammar: form, meaning, and use. Moreover, Larsen-Freeman (2009: 521) states "grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints". A grammatical class (a label assigned to) is a set of substitution lists (of grammatical elements appearing in different contexts) that have identical or broadly similar members. The generality of the phrase 'grammatical element' means that we apply it to classes of morphemes, words, phrases, clauses (and even sentences), regardless of the size of the element: thus the class of deverbal noun-forming suffixes, the class of prepositions, the class of noun phrases, etc. (Jackson, 2003: 141).

2.2. Grammar Teaching and Its Goal

Larsen-Freeman (1991) points out "teaching grammar means enabling language students to use linguistic forrns accurately, meaningfully and appropriately. Swan (2002) emphasizes that grammar should be taught (not too much) in order to help students with comprehensibility and accuracy. Morelli (2003:33-34) has observed, "Grammar can be taught traditionally or contextually, but students perception should be considered by teachers in the decision-making process". Grammar teaching can involve a combination of practice and

consciousness raising. It is perfectly possible to teach grammar in the sense of helping learners to understand and explain grammatical phenomena without having them engage in activities that require repeated production of the structure concerned (Rod Ellis, 2002: 170). Grammar teaching can be helpful if the teacher teaches students how to use grammar in life discourse and avoid the traditional perspective of grammar rule teaching (Khan,   2007 p. 2). For Shafer (2012: 20), "Instead of teaching grammar, usage, and as a prescriptive way to reach a uniformity we should approach it descriptively, exploring and celebrating the many discourses that students bring to class".

Haussamen, (2003) mentions three goals of grammar teaching: the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when use of Standard English is appropriate, the ability to analyze the grammatical structure of sentences within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts, and an understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group.

2.3. Methods of Teaching Grammar

A large number of methods and techniques emerged over the years as a response to the ongoing discussion of grammar pedagogy. Some authors use the terms 'method' and 'approach' as equivalent terms, while others (Harmer, 2001; Richards & Rodgers, 2001) distinguish them. According to Harmer (2001, p. 78) an 'approach' includes the description of the nature of language and the nature of language learning. However, the term method is an umbrella term for specifications and interrelations of theory while 'practice' or 'technique' is the practical realization of an approach (Richards & Rodgers, 2001, p. 16). I myself prefer to use the term method in this paper, i.e. the general direction in grammar teaching which can be implemented using a series of techniques and specific procedures.

Nassaji and Fotos (2011: i) divide the journey of grammar teaching into three phases, from a phase "in which grammar instruction was central, to one in which grammar instruction was absent, and to the recent reconsideration of the significance of the role of grammar instruction". The journey can be seen from various teaching methods that have emerged: Grammar-translation Method (nineteenth–midtwentieth centuries), Direct Method (first part of twentieth century), Audiolingual Method (ALM) (1950s–1970s), Cognitive Approach

(1970s), Natural Approach (1980s), Communicative Language Teaching (CLT), (1970s–today) Richards and Rodgers (2001).

Categorizations and classifications of grammar methods and terminology have been found in literature. The first distinction which has been prevalent throughout the literature is deductive vs. inductive grammar instruction. The aim of inductive instruction is to acquire rules implicitly without students being aware of the target form (DeKeyser, 1994). While Patel and Jain (2008: 143-144) mention three methods of teaching of grammar: (1) Deductive Method, (2) Inductive method, and (3) Inductive and Deductive Method. In deductive method the teacher uses a grammar text book. He or she tells his or her students rules or definitions and explains those with the help of examples then gives exercise and asks his or her studentss to apply the rules. In inductive method, the teacher first presents or takes the example from the students then comes on theory or concept. The third method (inductive and deductive method as the name shows, is the synthesis of both above the methods) can remove the limitation of both the above methods. The teacher following this method will first present the examples before his or her students then will explain them or analyses them. Then he or she will try to see that students draw some conclusion and then teacher will give the rules. The teacher will continue by giving new examples and asking his or her students to verify the rules. Furthermore, Early research distinguished between two major methods: implicit (Krashen & Terrell, 1983; Swain & Lopkin, 1982) and explicit grammar teaching (Ellis, 1990; Sharwood-Smith, 1981). Implicit grammar teaching was embraced in the task based approaches (Ellis, 2003; Fotos, 1998). However, recently there has been some agreement that explicit instruction is also useful particularly in acquisition poor contexts (Ellis, 2006; Hinkel & Fotos, 2002; Nunan, 1998).

Another distinction is focus on form vs. focus on meaning. The former indicates a situation when one grammar component is presented explicitly followed by extensive practice while the latter, is a term that designates attention to linguistic items in communicative activities with emphasis on meaning (Ellis, 2001b, 2006). Focus on Form includes a range of techniques which aim to focus students' attention to the form implicitly and explicitly. Focus on form is often discussed as grammar in integration in pedagogical circles (Borg & Burns, 2008). This involves grammar being embedded in meaning oriented activities and tasks and familiarizing students with the communicative purposes of grammar which give immediate opportunities for practice and use (Mitchell, 2000). A series of approaches has been introduced which offer different techniques of grammar integration into

language learning: lexical approaches, the use of corpus concordancing, task based approaches and functional systemic approaches (Borg & Burns, 2008; Ellis, 2006, 2008). Hişmanoğlu (2005) considers "literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary,grammar and pronunciation)"

3. Research Method and Procedures

3.1. Research Subjects

The research applied qualitative and quantitative paradigm. The goal of the study was to identify the methods of grammar teaching preferred by the subjects from the subjects' view –point and then to find out the percentage of their preference.

The subjects of the research were selected purposefully based on the research need: those who were formally engaged in the process of teaching and learning English grammar. As a result, the second and the fourth semester students of State Institute for Islamic Studies (IAIN) Batusangkar whose major is English were selected and 154 students became the Informants of the research. To determine the sample of the research, there were several guidelines that were used: the purpose of the study, the focus of the study, the primary data collection strategy, the availability of the informants, and the redundancy of the information as McMillan and Schumacher (2001: 404) suggest.

3.2. Data Collection

To collect the data of the research, a questionnaire was distributed (Gay, Mills, and Airasian, 2009: 381). The questionnaire consisting of closed-and open-response items was used because they are complementary. According to Heigham and Croker (2009: 201-2), closed- response items only require respondents to select their answer(s) from a limited list or selection in which questions and responses for this type of item use categories that have been defined by the researcher beforehand. Open-response items call for the respondents to answer in their own words.

3.3. Data Analysis

To analyze the qualitative data, the technique of data analysis as proposed by Miles and Huberman (1994) was used. The technique of data analysis includes three phases, namely data reduction, data display, conclusion drawing and verification. McMillan and Schumacher (2001: 462) state "qualitative analysis is a relatively systematic process of selecting, categorizing, comparing, synthesizing, and interpreting to provide explanations of the single

phenomenon of interest." Moreover, they point out that qualitative data analyses vary widely since there are differences in foci, purposes, data collection strategies, and modes of qualitative inquiries. To analyze quantitative data, descriptive statistics was used in which the percentage of each method was counted.

4. Results and Discussion

Before the students' preference of grammar teaching method was asked, their opinion about the importance of grammar in learning English was asked. All of the respondents (100%) agreed that English grammar was very important in learning English. Then, they were also questioned whether they wanted to improve their English grammar mastery or not. All of them (100%) stated that they wanted to improve their English grammar master. The two previous questions were asked by using closed-ended question using Likert-scale. Meanwhile to collect the data of students' preference of grammar teaching method, an open-ended question was asked. The results of the research show that there are some grammar teaching methods preferred by the students. They are: teacher's teaching grammar explicitly (deductive) followed by examples and exercises is preferred by 108 students (70.13%), discussion/group work method is preferred by 43 students (25,76%), and the rest of the methods that the respondents preferred were question and answer (10 respondents or 2.16%), and literature-based method (poetry, song, and drama) by 9 respondents (1.95%).

Students' Grammar Teaching Method Preference

■ Teacher's Explanation followed by exercise
■ Discussion (Group Work)
■ Question and Answer
■ Literature-Based Method
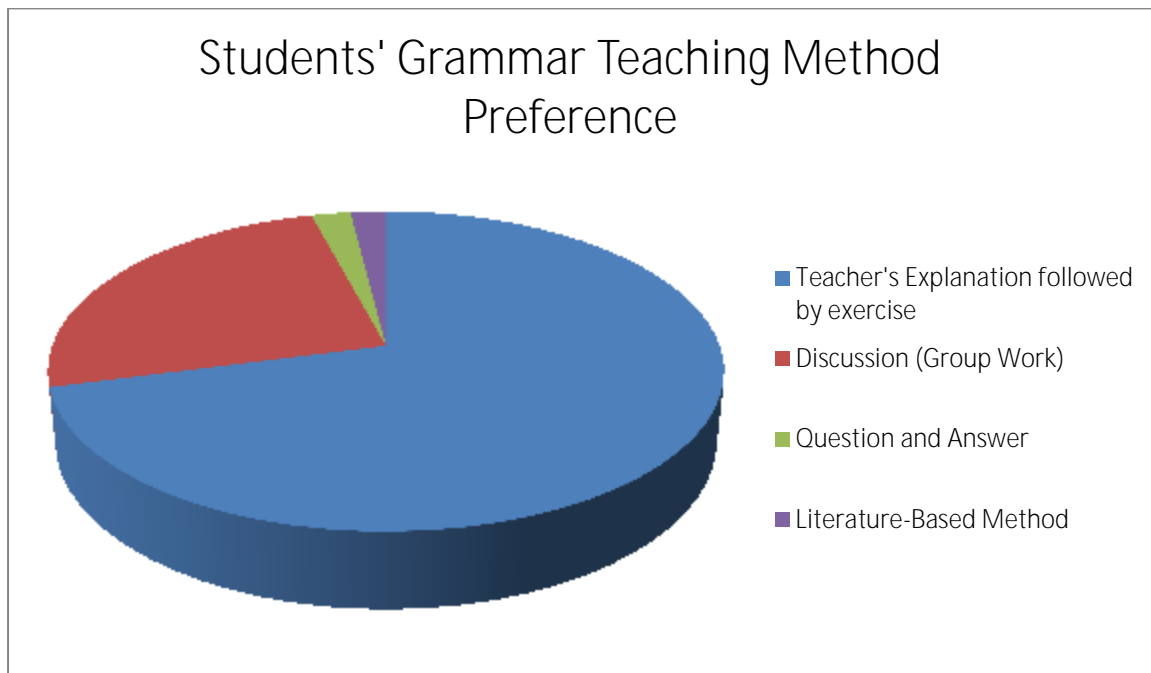
Besides describing about their preference of grammar teaching method, three students mention that they prefer when the teacher teaches grammar in a "slow but sure way", three students prefer to use their own experiences in learning, and two of them mention abou item analysis.

Based on the research results, it can be inferred that a deductive method is preferred by most of the students, not an inductive one. According to Nazari and Allahyar (2012), a deductive approach (I prefer to use the term "method) to language teaching underlines explaining the grammar item to learners and then training them in applying it, whereas an inductive approach fosters practicing the syntactic structure in context and then asking learners to infer the grammar rule from practical examples. It means that most of the subjects prefer. While the former is said to be more teacher-centered, the latter is considered to be more learner-centered.

The research results show that the students prefer to be taught using a prescriptive way even though Shafer (2012) points out "instead of teaching grammar, usage, and language as a prescriptive way to reach a of a uniformity of correctness, we should approach it descriptively, exploring and celebrating the many discourses that students bring to class. The subjects prefer to be passive even though they are expected to be no longer passive recipients of what Freire (1989) called the banking system of education but actually become collaborators in the learning and sharing that is both social and forever. Pettersen (2006) explains that the goal of grammar instruction is to "shift the from good-versus-bad to curiosity" (p. 388). Indeed, what Pettersen contends is that grammar instruction can be both interesting and helpful when it is a real life context-when it is taken out of the prescriptive world of right and wrong and discussed for its social appropriateness.

Metalinguistic discussion (i.e., the use of grammatical terminology to talk about language) is seen by Stern (1992:327) as one of the characteristics of explicit grammar teaching. Burgess and Etherington (2002:440-441) also conclude that teachers believe that explicit teaching of grammar is favoured by their students because of expectations and feelings of insecurity. Students expectations of traditional, explicit grammar teaching have been confirmed by many teachers (cf. Borg, 1999a, b). While students favour formal and explicit grammar instruction and error correction, teachers favour communicative activities with less conscious focus on grammar (e.g., Brindley 1984; Kumaravadivelu 1991; Leki 1995; Schultz 1996, 2001; Spratt 1999). However, As Morelli (2003:33-34) has observed, "Grammar can be taught traditionally or contextually, but student perception should be

considered by teachers in the decision-making process. Students need to feel confident that educators have met their needs . . . and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar."

Even though the students prefer deductive grammar teaching method, it does not mean that the English teachers need only to explain the rules but they need also to make them meaningful and applicable for the learners. In classes that are designated for teaching grammar, grammar is taught explicitly either by presenting the rules and then giving examples, which is referred to as deductive reasoning, or by providing examples and then students arrive to the rule, which is referred to as inductive reasoning (Thornbury, 2000). Then, some communicative based tasks might be used to practice the rules (Andrews, 2007).

One of the examples proposed in the literature for explicit grammar teaching is the use of *consciousness-raising* (CR) grammar tasks (Ellis, 1995;Fotos, 1993).Ellis (1997) defines a CR task as "a pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it" (p. 160). He added that the purpose of a CR task "is to arrive at an explicit understanding of some linguistic property or properties of the TL" (p. 160). Thornbury (2000) asserted that the pro-grammar teaching researchers claim that through CR "learning seems to be enhanced when the learners' attention is directed to getting the forms right, and when the learner's attention is directed to features of the grammatical system" (p. 24). For example, in a research performed by Fotos (1994) with EFL Japanese college students to examine the effectiveness of CR grammar tasks, she found that having the students work together to analyze and discover the rules was effective in generating accurate understanding of the grammatical structures and in using the target language.

5. Conclusion

This research can have significant implications not only for Indonesian students, but also other EFL students learning English grammar. The investigation into the students' preference on grammar teaching methods can be an enlightening tool for English teachers, in making decision on what methods to use to teach English grammar to their students. The study has showed that Indonesian preferred deductive grammar teaching methods. Students are concerned with the the methods of grammar teaching the teachers use what they learn more than. Hence, EFL teachers need to highlight the importance of grammar lessons to students by organizing their grammar lessons in such a way that students understand the

usefulness of learning a particular grammatical component. The students need to be provided with the opportunity to apply what they learn in real life contexts to make them. The study also endorsed the significant role of the teachers in the decision making process and in curriculum design. Teachers need to actively engage in understanding student needs and adapt materials and teaching methods accordingly. The findings have important implications for English teachers that they need to master a variety of methods or techniques that will make the students both understand and are able to use the English grammar in the four language skills in real life situation.

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