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The Impact of Personality (Extroversion/Introversion) on Indonesian EFL Learners' Essay Writing Achievement

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Abstract

Personality is one of the factors which affect a students' writing achievement/ proficiency (Erton, 2010; Ellis, 2008), therefore we aim to explore the role of personality (extroversion/introversion) on the essay writing achievement of Indonesian EFL learners. Accordingly, 80 students were selected based on the Myers-Brigs Type Indicator (MBTI) Personality Test in the English Education Study Program, at the Universitas Negeri Medan, Indonesia. The study compared 40 extroverts and 40 introverts in their writing performance on a composition test. Then, the collected data were analyzed by using an independent sample t-test. It was found that there was a significant difference between extroverts and introverts in their essay writing achievement. In addition, the personality of an extrovert or an introvert had no impact on their organization, discourse or vocabulary, but there were significant differences in terms of content, syntax and mechanics in their essay writing. Moreover, both extrovert and introvert EFL learners actually have an equal opportunity to be proficient in their writing skill, but extrovert learners must give more attention to content, syntax and mechanics.

Keywords: *Extroversion, Introversion, Writing Achievement, MBTI Personality Test, Indonesian EF learners.*

Introduction

English has been an important language in the world as a global tool for international communication. Therefore, many universities in Indonesia have established an English Department in which each graduate is trained to be an English lecturer or teacher for teaching English in Indonesia. Moreover, English has been integrated into the Indonesian curriculum so all the learning and teaching English in Indonesia will be systematic and meaningful.

Practically, in teaching English process, writing skills are taught after listening, reading and speaking skills because writing skills are very difficult for most students in Indonesia (Wague and Hufana, 2013). Oshima and Hogue (1999) also asserted the difficulty of academic writing among other genres of writing, as it needs a long time to study and practice to improve the students' achievement in writing. So, this is very crucial to notice that writing skills are not a "product" rather it is a process for native speakers and learners of English as a foreign language. Thus, writing skills can be considered as a non-stop process occurring in a continuum of learning and revisions (Steele, 2004).

Sharpley (1999) virtually states that writing is an important skill which gives learners the authorization to put ideas into words about themselves, elaborate and explain ideas and

deliver the accurate information. Learners are able to convey their opinions or ideas by arranging them into a structured text so that others know their opinions and ideas.

English Learners' achievements in writing an essay are affected by many factors and according to Erton (2010) and Ellis (2008), personality is one of the factors that affect the students' competence and performance in second or foreign language skills because different personality types of students affects the way they study. Literally, personality is a unit of individual dissimilarities, which is widely constructed to have a net result on learning generally and SLA/FLA particularly. It gives an indication of being that personality trait has several types of outcomes on the learners' language learning (Hajimohammadi, 2011). Therefore, one of the crucial factors in achieving second/foreign language competence and performance, including writing skills, is the personality types of students (Spolsky, 1989; Gass & Slinker, 1994).

Most attention in second or foreign language research about personality type is between extroversion and introversion (Dornyei, 2005). Subsequently, according to Brown (2000), an extrovert is the dimension to which a person has a fundamental need to be presented in their self-image improvement, self-esteem, and a sense of completeness from another person. In contrast, introvert people are more fascinated in activities like writing, reading, and drawing than in activities, which require them to act in outgoing way like speaking, gossiping and so on (Naik, 2010). Actually, introvert and extrovert learners virtually can learn and work together if the lecturers or teachers help and facilitate them to communicate with each other and give introvert learners opportunities to take part equally with extrovert learners (Celce-Murcia, 2001).

Problem Statement

The findings in the area of EFL skills in relation to extraversion/introversion are not conclusive enough and mixed results have been reported. Dewaele and Furnham (1999) reported a study about extroversion versus introversion in EFL. He found that Extrovert learners are better than introvert learners while they acquire all competence and performance of the second/foreign language. In contrast, some scholars claimed that an introvert is much better than an extrovert when it comes to writing (Marefat, 2006; Wong, 2011 and Qomarudin, 2010). However, Karami (2001) found that there is no significant difference between extravert and introvert learners in terms of grammatical performance. Besides, the study evidently observed that some Indonesian EFL instructors and learners have this assumption that introverts may perform better in conceptual tasks (i.e., writing) than

extroverts when there is no requirement of oral performance and interactions. This study investigates to what extent these claims are true in relation to writing skills.

Research Question

1) Is there a significant difference between extrovert and introvert EFL learners' writing ability particularly in each item of a writing rubric?

Review of Literature

Personality Traits

Personality can be defined into two different ways 1) characterization and individuality, or as 2) the subjacent structure that brought on the position of characteristics (Boyle, Mathews and Saklofske, 2008). Therefore, each person has his or her own personality. But nowadays, the most happening and contrasted personality in foreign language learning is extrovert and introvert because those are very contrasting (Dornyei, 2005).

Brown (2000); Myer & Brigs (1998) claim that an extrovert is a very sociable person, has outside motivation, is an opportunist, and likes jokes or humor and crowds. Furthermore, Laney (2002) says that extroverts do not like to spend time alone. And in class, an extrovert likes debate, discussion, and explanation from other people such as teachers and his/her friends. She/he does not like to study alone; he/she likes to study with a group and they like to talk and show their ability.

In comparison, Naik (2010) and Laney (2002) claim that introverts are very quiet people, have inside motivation, are systematic, and avoid risks. They like to write and read rather than to talk and show up. So, introverts are the opposite of extrovert people. Furthermore, Richard and Schmidt (2002) report that an introvert likes to listen, think, stay with their ideas, and does not like to share with their friends in the classroom. She/he likes to do tasks by him/herself rather than discuss it with their group. Consequently, an extrovert is very contrastive from an introvert in terms of their way of learning and also their personality in daily life.

Many agree with Eysenck and Eysenck (1985) who suppose that an extrovert acts more quickly but less correctly in compound cognitive tasks such as writing, while introverts are slower but more precise. Introverts' apprehension of punishment makes them to be

cautious and to act more carefully. Therefore, they act more precisely in using linguistic forms.

Moreover, Dewaele (2012) defines that introverts have less STM capacity and the reduced STM capacity in L2 domain means that the linguistic information units would have to be line up before being processed which slows down the language proficiency and brain processing. In addition, the combination of extroverts' speed of retrieval of information from memory and their higher degree of physiological stress resistance would explain their better performance in high stimulation environments such as a foreign language classroom (Dewaele, 2012). Although extroverts are hypothesized to have better short-term memory, introverts are believed to possess a wider long-term memory and perform better in learning due to their long term memory and concentration than extroverts (Eysenck & Eysenck, 1985).

Extrovert Versus Introvert EFL Learners on Writing Achievement

There are many studies about the correlation of personality (extrovert/introvert) with writing competence. Different findings of the studies have appeared due to the difference of method and theory on analyzing the data. Therefore, the different findings of the scholars are presented as follows.

Wakamoto (2000) with the subjects of 254 students in junior college from English major conducted a study on the correlation of Language Learning Strategy and Extroversion found that extroverts prefer to have 'functional practice strategies' and 'social affective strategies'. Wakamoto (2000) says that it is significant for language learning especially in communication either to speak or to write. Social affective strategy is not so dissimilar. By applying this strategy, extrovert learners like to ask questions to other persons, or in other words, they communicate more. Therefore, by having these two strategies, extrovert people get more benefits in this case than introverts do.

In addition, Zhang (2008) came up with a research project that was conducted by Naiman. The conclusion of the research was not the same with a previous research study that was conducted by Brown (2000) who concluded a negative correlation between extroversion variable and acquiring second language variable. Meanwhile, Zhang (2008) mentioned that Naiman did a research at Canadian High School in grades 8, 10 and 12 who were learning French as a foreign language. The number of the subjects was 72 students. In his research, he found that most subjects, including writing, who get high grades are considered extrovert (around 70 %). This means extroversion plays great role on it.

Furthermore, Dewaele and Furnham (1999) have discussed 30 results of research.

Their conclusion is “extroversion was found more articulate than introverts in both L₁ and L₂ for all communicative skills (speaking, reading, listening and writing)”.

In contrast, Callahan (2000), who used the MBTI instrument to determine subjects’ character, tried to find the relation between reflective writing and character type. He concluded that extrovert learners are good talkers but perform low in writing. Opposed to its counterpart, group Introvert, their journal writings seems to be “voluminous”. The finding by Callahan above might become what most Indonesian people see about how extroverts and introverts differ. Learners who love talking like an extrovert person might not be as good in writing, but ones who read more (introvert) will perform excellently (Byrne, 1991). That is why Eisterhold (1990) says that to master writing, one should read a lot because better writers tends to be better readers.

Moreover, Ellis (2008) found that introvert learners are better at developing cognitive academic language proficiency (CALP) than extroverts because many introvert learners cough up more time for reading, writing and trying to produce accurate language. For information, Cummins (2008) says that CALP is the students’ ability to understand and express in both written and oral modes, concept and ideas that are relevant to success.

On the other hand, Marefat (2006) did a study about the correlation of students’ personality in relation to performance of writing in class. Research subjects were 42 male and 44 female EFL learners. The Myers-Briggs Type Indicator (MBTI) was used to determine students’ character whether extrovert or introvert. And in the conclusion, she found no significant difference in how extrovert or introvert determines writing scores. Additionally, MacIntyre and Charos (1996) claim that in the case of learning language, either extrovert or introvert have the potential in mastering communicative skills in the target language depending on the context and method of instruction.

Consequently, there are three debatable conclusions from the previous studies. Firstly, extroverts are better than introverts in second language learning, particularly composition tasks such as essay writing. Secondly, introverts are better in writing composition task. And thirdly, there is no correlation between personality type and second language learning. Therefore, to find out the significant difference between extroverts and introverts EFL learners in Indonesia, a research on the impact of Personality (Extroversion/Introversion) on Indonesian EFL learners’ essay writing achievement had been conducted.

Methodology

Participants of the Study

This study was conducted with 40 extrovert and 40 introvert EFL learners from English Education Study Program *Universitas Negeri Medan*, Indonesia. The ranges of their ages were between 18 and 22. Hence, the total numbers of the participants were 80 university students selected from 182 students. By administering MBTI questionnaire, the personality of 182 students was covered in three types of personalities. 92 students were extroverts, 56 students were introverts, and 36 students were neutral (the score of extrovert and introvert were balanced). Then, 40 extrovert EFL learners were purposively chosen from 92 students and 40 introvert EFL learners also were purposively taken from 56 students. They were chosen based on the score of their personality traits questionnaires.

Materials

Myers Briggs Types Indicator (MBTI) questionnaire: This questionnaire was created and developed by Myers & Briggs in 1998. This questionnaire consisted of 70 questions. Actually, the MBTI personality traits questionnaire measured the students' personality on extroversion or introversion. The questions, which relate to examining the respondents whether they are extrovert or introvert (E/I), are number 1, 8, 15, 22, 29, 36, 43, 50, 57 and 64. Although the questions for E/I were only ten (10) questions, these questions could not be separated from the others questions because this questionnaire was united because the other questions only want to classify what kinds of E/I the respondents are. Additionally, many researchers have conducted their research on the correlation between personality and language skills and they used this questionnaire to find out the personality type of the learners such as Wakamoto, (2007), Marefat (2006), Carrell (1995).

Composition test: A descriptive writing text test was administered to both extrovert and introvert groups. The test was asking the students to write a descriptive text of at least 250 words. The topic of the writing test was about to describe a person with the title "My Best Friend". Thus, the test was only one question. For the information, a descriptive text is one of the genres in writing skill that have to be mastered by the English learners in Indonesia.

Writing rubric/evaluation checklist: The rubric was related to Brown (1991) cited in Brown (2007). And this rubric applied the six (6) indicators in assessing writing. The six (6) indicators were; content, organization, discourse, syntax, vocabulary and mechanics. For all components, students got the score exactly 100 points in which the score for content was 24

points, organization was 20 points, discourse was 20 points, syntax was 12 points, vocabulary was 12 and mechanics was 12 points.

Research Procedure

Step one: the reliability of the questionnaire and writing test were measured. In order to establish the reliability of the questionnaire, a pilot study was carried out on population of 50 students from English Education Study Program, *Universitas Negeri Medan* Indonesia. Using Statistical Package for Social Science (SPSS) program 21.0 Version, the result of the Cronbach's Alpha was 0.832. And then, in the writing test, the researcher used the inter-rater reliability. The examiners were two lecturers in the English Education Study Program, *Universitas Negeri Medan*. The result shows that there was no great discrepancy among the score mean from the first, and the second examiner on scoring the EFL learners' essay writing particularly descriptive text with the fact that by using Statistical Package for Social Science (SPSS) program 21.0 Version, the result of the Inter Rater Reliability (IRR) or Kappa on the students' writing score was 0.703.

Step two: The selected homogenous students were asked to fill up the MBTI questionnaire in 15 minutes. With a brief time interval after filling up the MBTI questionnaire, the students were given a situational writing task on a specific topic in order to write one essay composition in a determined time of 60 minutes.

Step three: 40 essay compositions of extrovert learners and 40 essay compositions of introvert learners were taken randomly to be examined and analyzed. Students' writings were graded by three raters. The raters were two experienced teachers and the researcher. They were trained to score the writings based on Brown (2007) writing rubric. The mean of scores given by three raters on each student's writing test was assigned as the score on writing ability of that student. After collecting the data, the given scores by examiners and the personality traits of students (extraversion-introversion) were analyzed by SPSS version 21.0.

Findings and Discussion

Findings

Question Analysis: Before running the required parametric tests, the normality assumption of the distributions was confirmed. After running the experiment, independent samples t- test were employed for the computation of the data. To the extent that the research question is examined, an independent samples t-test runs to the results of the writing tests of introvert EFL learners and extravert EFL learners. It was applied to compare their writing

ability. The comparisons of the scores mean are presented on the following table.

Table 1: *Descriptive Statistics for introvert and extrovert EFL learners' writing score.*

	Personality	N	Mean	Std. Deviation	Std. Error Mean
Writing	Extrovert	40	70.625	9.388	1.484
	Introvert	40	76.050	9.035	1.429
Content	Extrovert	40	16.575	3.775	.597
	Introvert	40	18.475	2.038	.322
Organization	Extrovert	40	15.175	2.479	.392
	Introvert	40	15.225	2.597	.411
Discourse	Extrovert	40	14.650	2.293	.363
	Introvert	40	13.975	2.616	.414
Syntax	Extrovert	40	7.625	.897	.142
	Introvert	40	9.275	1.485	.235
Vocabulary	Extrovert	40	8.950	1.431	.226
	Introvert	40	9.250	1.463	.231
Mechanics	Extrovert	40	7.650	1.189	.188
	Introvert	40	9.850	1.145	.181

Table 1 depicts the values of means and standard deviation along with standard error of the mean for the two groups on writing generally, on content, organization, discourse, syntax, vocabulary and mechanics specifically. The mean score of the introvert group was 5.425 points higher than that of the extrovert group in terms of writing score. In general, the introverts group outperformed the extrovert group such as content. The mean score of introvert group was 1.9 points higher than that extrovert group. In syntax, the introvert group outperformed the extrovert group by about 1.65 points. In vocabulary, the mean score of extrovert group was only 0.3 points lower than that of the introvert group. Then in mechanics, the introvert group had on average 2.2 points higher than the extrovert group. However, in organization, the introvert group only had 0.05 point higher than the extrovert group. Furthermore, only in terms of discourse score the extrovert group outperformed the introvert group roughly 0.675 points.

Table 2: *Independent sample t-test for extrovert and introvert EFL learners' writing score*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Writing	Equal variances assumed	.586	.446	-2.633	78	.010
	Equal variances not assumed			-2.633	77.886	.010
Content	Equal variances assumed	28.561	.000	-2.801	78	.006
	Equal variances not assumed			-2.801	59.953	.007
Organization	Equal variances assumed	.000	.994	-.088	78	.930
	Equal variances not assumed			-.088	77.834	.930
Discourse	Equal variances assumed	1.504	.224	1.227	78	.223
	Equal variances not assumed			1.227	76.683	.224
Syntax	Equal variances assumed	13.906	.000	-6.016	78	.000
	Equal variances not assumed			-6.016	64.119	.000
Vocabulary	Equal variances assumed	.003	.954	-.927	78	.357
	Equal variances not assumed			-.927	77.962	.357
Mechanics	Equal variances assumed	2.560	.114	-8.432	78	.000
	Equal variances not assumed			-8.432	77.890	.000

The independent sample T-test procedure (table 2) offered two tests of the contrast

between the introvert and extrovert groups. In terms of writing score mean, the significance index of the Levene statistic was .446 (greater than .05); it could be assumed that the groups had equal variances. Based on Table 2, there was significant difference between the mean scores of the two groups in terms of their writing score generally ($p \leq 0.05$). Therefore, the extroverts and introverts were not at the same level of proficiency in terms of their writing ability in the administered writing test. In terms of content, syntax and mechanics specifically, there were significant differences between the mean scores of two groups ($p \leq 0.05$). On the other hand, there were no significant differences between two groups in terms of organization, discourse, and vocabulary ($p \geq 0.05$). Therefore, both extrovert and introvert EFL learners actually have the opportunity to be proficient in writing an essay but extrovert EFL learners should give more attention on cognitive tasks in writing such as content, syntax and mechanics.

Figure 1: The general comparison between extrovert and introvert EFL learners in terms of their writing score.

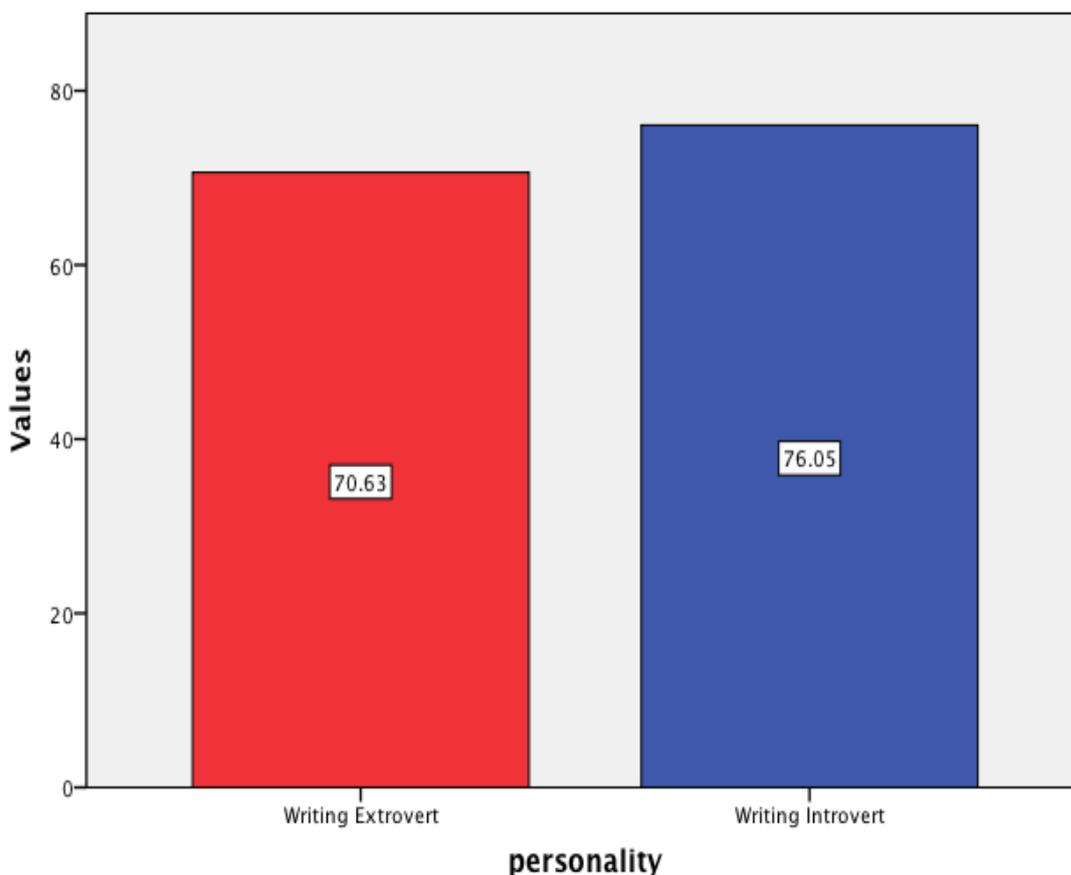
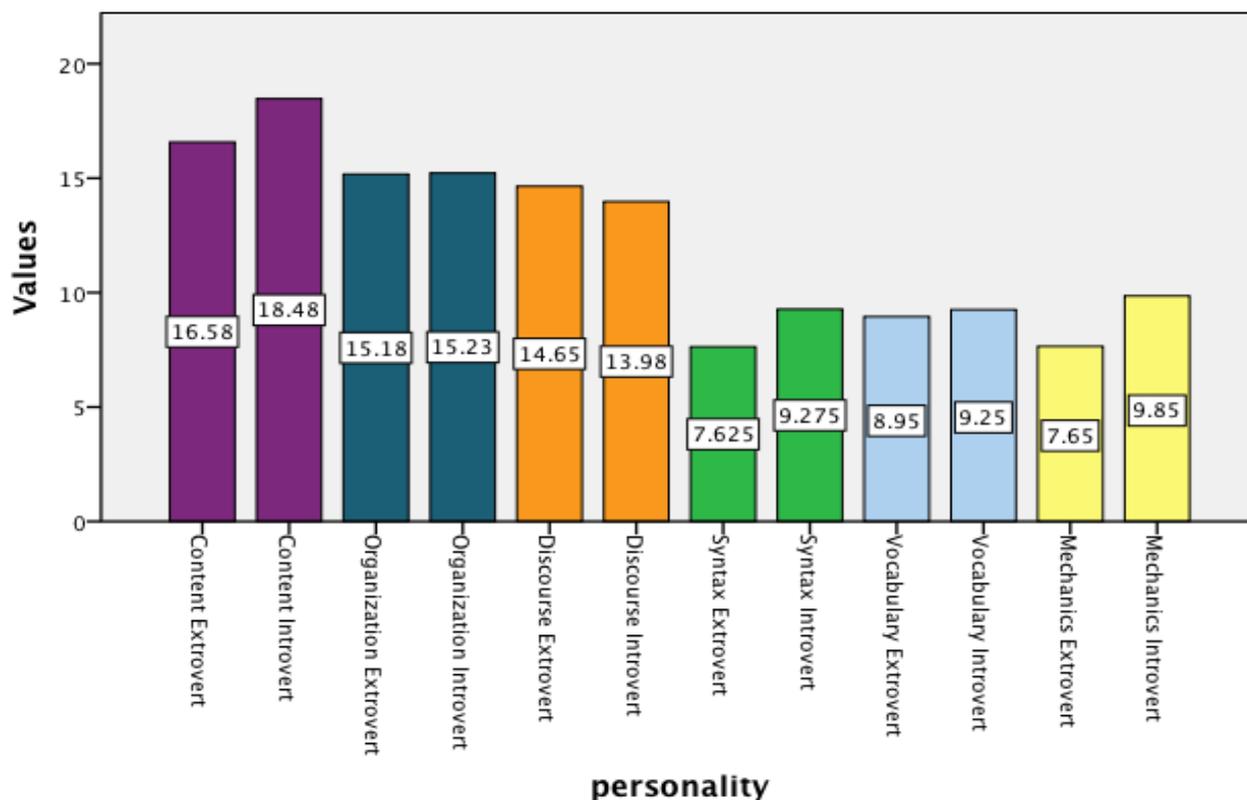


Figure 2: The specific comparison between extrovert and introvert EFL learners in terms of their score based on the indicator in Brown (2007) writing rubric



Discussion

Independent samples t-tests were applied for comparing extroverts and introverts’ writing scores in respect to their personality differences. The findings confirmed that extrovert EFL learners were significantly different from introvert EFL learners in essay writing ability in the English Education Study Program *Universitas Negeri Medan*, Indonesia. Furthermore, the results can be discussed in another way, which view the idea of extroverts as good learners due to their sociability behaviors to be misleading.

Unfortunately, such admiring positive views toward extroverts have influenced teacher’s perceptions and judgments about the students (Brown, 2007). In EFL teaching classrooms, the speaking skill is the most dominant over other skills. In fact, students who speak more and use the chance to interact would be considered as active learners and the positive attitude of teachers to such students will influence their judgments about those students’ learning abilities. The result of this research resolves these problems that extroverts are not better than introverts since in this present research findings the introvert group outperformed the extrovert group in most of the indicators of essay writing that are related to

Brown (2007).

To sum up, it seems that both extroverts and introverts have specific strengths and weaknesses in second language learning and second language production. In addition, McDonough (2002) believes that some personality types such as; introversion, self-confidence and self-efficacy have been suggested to be conducive to learning a foreign language; these correlations have proved to be rather strong.

The finding of the present study seems to be compatible with the findings of Carell et al.'s (1996) study that reports no significant relationship between extroverts/ introverts and their performance on grammar, writing and reading comprehension tests. Also, it cancels the findings of Nejad et al. (2012), which found no significant relationship between personality and writing ability. Moreover, the findings of this research are on the opposite side of some linguists and psychologists' theories at least in writing skills.

And then, this recent findings cancel the previous research finding which mentions that extroverts are better than introverts in second language learning such as Wakamoto (2000) and Zang (2008), and which mention that there is no significant difference between extroverts and introverts in second language learning such as Marefat (2006) and Nezhad, Jahandar & Khodabandehlou (2014). This recent research finding agrees more with Callahan (2000) and Ellis (2008) who mention that introverts are better than extroverts in writing ability. Then many agree with Ahmadian and Yadegari (2011) who believes that teachers can group students based on their personality traits and give them appropriate communicative tasks to develop their writing skills and speaking skills as well.

Conclusion

All in all, the findings emphasize on there being a significant difference between extrovert EFL learners and introvert EFL learners in essay writing ability in EESP UNIMED, Indonesia. It gives a clear answer to the previous mixed results in this area and increases the role of personality in language proficiency, particularly writing. In other words, the notion of the person who is skilled at learning and then applies that skill to a language resolves some of the problems of conceptualizing individual differences and their significance (McDonugh, 2002). Therefore, the extroverts and introverts were not at the same level of profeciency in terms of their writing ability in the administered writing test especially descriptive text test. Such a result answered to the research questions and confirmed that this study agrees with the previous scholars who mentioned that there is significant difference between extroversion and introversion in terms of writing skill. However, extrovert and introvert EFL learners

actually have an equal chance to be excellent in writing an essay but extrovert EFL learners should give more attention to improve on content, syntax and mechanics as the indicators in essay writing.

Suggestions

Future research in the area of personality in EFL might well consider on these personality traits and other personalities as well (such as neuroticism) and their effects on writing ability where the stress and self-confidence may respectively link to the learning performance. Additionally, this study suggests further research in this area of other skills (speaking, reading and listening) on English as a foreign or second language with a larger sample.

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Japanese Students' Interest in CLIL: The Role of Individual Differences

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Abstract

Japanese university students' interest in taking a Content and Language Integrated Learning (CLIL) course conducted in English was assessed. In addition, a questionnaire was utilized to measure intrinsic motivation, international outlook, and anxiety. An independent sample t-test in SPSS was performed in order to look at how these individual differences differ between the two groups; those who expressed interest and those who did not express interest. Intrinsic motivation and international outlook showed significance with medium to high effect size, while anxiety did not show any significance between the two groups. Participants who showed interest also ranked on a 4-point scale their preference in taking 14 different academic content courses. While participants who did not show interest in taking a CLIL based course provided reasons for this lack of interest. After analyzing their responses, self-efficacy appears to be a pivotal reason for their lack of interest. In the discussion, we address how CLIL needs to become more inclusive rather than exclusively designed to meet the needs of the highly motivated and competent learners. Instructors need to find ways to make CLIL courses more accessible to those who are interested in taking such a

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course, but lacking belief in their own ability to do so.

Keywords: CLIL, Motivation, International Outlook, Anxiety, Self-efficacy, Japan, English

1. Introduction

The Japanese Ministry of Education, Culture, Science and Technology (MEXT) continually launches new proposals in order to further improve the English ability of Japanese students and enhance the overall English curriculum from primary schools up to the university level. In 2002, MEXT developed one such action plan with the aim “to cultivate Japanese with English abilities” (MEXT, 2002), which emphasized broadening students’ “practical English” skills. In order to accomplish such a task, the goal was to change the language of instruction in English classes from being conducted predominantly in Japanese to English. Recently a new proposal called the “Five Proposals and Specific Measures for Developing Proficiency in English for International Communication” (MEXT, 2011) has reinforced this pledge to increase the opportunities for meaningful communication in English, as well as recognizing the need to improve teacher training and maintain student motivation towards learning English. In the field of Second Language Acquisition (SLA) these proposals would hardly seem innovative or groundbreaking, but they do point out a few important goals for English education in Japan, most importantly the emphasis on meaningful interaction and recognizing the importance of motivation on language learning.

One teaching model that may address many of these goals for English education in Japan is Content and Language Integrated Learning (CLIL). The popularity of CLIL cannot be understated for it has quickly spread from Europe across Asia and in 2013 the Asian EFL Journal devoted a special journal edition entitled “CLIL in Asian Context: Emerging Trends” (December 2013, vol. 15, issue 4). In this paper we will first explore the emergence of CLIL and then look at the feasibility of adapting this model into the English curriculum at a university in northern Japan. In order to adapt CLIL at the local level, we decided to first assess students’ interest in taking a CLIL modeled course. Not only is student interest in taking a CLIL modeled course important to evaluate, but we also want to know more about what type of academic courses these students would be most interested in taking. Most available CLIL books only provide information about a limited number of content courses centered on three academic themes: History, Geography, and Science. We want to expand this to include a broader array of university types of courses. Finally, we want to analyze how

certain individual differences such as motivation, anxiety and international outlook influence the students' interest in taking a CLIL course. So in the following sections, we will first introduce CLIL, look at CLIL from a Japanese perspective, briefly review the individual differences used in this research, and then look specifically at the research we conducted at Hirosaki University, Japan.

2. CLIL

CLIL is a term coined in the 1990s, and is often referred to as a “dual-focused approach” to language learning where emphasis is equally placed on both learning content and an additional language in the classroom (Mehisto, Marsh, & Frigols, 2008, p. 9). It began first in Europe and its rapid spread throughout the continent even surprised the strongest advocates of CLIL (Maljers, Marsh, & Wolff, 2007, p. 7). Marsh (2002) describes it as “a pragmatic European solution to a European need” (p. 11). Though recently with a little more fervor he goes so far as to say that it is the “catalyst for change in language education” (Marsh & Frigols, 2007, p. 33). Graddol (2006), likewise, states that many practitioners call it “the ultimate communicative methodology” (p. 86).

Eurydice (2006, p. 22) lays out various objectives of CLIL from preparing students for future job prospects within internationalized societies and becoming more tolerant to cultural differences, to motivating learners through purposeful learning and emphasizing meaningful communication in the language lessons. Coyle (2007) developed a framework that categorizes these central objectives of CLIL into what she labeled as the 4 Cs of CLIL, namely: content, communication, cognition, and culture. CLIL widens the language learning experience by bringing academic content into the language classroom, which provides students opportunities and activities that maximizes their chances to interact and communicate in meaningful ways. In addition, the aim of CLIL is to challenge learners by building higher order cognitive thinking skills with the intent of helping learners go beyond the memorization and recitation of facts and have them construct their own meaning, explore and synthesize relationships, use analogies to extend meaning, and creatively generate new ideas. Finally, studying a foreign language opens up a dialogue about culture that encourages self-reflection, greater international understanding, cultural awareness, and the discovery of the plurality and multiplicity of culture.

The positive accolades bestowed upon CLIL are numerous and far reaching insofar as CLIL having a positive effect on student motivation (Seikkula-Leino, 2007; Lasagabaster, 2011; Doiz, Lasagabaster, & Sierra, 2014), vocabulary knowledge (Sylvén, 2004; María,

Catalán, & De Zarobe, 2009), spontaneous oral production, as well as, overall linguistic skills (Lorenzo, Casal, & Moore, 2010). Though Bruton (2011) advocates caution when interpreting the Lorenzo et al. (2010) findings suggesting methodological errors and the process of selecting students for the CLIL instruction group are at an advantage over the control group, which is usually a “traditional” foreign language classroom group. In addition, in the Seikkula-Leino (2007) study despite the CLIL group being more highly motivated, this same group showed lower levels of self-esteem. Moreover, some researchers (Cenoz, Genesee, & Gorter, 2013) have recently expressed their concern about CLIL having a “bandwagon effect” and suggest the need to view it from a more critical perspective. This is especially pertinent as they insist that the field needs to clarify a more agreed upon definition of what CLIL is, so experiences can be meaningfully exchanged between teaching environments.

2.1 English Education and CLIL in Japan

As briefly mentioned in the introduction, over the past years MEXT has urged not only universities but also primary and secondary schools to radically reform their curriculum to correspond more tightly to the needs of globalization, especially regarding their English curricula. In addition, several programs, such as "Global 30 Project" and "300,000 International Student Plan", have pressured Japanese universities to raise their standards and conform to MEXT's aim for internationalization. Both of the abovementioned projects' goal is to attract as many international students as possible to come study in Japan. The former project mentioned is designed to attract international students to study at one of Japan's elite universities that have been selected to participate in this project, while the latter has the ambitious goal to raise the number of international students studying in Japan to 300,000 by 2020.

Within this context, CLIL has made its way into the Japanese tertiary education system though mostly at high-profile universities, such as those selected to be part of MEXT's Global 30 Project. For example, in 2012 Tokyo University began offering an entire undergraduate degree in English at Komaba (see <http://peak.c.u-tokyo.ac.jp/index.html> for more information on this program). The Faculty of Liberal Arts at Sophia University in Tokyo also conducts all their content courses (Economics, Political Science, History, Anthropology, etc.) in English (see <http://www.fla.sophia.ac.jp> for more information). Recently, a few books have also been published in Japanese on the topic of CLIL (Sasajima, 2011), especially ones coming out of the program at Sophia University (Watanabe, Ikeda, & Izumi, 2011). Other universities, such as Tohoku University, Waseda University, Kyoto

University and others, offer various opportunities for those who seek a degree in an English-taught curriculum. Nonetheless, using English as a medium of instruction (EMI) for content courses is definitely not restricted to these 13 universities in the Global 30 Project. Brown and Iyobe (2014) report "that, as of 2006, approximately 1/3 of Japanese universities offered some kind of EMI courses, with 1/4 of all universities (194 universities) offering EMI to undergraduates (MEXT, 2006, 2009)" (p. 9).

Undoubtedly, the efforts to comply with MEXT's requirements are visible at the top ranked universities in Japan where relevancy and necessity for such changes are immediate. Although CLIL methodology has successfully been integrated into these universities' programs, how successful they can be integrated at local universities (e.g. rural universities outside of the Global 30 Project) still remains an issue that needs to be investigated. The number of foreign students studying at these top-tier universities is much higher than at local universities. Moreover, the Japanese students attending these top-tier universities are likely more motivated to learn English and probably find these types of programs more relevant for their future than students at Hirosaki University (a local, rural university in northern Japan). Brown and Iyobe (2014) conclude their study by saying that "current trends may be pushing EMI towards a more international student base." They also recognize that "programs develop differently in response to local needs" (p. 18). Little has yet been reported about Japanese students' interests in such courses at a regional level, hence, this study's attempt in filling that gap.

3. Individual Differences and Language Learning

The concept of individual differences is a rather loose term with broad meaning. Individual differences in a second or foreign language often points to some core differences like personality, aptitude, and motivation. While also including such variables as learner styles, learning strategies, anxiety, and self-esteem. There has been an extensive amount of research into individual differences both within the fields of psychology (Eysenck, 1994) and second language acquisition (Robinson, 2002; Skehan, 1991). In this paper we will discuss the following: various approaches to motivation, anxiety with a foreign language, and self-efficacy.

3.1 Motivation

Motivation refers to the process that energizes, directs and sustains an activity (Schunk, Pintrich, & Meece, 2008). Motivation research is mostly interested in the interrogative word, why. Such as, why do people choose to do one thing and not the other? And, why do people

persevere in doing such an activity? Some theories propose that having a purpose or achievement goals motivates human action (Ames, 1992; Nicholls, 1984), while others view motivation as a self-regulatory process to satisfy the need for competence (Elliot & Dweck, 2005). The importance of motivation in regards to second language acquisition cannot be understated and subsequently the amount of research in the field is unquestionably rich and vast. The next section will try to condense it and highlight some of the more important elements that are relevant to this research.

3.1.1 Motivation in SLA

In the field of second language acquisition (SLA), Gardner and Lambert (1959) developed a socio-educational model of SLA with motivation playing a pivotal role that dominated the field for many decades. As this model subsequently developed, Gardner (2000) argued that motivation is highly influenced by two variables: attitudes toward the learning situation and integrativeness. The latter term refers to a “genuine interest in learning the second language in order to come closer to the other language community” (Gardner, 2001, p. 5). Though many in the field felt that “this particular approach was so dominant that alternative concepts have not been seriously considered” (Crookes & Schmidt, 1991, p. 501). To which Dörnyei (2005) looking to extend this construct of motivation in SLA adapted a mainstream view in psychology called possible selves (Markus & Nurius, 1986). These possible selves refer to ideas of how one conceptualizes future potentials of how one might become, how one would like to become, and how one is afraid of becoming (Markus & Nurius, 1986). Markus and Ruvulo (1989) claim that possible selves are “specific representations of one's self in future states and circumstances that serve to organize and energize one's actions” (p. 212). So these possible selves are important factors to motivation, which Dörnyei (2005) developed into what he called, the L2 Motivational Self System. This system is composed of three dimensions: the *ideal L2 self* (one's desires and goals in learning the language), the *ought to self* (one's perceived obligations and responsibilities in learning the language), and the *L2 learning experience* (the language learning environment and perceptions accumulated from past successes and failures with learning the language). Dörnyei unquestionably has had a major impact in the field of motivation studies in SLA, yet another theory from psychology provides meaningful structure to understanding the importance of intrinsic motivation on learning called Self-determination theory (SDT) (Deci & Ryan, 1985).

One of the key components of SDT is distinguishing between intrinsic and extrinsic motivation (Deci & Ryan, 1985; Harter, 1981). Extrinsic motivation prompts one to act in a

certain way based on the expectations of some external reward (money, a job, a good grade) or fear (getting punished, failing a course, or disappointing a parent or teacher). Conversely, intrinsic motivation is the spontaneous and autotelic act of doing something simply out of enjoyment or interest in the activity. In many ways it is similar to Csikszentmihalyi's theory of "Flow" (1990). Being intrinsically motivated in an activity often refers to the feeling of being absorbed and captivated in the activity where one performs and persists at it not for some end result or to avoid some negative outcome, but from the sensation of being fully engaged by it. Intrinsic motivation can be further divided into three separate dimensions: stimulation, knowledge, and achievement. While extrinsic motivation within SDT is not in binary opposition to intrinsic motivation, but rather is on a continuum from externally regulated extrinsic motivation to introjected extrinsic motivation, which is closest to being intrinsically motivated. Being neither intrinsically nor extrinsically motivated is called amotivation, or the complete lack of desire to do an activity for believing that it has no value whatsoever.

Noels and colleagues (Noels, 2001; Noels, Clément, & Pelletier, 1999; Noels, Pelletier, Clément, & Vallerand, 2000) have done extensive research in the foreign language classroom using SDT, as the theoretical framework to study motivation. For example Noels, Clément, & Pelletier (1999) used a questionnaire developed from SDT that sought to measure intrinsic motivation, the three subtypes of extrinsic motivation, and amotivation in order to examine "how students' perceptions of specific aspects of teachers' communication style are related to motivation" (p. 23). Results showed that students' perception of the teachers' communicative style directly influenced their motivation for students with higher levels of intrinsic motivation perceived their teachers as less controlling. In a somewhat similar design, this research looks at how intrinsic motivation influences one's choice or interest in taking a CLIL based course in English.

3.1.2 Motivation as Effort & Persistence

In addition to intrinsic motivation, motivation is about "energy", which is the effort one puts into the activity, as well as, the desire to "sustain" this activity, which is the persistence to maintain a high level of effort in performing this activity. In Gardner's (1985) socio-educational model, effort is one of the three components that he insists must be present to describe motivation in language learning, along with the desire to learn and satisfaction with the task at hand. Kanfer and Ackerman (1989) describe motivation as "the direction of attentional effort, the proportion of total attentional effort directed to the task (intensity), and the extent to which attentional effort toward the task is maintained over time (persistence)" (p.

661). Effort and persistence are probably the two most basic observable traits surrounding motivation for when a person performing an action like learning a language shows consistent effort over an extended amount of time, observers will naturally infer that this individual is highly motivated. For this research these are also important motivational traits for effort and especially persistence will likely have a strong influence on how one responds when confronted with the choice of whether or not one would be interested in taking an additional course in English.

3.1.3 International Outlook

International outlook is another important motivational concept within language learning that emerged out of the influential socio-educational model of Gardner and Lambert (1959; 1972). As previously mentioned, integrativeness, which can be defined as the desire to meet, communicate with, and integrate into the foreign language group, along with attitude towards the learning situation are the driving forces behind the motivational system. Yet the motivational orientation of “integrativeness” within an EFL context began to lose its explanatory power (Lamb, 2004), as the English language no longer is associated with any single culture or group of people, but a more powerful concept of globalization. Studying “World Englishes” (Kachru, 1992), a student no longer hopes to integrate into any specific culture, leaving this construct “untenable” (Coetzee - Van Rooy, 2006) and in turn leads to the possibility of an alternative motivational framework that Yashima (2009) has labeled “International Posture”. This alternative to integrativeness views the learning of English in the Japanese EFL context as a way for Japanese learners to be connected to an imagined international community. English is no longer connected to any specific group of people, but more of an abstract community of speakers outside of the Japanese borders. So in fact it is not so different than “integrativeness”, for it simply replaces that specific “foreign language group” with a more nonspecific “international group”. This international outlook or this desire to integrate into a larger international community may also play an important role in influencing a learners’ interest in taking a CLIL based course in English.

3.2 Anxiety

Researchers have examined anxiety by looking at what kind of debilitating or facilitating affect (Alpert & Haber, 1960) it may have on language proficiency. In a language classroom, anxiety is often defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284). Language anxiety should be viewed as a situation-specific anxiety

and different from trait anxiety, which is “a more permanent predisposition to be anxious” (Scovel, 1978, p. 137). Language anxiety is often viewed as having a negative relationship with overall language learning. Anxiety affects one’s willingness to communicate (MacIntyre & Charos, 1996; Hashimoto, 2002; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) and can also negatively influence second language achievement (Horwitz, 2001; Young, 1986), oral aspects of language use (Aida, 1994; Phillips, 1992), as well as, reading in a foreign language, and can disrupt cognitive processes in acquiring the second language (Eysenck, 1979; MacIntyre & Gardner, 1994). In addition, Crookall and Oxford (1991) reported that serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and in the end has the potential to impede proficiency in the second language. Research (Kitano, 2001) has also found that students’ anxiety levels will change depending on various contextual factors that appear to influence it; such as fear of negative evaluation and perceived linguistic ability. For example, a lower perceived ability as compared to peers increases students’ level of anxiety. Kondo and Yang (2003) found similar findings in the Japanese context namely that classroom anxiety was associated with low proficiency and fear of a negative evaluation by classmates.

Despite this large amount of research that supports the debilitating view of anxiety and the overall negative relationship between anxiety and foreign language proficiency, some have found anxiety to be beneficial. This “facilitative” view of anxiety in contrast considers the possibility that anxiety might actually enhance performance. Brown et al. (2001) in a large study that looked at Japanese students studying at Temple University found the high proficiency group to be more anxious than the lower and middle groups. As motivation clearly has a positive influence on one’s interest in learning a foreign language, anxiety seems to have a debilitating effect and blocks one’s interest in learning, though this is a little more controversial and some anxiety could actually enhance learning. In this research, we are interested in what influence anxiety has on one’s interest in taking a CLIL based course.

3.3 Self-efficacy

Self-efficacy is a term developed by Bandura (1977; 1997) and is a key component to social cognitive theory. Self-efficacy is one’s perceived capability in being able to accomplish a given task at a particular level. Self-efficacy beliefs naturally vary depending on the domain. One student might have very different self-efficacy beliefs in regards to learning a foreign language than to learning a first language. Self-efficacy beliefs are directed towards future tasks and therefore may have causal influence on one’s motivation and choice to pursue such a task. Bandura (1997) provided evidence that self-efficacy is positively related

to the amount of effort and persistence one exerts in doing and persevering in the specific task. Pajares and Miller (1994) also showed that self-efficacy is predictive of future academic achievement in mathematical problem-solving by college students. Specifically to the field of second language learning, though research is rather scarce, self-efficacy has been shown to be positively related to reading proficiency for foreign language learners of French in the USA (Mills, Pajares, & Herron, 2006), as well as, overall academic success in French (Mills, Pajares, & Herron, 2007).

Self-efficacy is an important determinant of activity choice, as well as, the amount of effort they exert in this activity and how long they persist at doing this activity (Schunk & Pajares, 2009). This research is especially concerned about this idea of choice and what factors may influence this choice, especially in regards to students expressing interest in taking a CLIL based course in English. Interest, specifically refers to “the psychological state of engaging or predisposition to reengage with particular classes of objects, events, or ideas over time” (Hidi & Renninger, 2006, p. 112). Students studying a foreign language naturally are already engaged in studying the language (though some more than others), yet after the required courses are completed, they have a choice to reengage with the language or to become disinterested with it and discontinue studying it.

4. Research Questions

In this research we have the following four research questions.

1. Are 1st year Japanese university students interested in taking content-based courses in English?
2. What kind of content-based courses are they most interested in taking?
3. What would they most like to change about English teaching at the university?
4. What is the relationship between interest in CLIL courses and one’s overall motivational intensity to learn English and anxiety with English?

5. Methodology

5.1 Participants

A group of 204 (102 males and 102 females) undergraduate students from a national university in northern Japan who were enrolled in a required English course in the 2nd term took part in this research. Their age was not collected in the questionnaire, but the majority of these students are 1st year students. All the participants were of Japanese nationality. This group can be further divided into their respective faculties as follows:

- Humanities, n= 42 (21%)
- Science and Technology, n= 57 (28%)
- Education, n= 45 (22%)
- Agriculture and Life Sciences, n= 32 (16%)
- School of Health Sciences, n= 28 (14%)

5.2 Procedure

During the first two weeks in November 2014, which was in the middle of the term, a questionnaire was distributed to the participants to fill out during the first 10-15 minutes of their English class. The classroom teacher distributed the questionnaires to the students and told them to take their time to answer the questions; that it was voluntary and not a required part of the course, and that all the information provided would remain anonymous and used only for the purpose of research.

5.3 Material

The questionnaire was 3 pages in length. The first page was a cover page that simply asked the participants' gender and faculty. The second page of the questionnaire had two parts. The first part specifically asked the participants the following question:

If this university offered content-based classes like geography, history, psychology, and so on in English, would you consider taking such a course?

They were forced to choose between a binary response of "Yes, I think so" / "Yes I kind of think so" and "No, not really" / "No, I don't think so". If they chose the "yes" answer here, they were then asked to rank on a 4-point scale what kind of content-based courses they would like to take. The 4-point scale looked as follows: (1) "I would not like to take", (2) "I wouldn't really like to take", (3) "I would kind of like to take", and (4) "I definitely would like to take". The fourteen courses were the following (with an additional fifteenth spot for "other"): history, psychology, literature, anthropology, linguistics, economics, science, geography, philosophy, sociology, medicine, biology, math, and cross-cultural communication. If they answered "no" to the question about taking content-based courses in English, they were then prompted to provide a reason. Three reasons were provided with a fourth space for an "other" option. The three reasons provided were: "I am not interested in English", "I am not interested in learning about my major in English", and "I don't have time".

The second part on page two of the questionnaire was an open-ended question that asked the participants the following:

If you could change something about the way English is taught in Japan, what would you

change?

The third page of the questionnaire contained 30-items that asked participants to respond to them on a 6-point Likert scale. Though two items were not used, due to a printing error and a translation problem. The 28 items used in this research were reduced into 2 smaller factors of related items namely: motivation (22 items) and anxiety (6 items).

The 22 items that looked at motivation had a high level of internal consistency (Cronbach's alpha = 0.89). Motivation could be further divided into three more specific factors: intrinsic motivation (8 items), effort and persistence (8 items), and international outlook (6 items). Intrinsic motivation (Cronbach's alpha = 0.74) looked at the levels of enjoyment, stimulation, and engagement one feels when studying English and identifying the future self with the language. Some examples are: "I enjoy discussing various topics in English", "During English class I am absorbed in the lesson", and "I study English for the satisfied feeling I get in finding out new things". Effort and persistence (Cronbach's alpha = 0.81) looked at the amount of time, energy, and desire to continue one's English studies in the future. Some examples are: "I think I am doing my best to learn English", "I have a 'never give up' attitude with studying English" and "I think I would study a foreign language even if it weren't compulsory". International outlook (Cronbach's alpha = 0.68) looked at one's interest in studying abroad and learning about other cultures. Some examples are: "I would like to be able to use English to communicate with people from other countries", "I want to learn about the English-speaking world" and "If the chance arises, I think I'd like to study overseas in an English speaking country".

Horwitz et al. (1986) developed a 33 item scale to measure anxiety in the foreign language classroom called the Foreign Language Classroom Anxiety Scale (FLCAS) and since its developments has become the standard for measuring anxiety language learning context. Five of the six items for Anxiety (Cronbach's alpha = 0.68) are items on Horwitz's et al. (1986) FLCAS though considerably abbreviated from their original list. Some examples are: "It frightens me when I don't understand what the teacher is saying in English" and "Even if I am well prepared for English class, I feel anxious about it". The one item that is not part of FLCAS, but was also included directly looks at low self-efficacy in regards to CLIL, "I think learning an academic subject in English is a much too difficult task for me". (See Appendix 1 for the full list and the Japanese used in the questionnaire).

6. Results and Discussion

6.1 Research Question 1

Out of the 204 participants, 70 (34%) responded “Yes” to interest in taking a content-based course in English if the university offered such a course. This can be further divided by gender, males=32 and females=38. We also further divided it by faculty.

- Agriculture and Life Science=18 of the 32 respondents (56%)
- School of Health Sciences=12 of the 28 respondents (43%)
- Humanities=17 of the 42 respondents (40%)
- Science and Technology=13 of the 57 respondents (23%)
- Education=10 of the 45 respondents (22%)

Those who answered “No” to interest in taking a content-based course in English were then prompted to provide a reason for this lack of interest. Of the 204 participants, 134 responded “No” to this question. 91 (68%) used one of the provided checkboxes as shown below:

- “I’m not interested in learning content in English” n=67
- “I’m not interested in learning English” n=13
- “I don’t have time” n=11

However 43 (32%) wrote in a reason for their lack of interest in taking a content-based course in English. The following provides a list of these reasons:

- “I would not be able to understand it” n=21
- “I’m poor at English” n=10
- “It seems difficult” n=6
- “I don’t have the confidence” n=4
- “I am too nervous” n=2

These responses are surprising on two levels. First, almost a third of the students who filled in this questionnaire took the time and effort to write in their own responses instead of simply checking one of the provided checkboxes. Secondly, this reflects how the authors overlooked one key hindrance to students’ interest in taking a content-based course in English, not simply lacking interest, but lacking the confidence and belief that they could actually take such a course. For these students such a style of class appears daunting and difficult and they are uncertain of their own abilities to undertake such a challenging class. Understanding how students perceive their own English abilities and whether or not this corresponds to their actual competence with the language is an area that needs to be further researched since it appears from this research that it may be an important variable in regulating students’ interest in taking a CLIL based course.

6.2 Research Question 2

Those who answered “Yes” to having interest in taking a content-based course in English were then prompted to choose which type of content-based courses from a list of 14 academic subjects most interested them. Below is a list of the academic content subjects and the corresponding mean averages from highest to lowest based on responses using a 4-point scale.

Table 1: Means: Interest in Academic Content Courses

Academic Content Course	Score
Cross-cultural Communication	2.93
Psychology	2.87
Linguistics	2.72
Science	2.56
Biology	2.51
History	2.46
Literature	2.41
Philosophy	2.34
Geography	2.26
Anthropology	2.24
Math	2.16
Sociology	2.12
Economics	2.07

Of the 70 respondents who expressed interest in taking a CLIL based course, the academic subjects that most interested them are: "Cross-cultural Communication", "Psychology", and "Linguistics". These are interesting and rather unexpected results, for just under half of these respondents (44%) belonged to either the Faculty of Agriculture and Life Science or Science and Technology, so the top preferred subjects may not necessarily be related directly to the students' area of specialization.

6.3 Research Question 3

This section will specifically address the classification of students' answers that emerged from the analysis. To assess students' perceptions of the overall English education system in Japan, we asked them to answer one open-ended question: If you could change something about the way English is taught in Japan, what would you change? Based on this analysis, a number of categories were created and they will be discussed in the forthcoming sub-sections as follows: the first sub-section will consider the answers that were in favor of a

communicative approach to English teaching in general, the second sub-section will review a number of small categories that include answers based more on personal preferences, and the third sub-section will discuss the answers which could not be categorized in a well-defined category.

6.3.1 Towards a Communicative Approach

From the total of 204 students, 105 (51.4%) offered an answer. From the number of students who responded, 63.8% answered that if they had the power to change something about the way English is taught at the moment, they would adopt a more communicative approach. Some answers were more elaborated than others, offering details about the changes they would like to make and the exact aspects they do not like about the present English teaching situation. This way, we could also hint at students' perceptions of their past experiences.

Although most students used the word "communication" when addressing the changes they would make, others chose to use words as "talking", "speaking", "conversation", "practical English", and even "useful English". Hence, whilst some answers specifically mention a strong preference for a communication-centered approach, others give more details, such as: "I would increase the opportunities to speak in English", "I would increase opportunities to speak with native speakers/foreigners", "I would like to reach the ability to speak with a native speaker/foreigner", "I would like to study English used in daily life", "I would like to acquire the ability to express my own thoughts and opinions in English".

Most of the students who offered detailed answers also provided information regarding what they do not want English education to offer them. Surprisingly, most of them strongly rejected the "grammar translation" type of approach employed by most secondary schools in Japan. Some of them specifically wrote they would not encourage the study of grammar and translation, extensive reading and translation, or more specifically, studying for tests. Although they recognized the importance of grammar they did argue that learning how to speak from the beginning is more relevant nowadays.

6.3.2 Towards a Different Approach

Apparently insignificant when compared to the dominant category of "communication", other categories are "early education", "culture", "international exchange", "topic of interest" and "pronunciation".

Few (5.7%) mentioned that starting to study English at an early age through a communicative approach, would give them the time needed to become highly proficient by the time they enter university. One even stressed the importance of using solely English in

classroom starting from junior high school. Others (3.8%) emphasized the importance of learning about the cultures of English-speaking countries, rather than restudying English grammar over and over again. By doing so, they say that learning about a different culture and its customs would be more meaningful and enjoyable than just studying grammar. In addition, teaching about cultural differences between Japan and other English speaking countries was also mentioned as a way to enhance their learning experience. Other approaches to learning English included; taking classes with international students for encouraging cross-cultural exchanges, using more interesting topics that students can relate to, and classes focused more on pronunciation accuracy.

6.3.3 The "other" Category

Answers that could not be classified in any of these categories are analyzed altogether under the "other" category. From the total of collected answers, 22.8% were included in this category. Some of the answers were "I would like to learn about my major in English" which can be directly connected to CLIL methodology, "I would increase the number of group work activities", "I would adopt a style where students can become more active", "I would use various materials besides the assigned textbook", "I wish we were encouraged through constructive feedback", "I wish I attend a class where even students who are not good at English could actively participate".

In conclusion, students' answers to the third research question show not only a high desire of studying how to communicate in English, but also a strong resistance towards the commonly used methods in the Japanese secondary school system, such as the grammar translation method. Students' answers also revealed their interest in cross-cultural exchange and their concern in terms of the practicality of what is being studied in their English classes. They appear to be more interested in learning how to use English in daily situations rather than learning complex grammar aspects they cannot use in daily social interactions.

6.4 Research Question 4

This research is interested in exploring how various individual differences may influence students' interest or lack of interest in taking a CLIL based course in English. Dividing the respondents into two groups, those who answered "Yes to CLIL" and those who answered "No to CLIL", we then looked at how these two groups responded to the various items on the questionnaire that looked at intrinsic motivation, effort and persistence, international outlook and anxiety. Table 2 provides the means and standard deviations for each variable between the two groups. We also included one item that looks specifically at self-efficacy in regards to

CLIL. As expected those who answered “Yes to CLIL” have higher means for each of the motivational factors and lower means for anxiety and the one item for self-efficacy.

Table 2: Means: Individual Differences and Interest in CLIL

Individual Differences	CLIL	N	Mean	Std. Deviation	Std. Mean Error
Intrinsic Motivation	Yes to CLIL	70	4.07	0.601	0.072
	NO to CLIL	134	3.67	0.632	0.055
Effort and Persistence	Yes to CLIL	70	3.87	0.737	0.088
	NO to CLIL	134	3.21	0.689	0.060
International Outlook	Yes to CLIL	70	4.25	0.820	0.098
	NO to CLIL	134	3.70	0.751	0.065
Anxiety	Yes to CLIL	70	3.39	0.847	0.101
	NO to CLIL	134	3.51	0.825	0.071
Low Self-Efficacy	Yes to CLIL	70	3.37	0.995	0.119
	NO to CLIL	134	3.98	1.335	0.115

An independent-sample t-test using SPSS 21 was conducted to compare intrinsic motivation, effort and persistence, international outlook, and anxiety between these two groups to see if these differences are significant, and if significant, to what degree.

Table 3: Results from a t-test: Individual Differences and Interest in CLIL

	Groups				df	T	Sig.	Effect Size ^a
	Yes to CLIL		No to CLIL					
	Mean	SD	Mean	SD				
Intrinsic Motivation	4.07	.601	3.67	.632	202	4.38	.00**	0.6
Effort & Persistence	3.87	.737	3.21	.689	202	6.34	.00**	0.9
International Outlook	4.25	.820	3.70	.751	202	4.74	.00**	0.7
Anxiety	3.39	.847	3.51	.825	202	.95	.345	

n=204

** p ≤ .01

^a Effect size measured with Cohen's *d*: small (0.2), medium (0.5), and large (0.8)

As shown in table 3, there are significant differences ($p \leq .01$) in intrinsic motivation, effort and persistence, and international outlook between the “Yes to CLIL” group and the “No to CLIL” group. The magnitude of these differences is rather large, as measured by effect size, for “Effort and Persistence” and “International Outlook”. On the other hand, anxiety between the two groups did not show any difference. These results are not terribly revealing or surprising. Since interest in taking a content class in English likely reflects the individual's intrinsic motivation to learn English for the sake of acquiring new knowledge, effort and persistence in continuing to study English beyond the initial required courses, and the desire to interact with a global community. Though not being interested in taking such a class does not appear to be related to having a greater feeling of anxiety with English.

As an exploratory study, this research is a first step in better understanding how individual differences have an important role in students' interest in taking a CLIL based course. Often motivation is associated with the value placed on a certain goal and the expectations of being able to achieve this goal (Eccles & Wigfield, 2002). If the value is high and it is perceived to be an achievable goal, then one will more likely be motivated to pursue it. The government, business sectors, and educational institutions in Japan have all disseminated the value of English. Yet as seen in many responses in this study, students who do not believe they can achieve the goals of the CLIL class would likely avoid taking such a class. Yet another important and often overlooked factor is interest. Interest is an integral part of the self-regulation process for it influences which activities to pursue and how persistent one remains in this pursuit (Sansone & Thoman, 2005). One of the goals of this study, as previously mentioned in the 2nd research question, was also to discover academic courses that interest students. Offering such courses may increase students' focus and attention to learning the language and have an overall positive affect on the learner (Sansone & Thoman, 2005). Individuals differ in numerous ways in how they approach or avoid English in Japan and exploring how factors like motivation and interest drive certain behavioral tendencies is an important step in attempting to make CLIL based courses more accessible to the students and successful as an academic program.

7 Conclusion

CLIL has promise in Japan as a new and meaningful way to teach English that both

enhances students' knowledge of an academic topic and their communicative competence with the language. Even though from this research only about a third of the student respondents expressed interest in taking such a course, a large number of those who did not show interest did so simply from a lack of belief that they have the linguistic ability of learning English through a content-based course. One area that deserves future research is looking more closely at students' choice and interest in continuing their foreign language studies beyond the required courses, especially in regards to CLIL-based courses, and their self-efficacy or their belief in their ability to be able to undertake such a task. This research unexpectedly brought up this issue as one important determinant that might prevent individuals from pursuing and reengaging with the language in the future at the university.

Dale and Tanner (2012, p. 4) distinguish between two types of CLIL: (1) CLIL taught by language teachers where the aim is to teach the language but also to support subject-related language, and (2) CLIL taught by subject teachers where the aim is to teach content and some language, especially the language of their subject. Although both approaches are available at some universities in Japan, the methodology is not yet commonly employed, hence students may show signs of resistance to the new approach, as they do not know what to expect from it. Familiarizing students to the CLIL methodology, as well as, clearly stating the learning goals and expectations of a CLIL style class may make them feel more comfortable in taking such a course. This is especially important in terms of helping them become more aware that the main focus of CLIL is to provide students the chance for meaningful communication. For as we have seen from the students' responses to our open-ended question regarding their expectations of English education in Japan, they apparently seem to be open to new and radical changes. Though CLIL may sound intimidating at first, this desire for change among the students may provide the impetus for an increase amount of interest in CLIL in the future. Yet a crucial and related area of research that needs to be addressed is how to include these individuals that have low self-efficacy though are interested in the language and possibly taking CLIL-based courses. In order for CLIL courses to survive and not become an elitist program for only the highly motivated and highly confident, teachers need to find ways that make the courses appear more accessible and approachable to those who lack belief in their linguistic abilities.

Japanese universities have been facing a sharp decline in the number of students studying abroad (see Birdsell, 2014 for details) despite the increasing number of exchange programs at many universities and incentive programs initiated by the government. As this research shows that motivation plays an important role in students' interest and possible choice in

selecting to taking a CLIL based course in English, it is important to find ways to increase students' motivation, especially their intrinsic motivation and international outlook. We do believe that students' interest in taking a CLIL based course might be closely linked to their interest in studying abroad. Moreover, returnees (students who have recently completed a study abroad program) wanting to continue improving their language may also show interest in taking such courses. Thus, research in this direction could also help us understand what exactly would drive students at a local national university to engage in CLIL courses.

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Appendix 1

Questionnaire items translated into English from Japanese

Motivation – Intrinsic

IM1 (I enjoy discussing various topics in English)

英語の授業の中でいろいろな話題について議論することが楽しい。

IM2 (During English class I am absorbed in the lesson)

英語の授業に集中し、熱心に取り組んでいる。

IM3 (Whenever I think of my future career, I imagine myself using English.)

将来英語を使って仕事をしている自分をよく想像する。

IM4 (I study English for the satisfied feeling I get in finding out new things)

英語を勉強するのは、新しいことを知る満足感を味わえるからだ。

IM5 (I will probably never use English in the future) Reverse

たぶん私は将来的に英語を使わないと思う。

IM6 (I don't know why I have to study English) Reverse

なぜ英語を勉強しなければいけないのかわからない。

IM7 (I truly have the impression of wasting my time in studying English) Reverse

私は英語の勉強は時間の無駄だと思っている。

IM8 (I am more interested in getting good grades than learning English) Reverse

私は英語を学ぶことよりも、良い成績をとることにもっと興味を持っている。

Motivation – Effort and Persistence

EF1 (I think I am doing my best to learn English)

自分は英語の勉強を頑張っていると思う。

EF2 (If English classes used more interesting and relevant topics I would put more effort in learning English)

英語の授業で、より興味のあるトピックを使用すれば、英語をもっと勉強したいと思う。

EF3 (I have a “never give up” attitude with studying English)

英語を勉強する時は、いくら難しくてもあきらめない。

EF4 (I spend long hours studying English)

英語の勉強にたくさん時間を費やしている。

EF5 (I enjoy simple classes that are not very challenging.) Reverse

私には難しい授業より、易しいクラスのほうが楽しい。

EF6 (I think I would study a foreign language even if it weren't compulsory)

外国語が必修科目でなくても勉強すると思う。

EF7 (It wouldn't bother me at all to take more English classes)

もっと英語の授業があってもよいと思う。

EF8 (After fulfilling my required English credit I will continue studying English)

英語の単位を修得した後も、英語の勉強を続けたい。

Motivation – International Outlook

IO1 (I would like to be able to use English to communicate with people from other countries)

外国の人とコミュニケーションをとるために英語を使いたい。

IO2 (Studying English will help me to understand people from all over the world, not just people from English-speaking countries)

英語を学ぶと英語圏の人々に限らず世界の人々を理解できるようになると思う。

IO3 (I want to learn about the English-speaking world)

英語圏の世界について学びたいと思う。

IO4 (If the chance arises, I think I'd like to study overseas in an English speaking country)

条件が揃えば、英語圏に留学したいと思っている。

IO5 (I find it difficult to comprehend the values and customs of other cultures) Reverse

私は異文化の価値観や習慣をあまり理解できない。

IO6 (I'd rather avoid a job that often requires traveling overseas) Reverse

海外に頻繁に行くような仕事は避けたい。

Anxiety

AX1 (I am usually at ease during tests in my English class.) Reverse

英語のテストではだいたい落ち着いて受けている。

AX2 (I don't worry about making mistakes in English class) Reverse

英語の授業で間違っても気にならない。

AX3 (It frightens me when I don't understand what the teacher is saying in English)

英語の授業で先生の言っていることが理解できないととても不安だ。

AX4 (I worry that the other students will laugh at me when I speak English)

私は英語を話すときクラスメートが笑わないかと心配になる。

AX5 (Even if I am well prepared for English class, I feel anxious about it)

英語の授業の予習を十分にしているにもかかわらず心配になる。

AX6 (I think learning an academic subject in English is a much too difficult task for me)

英語で学問を学ぶことは私にとってあまりにも難しすぎると思う。

An Assessment of the Viability of Casual Corpus Concordancing for the Mass Market University English Classroom.

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Abstract

This investigation aims to assess the viability of a corpus linguistics technique: concordancing, in University English lessons. This study assessed one way to incorporate live, active, and direct, use of corpus linguistics directly into general English classes as an extra component of lessons, rather than as a focus of the course. A small portion of each lesson was set aside to analyze a word using the Lextutor website projected live onto the classroom screen. Attention was drawn towards the collocation patterns, and what they implied about each of the selected words. A cloze test was used to assess the effectiveness of the approach. This study concluded that the approach used is not recommended because, despite having a significant beneficial effect on test scores, it was persistently apparent that the students were overwhelmed by the teaching method.

Keywords: Corpus Linguistics, Concordance, Concordancing, ELT, University English.

Introduction

This paper focuses on an attempt to use corpus concordancing software live in class to teach vocabulary through word context. It details a research project undertaken during 2012 and 2013. This was a study of the use of corpus concordancing at university level within the context of compulsory general English lessons. What this paper means by ‘mass market university English’ is the type of English courses that are taught at universities throughout Asia, and the World. Universities world-wide are expected to ensure that students have the opportunity, if not the obligation, to continuously work on their English language skills and

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that they graduate with functional English ability. The study aimed primarily to gauge the viability and value of brief, paperless, teacher-centered, explicit exposure to concordances for courses of that nature. The use of corpus was in this sense ‘casual’ in that it was not a specialized course, nor even the focus of any given lesson.

This paper will begin with a brief introduction to corpus linguistics, before explaining how this study came about, and identifying the aims of the study. The details of the methodology will then be explained, ahead of providing the results produced by this research. It ends with some discussion of the study, both quantitative and qualitative conclusions, and consideration of how it could be improved or expanded upon.

Corpus linguistics involves the construction and subsequent analysis of banks of language data. Using computer software, these collections of text can be subject to quantitative analysis with a view to yielding empirical results about the patterns of language use employed within either a body of texts, or an individual text. An advantage of this approach to research is that it permits the swift processing of a large amount of content. The results can then be examined in terms of the frequency and context of any given lexical items, which in turn leads to a more qualitative analysis opportunities of the implications of these findings. A corpus can be scrutinized in isolation or in relation to other corpora. Cook (in Flowerdue, 2012) notes that corpora do not take account of the individual differences of any given teacher, student, course, or lesson. A teacher making use of corpora mitigates this systematic neutrality – the teacher can attempt to bridge the gap between the level of the corpus content and the level of the students.

Concordances drawn from corpora are one tool that can be employed to bring corpora directly into a language lesson. Flowerdue (2012) defines a concordance thus: “Corpus output in the form of truncated lines is generated by a search facility which positions the search word at the centre of each line.” For example, here are some concordance lines extracted from a search on Lextutor for the word ‘concordance’:

ue”, you use the concordance package commands to generate a CONCORDANCE which contains all and only the uses of "true".
er to produce for them a complete print-out of their chosen CONCORDANCE, and then took it home to consult in the traditi
true" in Arthur Hugh Clough, rather than generate a massive CONCORDANCE containing all the words in Clough's poems, and
han a particular lexical item, may provide the focus of the CONCORDANCE; thus, you may look up, in a Virgil concordance,
ore interestingly, the items which provide the focus to the CONCORDANCE need not be dictionary headings or even vocabula

These are lines of text, not sentences. The target word is capitalized. These examples are drawn from corpora that contain millions of authentic pieces of discourse – both written and spoken. Though concordance is not an ideal word to demonstrate collocation with, two apparent collocates that can be seen here are ‘focus’ and ‘contain/containing’. Reppen (2010) notes that learning how to correctly use words together is for many students “often a puzzle”, it could be said that a concordance of ‘Key Words In Context’ (KWICs) is like seeing the completed puzzle – it shows you what are trying to do, but not how to do it.

In witnessing the presentation by Alexander Boulton (2012) at the Corpus Technologies and Applied Linguistics conference hosted by Xi'an Jiatong-Liverpool University, and thereafter reading the related paper (Boulton, 2012) I began to consider ways in which a corpus approach may be applied in my own lessons. Boulton had found that concordance based DDL (Data Driven Learning) had been quite effective for, or at least well received by, the students participating in his study. DDL involves presenting students with examples of language in use (often through corpora), and having them reverse engineer the examples to reach an understanding of the rules involved in the examples in question (Flowerdew, 2012). One such example could be presenting students with concordances of “focus” and “contain” to see if they can identify the correct uses of these terms. Engaging in such a comparison students may deduce usage points such as: ‘contains’ the tendency to collocate with modal verbs and thus express possibility and necessity (among other things), while focus strongly collocates with the/to/we and tends to identify who or what was the subject.

In line with Boulton's (2012) concern of “whether the computer can be successfully removed from the equation without losing the benefits of the overall approach”, CALL (Computer Assisted Language Learning) based DDL was not seen as a viable choice for a number of reasons. The English level of the students involved was modest, and any given concordance would be a lot for them to process on their own terms. The computer literacy of the student base is highly variable and difficult to gauge ahead of time. Some students would need an entire lesson on how to log on and use an internet browser, while other students would probably quickly default to calling up the concordance and then opening online translation software in another window and just translating everything. Additionally, the point at which I became interested in using corpora in my lessons, my syllabus was already set for the year. A dedicated DDL course was not an option. The remaining window of

opportunity was the 10 minutes of each lesson that had been designated for 'alternative study'. This seemed a suitable opportunity to give corpora a chance to make a contribution, while keeping the focus of the course elsewhere.

Within this limitation the question seemed to be what prospects were there for a stripped down application of corpus that was suitable for classes of 25 to 35 University students with not much time. Having seen Boulton's use of paper concordances, and Reppen's (2010) suggestions of incorporating corpus elements into other tasks, my plan was to attempt to directly address concordancing using only a projector and a white-board, and within that to see if the allocated time was enough to have an impact.

There were 3 aims: to investigate how significantly the test scores would improve – if they improved at all, as a result of using the corpus method, to assess whether this supplementary style of using corpus in class is viable without dominating the course or lesson structure, and to gauge the students' opinions about whether or not the use of corpus in class was comprehensible, engaging, and beneficial. These factors together may facilitate an assessment of the viability of casual use of corpus concordancing for the mass market University English classroom.

When looking over collections of corpus studies by Carmen et al (2012) and by Hidalgo, Quereda, and Sanata (2004), I did not find any other study as plain and simple as the one planned for this research. Similarly, research on corpus being integrated into language lessons, as shown in Flowerdue (2012), Reppen (2010) and Chambers (2007) did not feature a section about using a live concordance projected onto a screen. There may be a number of reasons for this. Many of the published studies relating to student use of corpora are examples of CALL, or inductive learning (Vannestal and Lindquist, 2007). This study was less specialized, with the aim of inserting a corpus element into a non-corpus based lesson. On a simple practical level, in the earlier history of in-class use of corpora no examples were found of the combination of a projector and Lextutor (or equivalent concordancing software) being used as the teaching method.

Methodology

The participants in this study were 135 1st grade University students in Japan, majoring in subjects other than English. They were undertaking a single, compulsory,

weekly, 90 minute general English course. The students were aged 18 or 19 at the time, had all studied English for 6 years at high school level, and their average TOEIC scores were approximately between 250~350.

At the start of the course a grammar test was administered during the first lesson. The test came from the teacher's manual of the book that was assigned as the course text - Jazz English. It was explained as a level check test, and the students were not aware that they would be taking the same test again at the end of the course. The test was a multiple choice cloze test. The sentences and paragraphs had to be completed using one of thirteen available words. Here is a sample taken directly from the test paper:

I love going _____ (20) shopping. Do you want to meet in the afternoon, on the third _____ (21) March and go shopping? We could meet _____ (22) campus after class and leave _____ (23) school.

This was a guided cloze, which focused on testing understanding of the following 13 words - in, for, during, from, when, while, until, since, ago, on, to, at, of. There was also the option of selecting: 'nothing' (as in no word is required). Hughes (1989) identifies cloze tests as providing a reasonable indication of overall language ability. Additionally, Brown and Abeywickrama (2010) defend cloze testing as suitable for assessing ELT students. That is not to say that these scholars would endorse the particular cloze test involved in this study which focuses on prepositions and adverbs of time and are not uniformly calibrated to assess general English ability level.

In each weekly lesson thereafter one of these thirteen words was examined for 10 minutes using corpus concordancing KWICs. This corpus based analysis was undertaken instead of the text book based activities that focused on the target words. After considering the software options discussed by Ute Romer (Carmen, Campoy-Cubillo, Belles-Fortuno, Gea-Valor, 2012), Tom Cobb's "Compleat Lexical Tutor" was selected. Lextutor is online, free, requires no sign-up, and seemed relatively simply to use. Within Lextutor the English concordancer is the only tool that was used live in class. The concordancer features numerous corpora, including ESP options focusing on medical and legal texts. This study used the 2k Graded Corpus being the most suitable for the students' English level. The Lextutor website defines this 920,000 word corpus thus:

"This corpus is formed of hundreds of graded readers, scanned and digitized over 10 years.

They have an overall VocabProfile of 2000 word families = 95% of the running words overall (not counting proper nouns). This corpus answers a major need in pedagogical concordancing, that in order for learners to perceive lexical or other patterns in a corpus, the corpus must be largely composed of items they are familiar with. ”

The classroom was not a CALL facility, the students exposure to the concordance lines was via a projector and screen. A concordance on a big screen amounts to a screen full of text from edge to edge. The key word (the search term) occupies the central column of the screen and is shown in blue and underlined. To the left and right the context unfolds to a set number of characters. These are not sentences, they are lines of characters, that are lines of text; that tend to be sentences, but often cut off halfway through words. Any given screen full of text features UNTIL in Corpus corpus_graded_2k.txt sorted 1 wds left of key and to attend to even a single set of 20 lines in their entirety could consume an entire lesson. The persistent mantra of these 10 minute corpus snapshot activities was ‘we are not trying to understand everything on the screen’, this corresponds to O’Keeffe and Farr’s advice (Flowerdue, 2012) that viewers need to be trained in how to read a concordance – including how to ignore most of what they see. The focus would be on the immediate collocates of the target word and what they reveal about the words' functions. Here is a concordance that focuses on one of the key words mentioned above – until.



In each instance the teacher would scroll through the concordance on the screen initially drawing students' attention briefly to any apparent collocation clusters. In the case of until, student attention was then focused onto specific examples of until that demonstrated its role in: sequences, deadlines, time limits, and placement time. The white board was used to write bullet point summaries of until's usage as well as to draw some timelines based upon sentences from the concordance. Until was also juxtaposed with while and during (which had been studied in recent weeks).

This approach was chosen because as Vannestal and Lindquist (2007) note: people working with corpora for the first time require guidance and support in how to make use of them, and this would be all the more substantial if they are trying to use foreign language corpora. The use of concordances was a supplementary activity, it seemed reasonable to spend that time walking the students through each instance, rather than trying to train them how to use Lextutor themselves.

Results

The hypotheses were:

H1. Given direct, in class, exposure to corpus concordance lines via Lextutor, test scores will improve significantly.

N1. Given direct, in class, exposure to corpus concordance lines via Lextutor, test scores will not improve significantly.

For the purpose of this study Salkind's definition of significance is used (2011) "the degree of risk you are willing to take that you will reject a null hypothesis when it is actually true." The null hypothesis will stand if either the average increase in score across the student sample is <5% or the percentage of scores that improve is <5%. The hypotheses will not be rejected if >5% of students see a score improvement of >5%. The hypotheses will only stand if there is a clear and substantial improvement.

The raw test score statistics are shown in the table in the appendix. While the table below summarizes the ways in which student scores changed within the appendix data:

Marginal Change (of up to +/- 1)	37 students
Moderate Increase (+2~4)	51 students
Moderate Decrease (-2~4)	14 students

Substantial Increase (+5~)	31 students
Substantial Decrease (-5~)	2 students

Although many students' scores saw no significant change, even more students showed a clear benefit to their performance, while only a modest number did badly. This seems to support Boulton's (2012) findings of pronounced individual differences among corpus based DDL students.

At the end of the course the students were given an English language feedback survey that asked open ended questions about their thoughts and feelings about three course components: the textbook, the use of videos related to the textbook, and in class use of Lextutor. There were a number of recurrent opinions expressed about the use of corpus concordancing by multiple students:

- It was overwhelming, both visually, and in content.
- It was tough, but also informative.
- It reminded me of the things I studied in high school.
- It was boring.
- It was good to see examples of authentic English.
- I would have liked this better if I could see it translated also.
- This part of the lessons seemed intrinsically important to me.
- Sorry but I don't actually understand what corpus is.

The general sense was that they accepted it as a valid way to study grammar, but largely found it challenging. The most persistent complaint was that a projector screen full of concordance lines is fundamentally difficult to read on account of both sheer amount of content combined with the not especially good quality of the display itself (that is, in comparison to a clearly printed document – the equipment used was of a good standard). Numerous students suggested that it would have been better on paper, and with a limited selection of lines. Some of the points raised by the students in this study are similar to those of the Swedish students who were the subject of Vannestal and Lindquist's study (2007). In both studies participant feedback included the opinions that, on the one hand, corpora seemed useful, but on the other hand, even after dealing with corpora week to week, their basic purpose and use was still not clear.

Discussion

What had been attempted was to use Lextutor live in class in the hope that it would help students understand and internalize the use of the 13 terms from the test. Additionally, students watching it being used every week might learn through passive exposure how and why to use it. A tiny number of students remarked that they had successfully used it since, a modest number of students reported that their attempts at independent use had failed. This reflects existing concerns raised in Flowerdue (2012) by researchers such as Breyer and Romer that corpus tools are still not user-friendly enough for casual use without guidance.

When Cobb (1997) was developing Lextutor, he conducted studies featuring hands-on use of concordances by students. In Cobb's study his experimental group was using selected concordance lines to aid them in answering questions on a test, while his control group was answering the questions without a concordance supplement. Under these conditions Cobb (1997) found that the experimental group achieved on average a score 12% higher than the control group.

Once again the hypotheses for my study are:

H1. Given direct, in class, exposure to corpus concordance lines via Lextutor, test scores will improve significantly.

N1. Given direct, in class, exposure to corpus concordance lines via Lextutor, test scores will not improve significantly.

The statistics in the appendix show that the average score on the test was 10.32 before the course and 12.73 after the course. That is an increase of over 23%. Of the 135 students who took the test 98 of them had an improved score on the second test. Therefore, 73% of students saw an improvement in their scores. This supports Cobb's claim that concordances aid students in answering questions. On this statistical basis it seems fair to conclude that:

H1. Given direct, in class, exposure to corpus concordance lines via Lextutor, test scores will improve significantly.

This outcome also reflects the findings of a study conducted by Zaferanieh and Behrooznia (2011) comparing the improvement in test scores of students who had studied

collocations using concordances, against those who had studied collocations using traditional methods. Zaferanieh and Behrooznia's study also featured pre and post course test, and found that the level of improvement was significantly higher for the groups that had studied using concordances, and that explicit, rather than implicit, teaching also influenced scores (2011). They argued that some of the main advantages the concordance using students had were that their study was student-centered (for the students operated their own corpus software), and that the quantity of exposure to the use and collocation of a word that comes from viewing concordances significantly aids learning (Zaferanieh and Behrooznia, 2011). My study was not student centered, but the collocations were taught explicitly and intensely using substantial sections of concordances. This seems to support Zaferanieh and Behrooznia's findings.

However, the apparent effectiveness of the casual use of concordancing during my study fails to take account of many factors. It is unknown what out of class study the students undertook in relation to the terms they were being presented on a weekly basis. In particular, each unit of the text book had a section that attended to the same target words as the concordances. These sections of the text book were skipped in-class, and replaced with the corpus segments. If a student independently studied those sections of the text, their understanding of the terms could be enhanced (perhaps even greatly). An obvious criticism would be that they did the exact same test twice and that the improvements could largely stem from familiarity. Some students remarked in the feedback survey that the concordance lines did not feel helpful, but the teacher's explanations of them did.

In conclusion it seems that even when handled and delivered in a less than ideal manner, studying English using concordances has the potential to be of benefit to the majority of students, and is therefore a process worth pursuing and refining.

In the context of an institution where it would be possible to provide printed concordance sheets, or even to book a computer room for CALL/DDL, it would be a disservice to the students to attempt to use corpora this way in future courses. That is not to say it is without value, but this particular method ought to be relegated to a back-up plan if other options are not available.

The data already accumulated in this study could be subject to further analysis such as checking for gender differences, or variation by major. Closer scrutiny of the feedback

surveys of the students who experienced substantial shifts could be revealing – is there a correlation between how they felt about the corpus component, and how well it seemed to work for them?

The study offers numerous possible variations in repetition. Using the same tests and words, but with pre-selected concordance lines on the screen, rather than using randomly selected sections of the entire concordance each time, could limit the sense of data overload many students felt. Using paper rather than projected concordances, could attend to the suggestion by many students that it would have been much easier to comprehend and internalize in paper format. Focusing on the text book's handling of the words, and using no concordances would provide a very useful point of comparison regarding the effect of the use of corpus on the scores. Indeed, this would seem a priority were the study to be repeated. Combining selected concordance lines with existing text book content could also provide a well-rounded insight into the use of the terms and the differences between authentic examples and text book content, according to Hadley (Carmen et al, 2012). A greater degree of control (Seliger & Shohamy, 2009) would alleviate the concern of the score increases having sources other than the corpus study, but could only happen in an intensive study situation.

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1.

Appendix I – the 13

Listed in chronological order of which session they were the focus of.

1. In
2. For
3. During
4. From
5. When
6. While
7. Until
8. Since
9. Ago
10. On

11. To
12. At
13. Of

Appendix II – the raw test scores

135 students' scores out of 30 on the initial test and final test:

Initial	Final				
3	5	7	5	9	14
3	4	7	10	9	8
3	10	7	7	9	13
3	6	7	6	9	10
4	5	7	12	9	12
4	8	7	7	9	7
4	8	7	11	10	14
4	11	7	11	10	15
4	5	7	11	10	14
5	13	8	15	10	10
5	9	8	7	10	10
5	7	8	13	10	11
5	6	8	13	10	9
5	13	8	7	10	14
5	8	8	10	10	12
5	9	9	14	10	17
6	11	9	13	10	7
6	8	9	10	10	18
6	12	9	18	10	12
6	7	9	7	10	14
6	9	9	12	10	17
6	10	9	15	10	17
6	12	9	4	11	8
6	11	9	8	11	13
7	8	9	12	11	7

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11	13	12	12	14	13
11	17	12	12	14	17
11	8	13	10	15	19
11	8	13	12	15	19
11	15	13	18	16	15
11	11	13	10	16	20
11	16	13	16	16	20
11	14	13	17	16	20
11	16	13	12	16	17
12	25	13	17	16	20
12	13	13	15	17	18
12	14	13	18	17	14
12	11	13	12	17	15
12	13	14	14	18	13
12	14	14	19	18	20
12	15	14	12	18	19
12	19	14	14	18	20
12	20	14	19	19	20
12	10	14	18	20	23
12	13	14	16	21	23

Plagiarism in the Perception of Thai Students and Teachers

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Bioprofile:

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Abstract

Plagiarism has become a critical issue in the academic context around the world including Thailand. Plagiarism is generally considered a form of cheating, and some studies of Thai students suggested that this problem is rooted in Thai cultural patterns, which accept cheating as a common practice (Young 2013). Generally, three plagiarism avoidance approaches have been taught: techniques for direct quotation, paraphrasing and summarizing. However, especially paraphrasing and summarizing are subtle skills, mastery of which requires excellent literacy skills and extended practice, but in actual classes, these techniques are always presented as an abridged part of an EAP course. Apparently, such courses do not prevent plagiarism; students always continue to be penalized for copying phrases from sources because they still cannot paraphrase and summarize properly. Some plagiarism detection software packages are also used as punitive tools, which has the effect of blaming students for the problem instead of helping them learn to avoid it (William 2002). In fact, it is unreasonable to expect control of such demanding techniques after a brief lecture and limited practice. Moreover, plagiarism by EFL students may actually be unintended, and the cause may go beyond deliberate dishonesty (Sivell 2013). It could involve other related cognitive factors such as a limited level of language proficiency, lack of clear instruction, insufficient practice, and unawareness of the regulations around correct techniques for writing from sources. This study examines how Thai students and teachers perceived plagiarism, what

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characteristics of each group hinder plagiarism avoidance, and how being reproached for academic dishonesty affects students' motivation for language learning.

Key Words: Plagiarism, Academic Literacy, Reading and Writing Strategies, English for Academic Purposes

General Phenomenon of Plagiarism

Even though plagiarism has been a universal problem in academic writing for decades, in Thailand, the concept of plagiarism and its seriousness did not attract the attention of Thai scholars until recently when a prestigious university in Thailand revoked a doctoral degree from a graduate due to plagiarism detection in a PhD thesis. This incident was the only case that had ever happened at this university (Lamubol, 2012). Since then, there has been a rising movement regarding plagiarism policies in Thai higher education. A number of institutions have announced a policy to address plagiarism as part of their educational programs. Some institutions have installed plagiarism checking software to detect transgressions in students' papers. Discouragingly, most anti-plagiarism policies generally point toward students' responsibility without consideration of the importance of institutional and instructional support. In all cases, plagiarism is regarded as a severe moral issue when, in fact, there are also other facets of plagiarism that deserve critical consideration and action. Looking at plagiarism solely from a moral perspective can potentially mislead policy makers and practitioners and consequently can undermine learning opportunities as well as students' positive learning experience.

Plagiarism: Moral View

This view of plagiarism appears to be most commonly mentioned worldwide, both in Thailand and overseas. The moral view of plagiarism is associated with a focus on academic dishonesty and research misconduct. Whether in western or eastern academic milieux, plagiarism is typically defined as committing theft (Merriam-Webster Online Dictionary, 2014)by taking words and ideas from other authors without giving credit (American Psychological Association, 2010). In some academic institutions, definitions of plagiarism go beyond the previous two issues to include a variety of related student actions that include "handing in a paper written by a friend, buying a paper on the Internet, paying someone to

write a paper and handing it in as [one's] own, copying and pasting information from the Internet or another source without properly citing the author, and inadequate paraphrasing of a source so that [the] wording is too close to the original.” (The Graduate School of Michigan State University, 2014, p.2).

Regarding the temptation to pay others for papers, Williams (2002) has revealed a very modern form of plagiarism, which emerges from the widespread use of services on the Internet. With such services available, students can purchase papers from numerous Internet paper mills, which is an especially pernicious form of plagiarism. Furthermore, a higher number of such online businesses have been established and they are likely to attract increasing numbers of visitors, which means there are growing opportunities for plagiarism.

This moral view of plagiarism always evokes a severely punitive response. The reason why plagiarism in this view tends to prompt critical attention and action is due to the risk of jeopardy for the institution's reputation. Consequently, many institutions set up an anti-plagiarism policy that requires their members, both teachers and students, to conform. Such a policy emphasizes how important it is to avoid plagiarism and imposes a penalty for this action, whether intended or unintended. Some institutions in Thailand have implemented such a policy as a research funding requirement, to the effect that in order for funding to be granted, draft copies of manuscripts must be checked by a plagiarism detection program, with the result presented as a required part of the funding application. Likewise, many Thai institutions require graduate students to have their papers checked by a plagiarism detection tool before the final submission of their graduate research, and recently, there has been collaboration among some Thai institutions of higher education to establish an anti-plagiarism network by implementing a plagiarism detection program called Akarawisut, invented by Chulalongkorn University (ChulalongkornUniversity, 2014).

Plagiarism: Instructional View

From the instructional perspective, concern about plagiarism may give rise to two common writing pedagogies. First, avoiding plagiarism requires subtle language skills in reading comprehension and writing. In L2 academic writing, students have generally been taught at least some mechanical skills including paraphrasing, summarizing and quoting. Mastery of these skills basically requires extended time and practice. Another pedagogical writing practice that has been utilized widely in writing is the use of plagiarism detection software to detect similarities between student writing and published texts. Both of these

pedagogies have provoked some concern regarding their potential and also their limitations for contributing to composition instruction.

Patchwriting as a Developmental Stage of Writing

At the initial stage, when L2 students are first learning to avoid plagiarism, their first strategy is usually replacing individual original words with synonyms. Despite plagiarism avoidance instruction, students may be unaware that piecemeal replacement of words or expressions is not a sufficient way to write without plagiarizing. Most L2 students seem to be willing to do their best to write in their own words; however, limited academic literacy competence can hinder them from producing original work, and instead they may ‘cut and paste’ some parts from sources. An example of patchwriting is as follows (Lund University, 2011):

Original Source:

“Teens are widely recognized as an influential consumer segment, both for the purchases they make themselves and for purchases over which they exert indirect control....(Tuten&Kiecker, 2008, 69)”

Patchwriting:

“In their article 'The perfect gift card: An exploration of teenagers' gift card associations' (2009) Tuten and Kiecker state that teenagers are generally recognized as an important consumer group, both in view of what they buy themselves and for purchases they indirectly control.”

According to Howard (2002), this kind of writing can be called ‘patchwriting’ in order to distinguish it from deliberate plagiarism. In fact, we should not conclude that all students who patchwrite are willfully cheating. Pecorari and Petric (2014) stated that it has been widely discovered by researchers that patchwriting is often a normal stage through which L2 students progress as they develop their writing skills. However, taking a strictly moral view of plagiarism, most instructors would consider this kind of writing unacceptable, and students may actually be punished not for deliberate dishonesty, but for their inability to produce entirely original work, which could be an unreasonable expectation and could cause a negative learning impression among students.

Plagiarism Detection Software: A Penalty or an Instructional Tool?

The main purpose of plagiarism detection software is to “check students’ work ... for plagiarism by comparing it against [...a comparison database]” (Turnitin, 2014). However, while most such programs offer originality verification services, some also offer other functions that assist teachers and students in dealing with papers, such as grading, peer review, grammar checking and providing writing tips (PaperRater, 2014; Turnitin, 2014; PlagTracker, 2014; Viper, 2014).

Evidently, research has found that plagiarism detection software can be implemented in a more instructionally strategic way than simply by seeking to punish poor skills in writing from sources. With some writing tools, teachers can use plagiarism software to teach students how to write. Moreover, this tool can help students improve their reading comprehension by utilizing a combination of global and local reading strategies to analyze each source-essay match and examine the cause of matches (Sivell, 2014). Therefore, the tool itself need not serve a merely punitive function. In contrast, they can be used to assist both teachers and students in their assignments.

Plagiarism: Cultural View

However, patchwriting is not the only problem. Sometimes, plagiarism can take the form of deliberate copying. The cultural aspect of this particular dimension of plagiarism may be associated with different customs and perspectives on using other’s ideas without giving credit. In some cultures, it could be normal to take ideas from others without giving credit. In their research with Thai students in higher education, Songsriwittaya, Kongsuwan, Jitkarun, Kaewkuekool, and Koul (2009) found an association between plagiarism and students’ learning goals. It was discovered that students plagiarized because they wanted to achieve the goal of getting good grades. The researchers discussed this finding as a reflection of the Thai high-context culture, where close relationships are predominant: if a student has a close relationship with a friend who is willing to let him/her copy the work, that student may feel that copying from a friend is not wrong.

Also, there has been a perception among Thai academics that plagiarism has become a common cultural practice in Thai education, as:

“The way students do their papers in primary and secondary schools is really pathetic. Teachers don’t teach their students that cutting and pasting is wrong. Term papers are not for cutting and pasting, but are a place where students can explore thoughts and ideas of their own, on their own. The problem is that it is so widely practised that no one seems to think

that it is wrong. Or it is because no one thinks it's wrong that it is widely practised. Anyway, the Thai educational authorities should be doing something to combat this.”

(Associate Professor Soraj Hongladarom, philosophy professor and president of the Chulalongkorn University's academic committee, cited in Lamubol, 2012)

The above quote from a university professor in higher education seems to highlight a controversy regarding the causes of academic misconduct among Thai teachers and students.

Sources of Plagiarism

When considering causes, it is very important to be clear about exactly what version of plagiarism is being discussed. Actually, cultural habits may not necessarily be the source. Research has found different reasons for plagiarism by student writers. With deliberate copying in mind, one general conclusion regarding academic dishonesty has focused on the issue of culture whereby Thai students perhaps view cheating as common and tolerable in their society (Young, 2013). Thus, it might be possible to argue that the principle of punishing plagiarism is a western practice that might not be appropriate in eastern culture. However, the picture differs when the focus is on unintended plagiarism stemming from weak academic literacy. In that light, the evidence has shown that plagiarism certainly does occur among native English writers, too; for instance, Howard's (1993) famous early work on patchwriting focused entirely on native-speakers, not second-language learners.

Plagiarism can be either intentional or unintentional and its sources can arise from internal and external factors such as weak language skills, poor time management, lack of motivation and low enthusiasm in academic and intellectual integrity (Williams, 2002).

Intended and Unintended Plagiarism

Williams (2002) mentioned in his article three types of plagiarists: students who intentionally cheat and would do anything for a good grade, e.g. purchase papers; those who know about plagiarism but who deliberately cut corners and then attempt to avoid plagiarism by disguising their plagiarized work; and unintentional plagiarists whose weak reading and writing skills cause them to mangle chunks of original texts to their work or who offer very imperfect paraphrases without realizing that there is a problem. To Williams, these three types of students only look for a quick-fix and shortcut to finish their papers without any aspiration to develop their thoughts and creativity.

Objectives of the Study

The present study examined plagiarism in the perception of Thai university students and teachers at an English-medium of instruction (EMI) institution in Thailand in an attempt to seek understanding and the best way to handle the plagiarism problem. Because of the EMI context, most of the course-related materials and assignments are delivered in English. In order to support such instruction, the English department of the university mainly provides instruction in English for Academic Purposes to equip students with sufficient academic skills for dealing with mainstream content.

The 60 students who participated in this study were in their 3rd or 4th year, in non-English-major programs, and they had enrolled in at least two EAP required courses. In this study, the students responded to a questionnaire that surveyed their perceptions and experience regarding plagiarism. The nine teachers who participated in this study were from the English department and other departments. They responded to a questionnaire that enquired about their beliefs, perceptions and experience with students' plagiarism. The responses of the students and the teachers were analyzed in comparison.

Research Questions

This study attempted to respond to the following questions:

1. How do Thai university students perceive plagiarism ?
2. How do Thai university teachers perceive plagiarism?
3. In what way have plagiarism policies affected Thai students' learning experiences and teachers' teaching practices?

Methods

Two instruments were used to collect the data in this study. First, a questionnaire enquiring about experiences and problems regarding plagiarism was provided to the students in order to obtain data that responded to Research Questions 1 and 3. Also, a questionnaire examining perceptions, experiences and actions regarding plagiarism was given to the teachers in relation to Research Questions 2 and 3.

Results

1. Students' Experience and Perception Toward Plagiarism

Most of the students who responded on the questionnaire reported that they had experience or had been accused of copying their work directly from the Internet or books, and

commented that the reason why they copied was that they had tried to write, paraphrase and summarize in their own words and to learn correct citation formatting, but their English reading and writing skills were too limited. Only a small number of them reported that they did not care about appropriately documenting their papers, writing in their own words, or using the correct form of citation. (Table 1)

Table 1 Students' Reasons for Copying Works

Students' Reasons in Copying Works	N	Percentage
I didn't have enough time to write the paper on my own.	9	15
I didn't have any idea how serious it was to copy work.	5	8.3
I have submitted a copy work before and never got caught or punished.	8	13.3
I didn't care much about documenting my paper, writing in my own words and making a correct form of citation	3	5
I have tried to write in my own words, paraphrase, summarize and learn citation format but my English reading and writing skills are limited.	21	35
I didn't think that my teacher would be able to track my copied work.	1	1.7
Others	2	3.3

1.1 Students' Perspectives and Impressions toward Plagiarism

The overall results show that the students had an awareness of plagiarism as a form of misconduct and that they seemed to understand the reason why this was an issue of concern. Evidently, as seen in the results below, they did not definitely feel that their teachers' instruction in plagiarism avoidance was exaggerated or unnecessary. However, they did not feel that their teachers had sufficient understanding of their problem with plagiarism. (Table 2)

Table 2 Students' Perspectives and Impressions toward Plagiarism

Statements	Percentage				
	Strongly Agree			Strongly Disagree	
	5	4	3	2	1
Before coming to this university, I knew the reason why teachers said it is important to document the use of academic sources in my essays.	8.3	18.3	31.7	30	11.7
At present, I understand more why it is important to document the use of academic sources in my essays.	48.3	31.7	13.3	5	0
I think that copying from the Internet or sources with a citation or references is complicated and unnecessary.	0	6.7	26.7	28.3	38.3
I do not understand why my teacher told me not to copy from the Internet or sources.	3.3	5	8.3	28.3	55
Becoming an essay writer who documents every academic source is practically important to me because it will help me obtain higher grades.	36.7	33.3	20	10	0
Honestly, I think that the strong criticism and punishment of what teachers call plagiarism are an exaggeration of how serious this kind of thing is.	10	26.7	31.7	21.7	10
Honestly, I think that when teachers strongly criticize and punish what they call plagiarism, this shows that they do not have a good understanding of the matter.	18.3	26.7	26.7	20	8.3

Moreover, even after having been punished for or accused of copying work, most of the students accepted their punishment positively because they reported that they had taken this as a part of their learning and they had understood more about how important it was to avoid copying. Some of them turned this into a drive to expend more effort on improving themselves. Still, some revealed that they felt guilty and ashamed. (Table 3)

Table 3 Students' Reaction to Being Punished or Accused of Copying Work

Students' Reaction to Being Punished or Accused of Copying Work	N	Percentage
I felt guilty and ashamed	9	15
I felt that my teacher did not understand my problem and was too exaggerating.	4	6.7
I felt discouraged in studying this course.	4	6.7
I became more determined to improve myself.	12	20
5. I've learned a lesson and realized more about how important it is to avoid copying.	20	33.3
6. Others	1	1.7

1.2 Students' Problems Avoiding Plagiarism

The problems around an endeavor to avoid plagiarism highlight three main aspects. First, the students found that the academic sources that they used were already well-written and that they were afraid that trying to paraphrase or summarize them would distort the meaning of the texts. Other problems concerned inadequacy of their reading, writing and grammar skills, constraints on time for instruction and practice in paraphrasing, summarizing and quoting techniques, and for developing essays in their own words while keeping to deadlines. (Table 4)

Table 4 Students' Problems Avoiding Plagiarism

Problems	N	Percentage
1. My teachers provided me too brief instruction of paraphrasing, summarizing and citation techniques.	25	41.7
My teachers provided me detailed instruction but provide insufficient time for practice of paraphrasing, summarizing and citation techniques.	26	43.3
Despite being well aware of the importance and requirement of appropriate documentation, my proficiency in reading comprehension hindered my attempt to avoid plagiarism.	29	48.3
Despite being well aware of the importance and requirement of	28	46.7

appropriate documentation, my proficiency in grammar, structures and writing hindered my attempt to avoid plagiarism.		
My teachers did not give me enough time to produce an appropriate documentation and citation, which is a time-consuming process. I was always struggling to meet due date of my paper.	19	31.7
My teachers taught me a lot and provided me ample time to practice paraphrasing and summarizing techniques, but I was not so interested because I did not think these were interesting and relevant skills to learn	8	13.3
7. While I was paraphrasing/summarizing texts, so many times, I found that the original texts were already well-worded and fit very well with my essay, but my inadequately proficient skill may distort the meaning the author intentionally wanted to convey.	35	58.3
8. Others	20	33.3

Note: Respondents were asked to provide one or more answers.

2. Teachers' Perception, Expectations and Actions regarding Plagiarism

2.1 Teachers' Views on Plagiarism

Most of the teachers who participated in this study viewed avoiding plagiarism as a matter of being honest and some viewed that it is a matter of learning how to cite and paraphrase appropriately. On the contrary, a small number considered this issue as a matter of institutional systems, while the smallest number found that plagiarism was a matter of cultural values. Despite these variations, most of them perceived that their students' plagiarism was intentional. (Table 5)

Table 5 Teachers' Views on Plagiarism

Teachers' Views on Plagiarism						
Plagiarism is			Students' Plagiarism is...			
			Intentional		unintentional	
	N	Percentage	N	Percentage	N	Percentage
A moral issue	7	77.8	6	66.7	2	22.2
An instructional issue	4	44.4				

A cultural issue	2	22.2				
A systemic issue	3	33.3				

Note: Respondents were asked to provide one or more answers.

2.2 Teachers' Expectations for Students' Written Work

Most of the teachers stated that when they assigned a source-based paper to their students, they expected to see the students make an effort to avoid plagiarism but that some patchwriting and inaccurate academic writing conventions could be acceptable. (Table 6)

Table 6 Teachers' Expectation on Students' Written Work

When assigned a source-based paper, teachers expected that:	N	Percentage
students will write the whole paper in their own words with an appropriate and accurate level of paraphrases, summaries, direct quotations and citations	3	33.3
students will attempt to show their effort in avoiding copying directly from sources even though some parts could be patchwritten and their academic writing convention might not be completely accurate.	4	44.4
3. as far as electronic resources are concerned, it is entirely difficult to prevent and track plagiarism.	1	11.1
4. how they write does not matter as long as students submit their papers with references	1	11.1

2.3 How and Why Students Plagiarized

Most teachers reported that their students deliberately cut and pasted some parts of sources and reorganized them without using their own words (aka. a form of patchwriting) while some reported that their students showed an attempt to paraphrase and summarize using their own words although the results were still unacceptably echoed words, phrases and organizational patterns from the original sources, which once more amounted to patchwriting rather than appropriate paraphrasing or summarizing.

Most teachers perceived the reason for their students' plagiarism as unawareness of the seriousness of plagiarism, along with students' weak language skills, and the inherent difficulty of acquiring strong paraphrasing and summarizing skills. (Table7)

Table 7 How and Why Students Plagiarized as Perceived by Teachers

How Students Plagiarized	N	Percentage
Deliberately copied 90% directly from sources	5	55.6
Deliberately cut and pasted some parts of sources and reorganized them without using their own words (aka. patchwriting)	8	88.9
Showed an attempt to paraphrase and summarize using their own words although found patchwrote in many parts	6	66.7
Patchwrote and used inaccurate citation/reference format	6	66.7
Copied their fellow students' work	4	44.4
Self-plagiarized, reused and resubmitted work from other assignments	1	11.1
Why Students Plagiarized	N	Percentage
1. Students may not bother to avoid copying.	3	33.3
2. Students may not possess sufficient mastery of plagiarism avoidance techniques (paraphrasing, summarizing and quoting).	6	66.7
3. Too limited class time allocated to teaching paraphrasing, summarizing and quoting.	3	33.3
4. Students may not be aware that plagiarism is a serious fault.	6	66.7
5. Students may not have enough time to write completely in their own words due to aggressive deadlines.	3	33.3
6. Thai students are generally passive, obedient and unoriginal so they do not see the point of taking ownership of their own writing or voicing their ideas.	3	33.3
7. Paraphrasing and summarizing are inherently very difficult skills that take students a long time to master.	5	55.6

Note: Respondents were asked to provide one or more answers.

2.4 Teachers' Reaction to Students' Plagiarism

Upon detecting plagiarized papers by students, most teachers allowed their students to redo the same work but some deducted points from that work. (Table 8)

Table 8 Teachers' Reaction to Their Students' Plagiarism

Teachers' Reaction to their students' plagiarism	N	Percentage
Students to redo the same work.	5	55.6

Deduct some points from that work.	4	44.4
Give an F Grade for that work.	0	0
Give an F Grade for the whole course	0	0

2.5 Teachers' Instruction on Plagiarism Avoidance Techniques

All of the teachers, both in English and other subject areas recounted that they had taught their students how to paraphrase, summarize and quote. Each of them reported instructional methods and time that they had used ranging from just a few hours to an entire semester, as shown in Table 9.

Table 9 Teachers' Instruction on Plagiarism Avoidance Techniques

Time Allocation on Teaching Plagiarism Avoidance Techniques			Instructional Method used to teach Plagiarism Avoidance Techniques		
Number of hours	N	Percentage	Instructional Methods	N	Percentage
1-3	2	25	Explain, show examples, provide in-class and out-of-class practice	6	66.7
3-6	5	55.6	Explain, show examples, provide in-class practice only	0	0
More than 6 hours	1	11.1	Explain, show examples, provide out-of-class practice only	0	0
A whole semester (45 hours)	1	11.1	students' presentation, in-class and out-of-class practice	0	0
			Discuss and assign students to research information regarding plagiarism	2	22.2

2.6 How Teachers Used Plagiarism Detection Software

Despite the fact that detecting plagiarized work has the positive potential to become a starting-point for instruction, some teachers participating in this study used it only as a punitive means to discourage students' intention to copy. However, some of them used it to

help detect copied papers and as a way to focus students' attention so as to teach them to write more effectively. (Table 10)

Table 10 How Teachers Used the Plagiarism Detection Program

The main purposes teachers used plagiarismdetection software	N	Percentage	Teachers' action when similarity was found on plagiarism detection software	N	Percentage
To help detect copied paper.	2	22.2	Told students to recheck the matches; then, allowed them to rewrite and resubmit their paper.	4	44.4
To use some functions of the program (e.g. grammar check) to teach students to write.	2	22.2	Went over each match with your students and asked them to clarify each match.	0	0
To discourage students' intention to copy.	2	22.2	Rejected the paper and gave the students an F for that paper.	0	0
To use it as a part of evaluation.	0	0	Deducted some points from students' papers.	2	22.2

2.7 Teachers' Reflections on Students' Plagiarism

The data in this part were obtained from the teacher's open-ended questionnaire. General reflections of teachers on their students' plagiarism centered around three main perspectives.

2.7.1 Proficiency Perspective: Multiple Factors That Lead Students to Plagiarize.

"I believe students do not want to plagiarize if they can acquire paraphrasing and summarizing techniques. It is true that the class time allocated for teaching paraphrasing and summarizing is very little relative to the actual time one needs to master these skills. Another problem that I think is the major cause that triggers plagiarism in the Thai university context is the sudden change of teaching and learning practices. In high school, students are familiar with rote learning while in the university, they have to synthesize information and produce

their own work. Moreover, the thinking process is also a problem. They cannot think and analyze the information even in their mother tongue, therefore paraphrasing and summarizing English text is out of the question.” [English Teacher #4]

2.7.2 Pedagogical Perspective. It is a Language problem, Not a Moral Problem.

“My assignments have normally been divided into 2 parts. First is asking them to search for a particular issue concerning with the subject or topic then telling them to submit the information with references. Next, students comment on the assigned issue. So the comments will be written by their own words and ideas.” [An Instructor in a General Education Course]

“Paraphrasing and summarizing are skills that need sufficient time to build up. To help students to avoid copy other's work, allow more time for them to improve and be good at these skills. However, the skills are only a small part in many English courses.” [English Teacher #1]

“While using a plagiarism detection software, some students were found plagiarised because they uploaded the paper with different account. Thus, the system detected that they plagiarised other people. This is the problem that needs care from teacher to check the paper carefully. Additionally, the policy to punish the students who are found plagiarised other people work as an "F" without any chances to rewrite is unacceptable as a teacher profession. The plagiarism detector can be a tool to help students learn language as well as their own thinking and writing skills. I allowed students whom I found plagiarized other people's work to resubmit as many times as possible until the deadline. If they still have plagiarized work again, I will give them 0 for that paper.” [English Teacher #9]

2.7.3 Moral Perspective. Plagiarism is a crime.

“Very often, the plagiarism detection program cannot detect the copied essay a student submitted. It was time-consuming to find out the truth. It's just like a detective game to find out if the student has done a crime or not.” [English Teacher #3]

Discussion

1. Awareness of the Plagiarism Problem and Students' Readiness to Learn.

The results regarding the students' problems with plagiarism showed that the students were well aware of their problem with avoiding plagiarism. They were able to identify that their 'real' problem was mainly their weak reading and writing proficiency, which hindered them from achieving an accurate and appropriate level of paraphrasing and summarizing. This suggests the conclusion that the students felt that they were a work in progress and that they required help and understanding from their teachers. With carefully scaffolded instruction, it could be hoped that these students would be able to develop their writing and get closer to the desired goal. If so, this would be consonant with Howard's view that

unintentional plagiarism – in the form of patchwriting – is a normal developmental stage for novice writers, whatever their cultural background. However, without teachers' understanding of this process – taking a negative and critical view instead – these students' patchwriting, could simply be misunderstood as carelessly or even deliberately failing to avoid plagiarism and in that case would inevitably be judged as committing an academic crime.

7. Students' English Language Proficiency

As shown in the findings, both teachers and students admitted that paraphrasing and summarizing were subtle skills that required considerable time to master. Students discovered that their weakness in the area of these skills hindered them from avoiding plagiarism. This is consistent with a previous study that revealed that inadequate paraphrasing could be a result of inadequate language skills rather than deliberate dishonesty (Sivell 2014). However, it is surprising to see that most teachers in this study reported that their students plagiarized intentionally, which contradicted their own acceptance that such language skills as paraphrasing and summarizing require considerable amount of time and extensive instruction. Moreover, these teachers stated that the time they spent on teaching these mechanical skills was limited. This confusion is extremely important because it seems to reveal an inability to reconcile the conflict between legitimate instructional demands – which the teachers realize are genuine, but which seem to be a systemic issue that can only be addressed through fundamental changes in curriculum – and a much simpler and more superficial moral view, which misses the instructional point but has the ironic effect of conveniently requiring little effort towards constructive change. Until this conflict is resolved, it appears unlikely that students will have an opportunity to learn the skills they need and want.

Nevertheless, it is noteworthy that some of the teachers exploited plagiarism checking tools as a part of their instruction. This is to say that the tools were useful for them and their students when working together to examine unacceptable matches between academic sources and student essays, as identified by the program, so as to discover the students' writing problems. As one teacher reported, he did not use the tool mainly for the purpose of assigning a penalty. He delayed assigning a "0" for his students' papers until he had ensured that the students had been found plagiarizing repeatedly, and after giving chances for them to see their own problems and rewrite their work within the due date.

8. Cultural Issue: High Power Distance

The only culturally-related evidence emerging from the findings seems to be somewhat oblique: students felt that the original texts were already well-worded and fit very well with their essays, and they feared that their inadequate language proficiency might distort the meaning that the author intended to convey. This might be depicted as a cultural issue. Thai culture is a high power distance one, which considers hierarchical relationships as very important. In particular, those who are knowledge transmitters are highly respected, so that challenges or changes of their ideas by others may never be made. This cultural factor – combined with the weak language proficiency, as mentioned previously – may have hindered the students' ability and willingness to take ownership of their writing.

Conclusion

It is possible that the best way in which to understand plagiarism is not only as a problem for students, but it also as a challenge for institutions, teachers and instructional plans. Using plagiarism detection software and a punitive policy might not be the best way to solve this problem. Plagiarism avoidance can best be taught through methodical instruction that not only entails the use of mechanical tools and strategies for paraphrasing and summarizing, but also emphasizes an understanding of students' needs if they are to take ownership of their work and express their own voice, with an overall design to make students see the value of learning opportunities that emphasize critical thought, not just memorization of knowledge (Howard, 2002; Brisbane Graduate School of Business, 2002).

Even though this study is situated in one university in Thailand, the issues raised here need to be considered by all learners and teachers of English as a second language. The study has implications for the teaching of academic literacy, as it points out the multiple reasons behind plagiarism, which go beyond dishonesty to recognize other embedded causes. Different reasons, especially instructional rather than moral ones, may deserve more understanding, closer attention, and action from practitioners. Given the world-wide prominence and vigor at the present time of discussions around the most appropriate approach to the risk of plagiarism at the university level, this is an issue on which Asian universities should reflect carefully, in order to arrive at policies and practices that fit their own values and experience.

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Reflected Ideologies in Susilo Bambang Yudhoyono's Political Interviews: A Critical Discourse Analysis Study

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Abstract

Language can be used not only to turn people's thoughts and beliefs but also to control their thoughts and beliefs. President Susilo Bambang Yudhoyono (SBY) ideologies building can be represented through many ways, one of them reflected on his international interview. This research study specifically seeks to show the ideologies and power that are reflected in Susilo Bambang Yudhoyono's political interviews. It proposes a critical discourse analysis that should be used as approach and systemic functional linguistics should be used as main foundation to support ideologies and power reflected in the Susilo Bambang Yudhoyono's political interview. How Susilo Bambang Yudhoyono constructs and chooses certain lexical choices reflect his language ideology. The most relevant information in the interview was emphasized and expressed in the analysis of semantic macro-structures and local semantics. Systemic Functional Grammar is a suitable tool for conducting this research analysis. The metafunction consists of the ideational, interpersonal and textual functions that are used to show the ideology of the speaker revealed in the text. The ideology reflected becomes stronger by having scientific proofs provided by the analysis of the linguistic features. The source of data are texts of SBY's international interview from the year of 2004-2014 chosen based on some criteria; updated topics, a variation of topics, and abundant data. These political interviews are an important part of the international discussion; they set and project Indonesia's image abroad and are a useful snapshot of current thinking at the highest level of Indonesia's leadership.

Keywords: Ideology, Critical Discourse Analysis, Systemic Functional Linguistics.

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Introduction

The study of language is so important that, as Fairclough (1989, p. 2) states, using language is the most common form of social behaviour and we depend on language in our public and private interactions, determining our relationships with other individuals and the social institutions we inhabit. Fairclough claims that the language is a material form of ideology, and ideology invests language (2001, p.73). Discourses are material effects of ideology that also have a central effect on shaping our sense of reality. Constructing the same point, Fowler makes the link between discourse and ideology even clearer when he defines discourse as socially and institutionally originating ideology, encoded in language (1986, p.42). Discourse is a way to try to change or influence someone and marked ideologies, where ideology can be defined as the every day taken for granted collective set of assumptions and value systems that social groups share. (Simpson, 1993).

Moreover, ideologies are essential and necessary social concepts that reflect the goals, implications and values of the social group (Wodak, 2001). Fairclough (2003) also stresses that discourse is a powerful vehicle for the construction of social reality that shapes points of views through dominant ideologies and builds being and living reality. In this sense, discourse is dialectically related to the socio-cultural and institutional contexts. In the words of Fowler, language provides names of categories and so helps to set boundaries and relationships and discourse allows these names to be spoken and written frequently, so contributing to the apparent reality and currency of categories (1986, p. 94). Therefore, language and language studies attract a lot of academic researchers from different disciplines to better understand contemporary society. With this idea in mind, this research examines the ideologies reflected in Susilo Bambang Yudhoyono political interview through a critical discourse analysis study in light of Halliday's theoretical framework for transitivity and critical discourse analysis study.

This research focuses on President Susilo Bambang Yudhoyono (well known as SBY). Dr. H. Susilo Bambang Yudhoyono was the first directly elected President of the Republic of Indonesia, serving for two terms from October 2004 through October 2014. Commonly known by his initials, SBY was born on 9 September 1949 in Pacitan, East Java. President Yudhoyono is a soldier, an academic, and a government official. He graduated from the Military Academy in 1973 at the top of his class. Quickly rising through the ranks in the Army he earned a reputation as "a thinking General" with strong reformist qualifications. He served a very distinguished military career, which included a tour as chief United Nations military observer in Bosnia and Herzegovina. SBY decided to retire five years early from the

army and was appointed as Minister of Mining and Energy. He later served as a Minister of Coordinating for Political and Security Affairs during both President Abdurrahman Wahid (2000-2001) and President Megawati Soekarnoputri (2001-2004).

From 2004 to 2014, President Yudhoyono led Indonesia through a time of significant challenge and crisis: tsunami, natural disasters, terrorism, the financial crisis, the rise of oil prices and a separatist conflict. At the topmost of the global financial crisis in late 2008, President Yudhoyono continually implemented economic policies, including new monetary measures, which allowed Indonesia's economy to remain strongly driven by domestic consumption. President Yudhoyono's economic policies have also led to increases in and balance among domestic consumption, government spending, exports, and investments. Indonesia has attained sustainable and inclusive growth that centers upon strategies that are pro-growth, pro-poor, pro-job and pro-environment. An example can be seen in except as follows:

"We have adopted the so-called four-track strategy (2 SAL 1 (2)). Our economic development must be pro-growth, pro-job, pro-poverty reduction and also pro-environment (2 SAL 1 (3)). ... we launch what so-called a triple track strategy, a stimulating growth through export and investment, generating real sector, to create more employment and to revitalize our agricultural and rural development to reduce poverty (1 SAP 3 (8)). So I should say that strategy is pro- growth, pro-job and pro-poor (1 SAP 3 (15))"

The four-track philosophy has uniquely characterized President Yudhoyono's economic construct. Indonesia's economy had maintained an average 6.5% growth and remains the largest economy in South East Asia and the world's 17th largest economy. President Yudhoyono is a visionary architect of the Indonesian democracy. To continue the transformation and democratization process, he has also launched the most progressive anti-corruption campaign in Indonesian history. It is apparent that President Yudhoyono has a strong commitment to peace and stability, both in Indonesia and abroad. He pursued a peaceful road to resolving the thirty-year conflict in Aceh and brought in new strength into political reforms and a prosperity approach to achieve solid progress in Papua.

President Yudhoyono is committed to bridging the West and the Islamic world and has played a critical role in the creation of global inter-media dialogue and in drafting a charter on the promotion of human rights and democracy in the Organization of the Islamic Conference (OIC). Through the G20, President Yudhoyono was active in all its summits and shared insights to create a stable, balanced, sustainable and inclusive global economy. An example can be seen in the excerpt as follows:

“So, I am pleased because, by continuing, stimulating our growth, our domestic market, I could contribute to the aim of the G20 that the world must have balanced economy, balanced growth; must have strong, sustainable, and balanced growth as well (4 SAG 27 (26)).”

As an intellectual and productive writer, President Yudhoyono has written articles and some books. In 2004, he published an anthology of a poem titled *Taman Kehidupan* (Garden of Life). Other books are entitled *Indonesia Unggul* (Indonesian the Best) in 2011 and *Selalu Ada Pilihan* (There is Always Choice) in 2014. As a persuasive speaker, President Yudhoyono is also a poet and a songwriter. He released a song album in 2014 entitled *Malam Sunyi di Cipaganti* (Quite Night in Cipaganti) and *Aku Bangga Jadi Anak Indonesia* (I Am Proud to Be an Indonesian Child), in 2007 entitled *Rinduku Padamu* (I Miss You), in 2009 entitled *Evolusi* (Evolution), in 2010 *Ku Yakin Sampai Disana* (I am Sure I Will Be There), in 2011 *Harmoni Alam Cinta dan Kedamaian* (Harmony in Love and Nature). President Yudhoyono is married to First Lady Kristiani Herawati and is blessed with two sons, Agus Harimurti Yudhoyono, and Edhie Baskoro Yudhoyono.

This study will be focused on two things: first, the ideologies reflected in Susilo Bambang Yudhoyono’s political interviews and second, the linguistic features which represent the ideologies in the Susilo Bambang Yudhoyono’s political interviews during his two terms in office. In the present study, to the knowledge of the researcher, no studies have been conducted yet on the critical discourse analysis of ideologies that are reflected in Susilo Bambang Yudhoyono’s political interview. To find out, the ideologies are reflections on Susilo Bambang Yudhoyono’s political interviews during his presidency. Critical discourse interpretation analysis was employed due to the fact the language use chosen by Susilo Bambang Yudhoyono in the interviews convey a particular meaning. How Susilo Bambang Yudhoyono constructs and chooses certain lexical choices reflect his language ideology.

Language can be used not only to turn people’s thoughts, and beliefs but also to control their thoughts and beliefs. The analysis first establishes the social practice, that is, how various social, economic, political and other phenomena manifest themselves in discourse and how some texts can influence and even trigger some changes in society. The next step is the description of discursive practice, which includes the production, distribution and consumption of texts. Finally, the interpretation of discourse occurs at two levels (Fairclough 2001a) the level of context and the level of the text. At the contextual level, we mention the global and local situational context and, on the other hand, the intertextual context. At the textual level the global meaning, for example, semantic macrostructures or topics are studied and compared in order to establish whether there is some pattern in the choice and sequence

of subjects. The most relevant information about the interview was emphasized and expressed in the analysis of semantic macrostructures and local semantics.

A semantic macrostructure analysis was done to identify the topic. It was found that more than one kind of information was emphasized. Thus, more than one topic was identified. The overlapping topics formed the discourse topics. These discourse topics were used to focus the discussions to reveal the ideology of the text analysis in each discourse topic. The words and phrases in the clauses portraying ideology and power distribution were elaborated. The choice of words was highlighted through local semantic analysis. The use of linguistic devices was taken into account in the process of interpretation of the phrase. Thus, the language utilization in the clause reflects the language user's ideology.

To identify the language and linguistic features that are expressed in Susilo Bambang Yudhoyono's political interviews, Systemic Functional Linguistics is a suitable tool for conducting this research analysis. The meta-function proposed by Halliday supports in identifying the lexical and grammatical features. The meta-function consists of the ideational, interpersonal and textual functions that are used to show the ideology of the speaker revealed in the text. Systemic functional linguistics that proposes ideational function aims at analyzing the processes, participants, and circumstances found in the clause using transitivity. The ideational function refers to the ideation and grammatical resources for constructing an experience of the world around. In this feature, the language user has options to put his/her knowledge of the world in the form of language.

In the interpersonal meta-functional analysis of this study, the sentence is considered as a part of the communication between the speaker and listener. Language is considered as a way of reflecting. In the interpersonal analysis, meaning is seen from the point of view of its purpose in the process of social interaction. Modality denotes to the degree of certainty and truth of statements about the world. It is a general term for all signs of the speakers' opinion. The interpersonal meta-function is a resource for performing social roles and relationships between the speaker or writer and the listener or reader.

Critical discourse analysis is an appropriate approach used for this research data of Susilo Bambang Yudhoyono's political interview. According to Zhuanglin (1988), Baker and Ellece (2011), Hallidayan Systemic Functional Linguistics is usually considered a part of functional linguistics, which considers language as a means of social interaction while systemic linguistics purpose is to explain the internal relations in language as a system and systemic functional linguistics uses as the primary foundation of text analysis in critical discourse studies. As Fairclough (2003) states that its approach to the linguistic analysis of

texts is always concerned with the social character of texts and systemic functional linguistics is concerned with the relationship between language and aspects of social life. Fairclough (2001) argues that language can be used to sustain and change power relations in contemporary society. Susilo Bambang Yudhoyono as the president of Indonesia, has many chances to employ language as a medium to express power and to build the relations with Indonesian citizens.

This study intends to observe the linguistic features of the SBY's political interviews critically by employing systemic functional linguistics or SFL. Kellner (2011) asserts that systemic functional linguistics by Halliday offers a critical analytical method to analyze the linguistic features of the text. Language as a text concerns the context of the situation, meaning the ideational, interpersonal, and textual functions. CDA also believes that as a social practice, the text is inseparable from the context of the situation. Hence, the relation of CDA and SFL is apparent. Wodak and Meyer (2006) add that systemic functional linguistics proves to be necessary for the text analysis undertaken by CDA. Susilo Bambang Yudhoyono's political interviews are rich with ideologies. Van Dijk (1993) says that ideologies are the basic frameworks for shaping the social cognition shared by members of social groups, organizations or institutions. In this study, ideologies are the precise meanings or messages in political interviews. Fairclough (1995) points out that a range of properties of text that can be regarded as potentially ideological are features of vocabulary, grammar, and implicature.

Therefore, this research presents a critical discourse analysis that offers fruitful analysis. This research intends to observe the language use in Susilo Bambang Yudhoyono's political interviews with systematic functional linguistics. That theory was chosen because it is in line with the goal of critical discourse analysis namely the finding out the ideology of a discourse that comes from the power, dominance, and social inequality conditions by considering the context behind it. The context meant here is the context of the situation that is derived from Halliday's SFL. Since this research is a linguistics study, the analysis does not focus on the political perspective but it focuses on the language use of the political interviews by considering the situational context of them critically.

This study is limited to the findings of the ideologies based on the analysis of the text and clauses which represent the ideologies of the text, to the transitivity and modality analysis of the clauses, which support the ideologies. Once the ideologies are identified, the analysis for the linguistics features is limited by the study of Halliday's systemic functional grammar. It analyzes the clauses based on their ideational function using the transitivity

analysis and interpersonal functions using the modality analysis. The ideology reflected becomes stronger by having scientific proofs provided by the analysis of the linguistic features.

The data was taken from the Bureau Presidential Household Secretariat Ministry Department. The issue raised in this study is the political interviews of SBY Presidential term 2004-2014. This study examines Susilo Bambang Yudhoyono's political interviews text throughout his presidential term from the year 2004 to the year 2014 the end of his presidency. Thus, the researcher has chosen four (4) political interviews as her research data. From the list of interviews above, the researcher selected interviews conducted by Ms. Park Soo-Jin, Arirang TV (Seoul, South Korea), Charlie Rose from CBS (US), Li Xueying from Strait Times and Greg Sheridan from Australia.

Those texts are chosen based on the consideration that as a president of the Republic of Indonesia SBY should make some appearances before the international public in order to set the right image and to be recognized and well known. In fact, his strategies have been very successful. SBY was a very popular president of Republic Indonesia toward the international public. The political interview text data taken from the official website is reliable dataset methodology from the website is official which means that to publish it, the text had passed validation and screened to be worthy to be published, read and accessed by public.

Since beginning his presidency, Susilo Bambang Yudhoyono made some international political interviews in English. These political interviews are an important part of the international discussion on areas like Indonesia's role in the region and relations between neighboring and other country's situations, institution, and social structures. These statements suggest that critical discourse analysis shares its exposure to the social and cultural matters of society. It does not only talk about the linguistic forms, but it tries to connect them with the community. Extracts from the print interview were used to show how ideologies and power are reflected in Susilo Bambang Yudhoyono's political interviews, and how the linguistic features support ideologies.

A political interview conducted by foreign journalist media is a good way to introduce a president to the international community. He holds the power to persuade others for bringing Indonesia toward significant countries in Southeast Asia and to the world. Four political interviews took place in official and institutional settings. It means that the foreign journalists were specially chosen as a professional journalist from the international press media and television with prestigious qualifications. Regarding these political interviews,

which were official, it means that the questions and answers had been set previously and had passed clearance and protocol.

Susilo Bambang Yudhoyono's political interviews are an important part of the international discussion on areas like Indonesia's role in regional and relations with neighboring and other countries in the world, and it is worth examining how the President shaped his key messages. They are also a useful snapshot of current thinking at the highest level of Indonesia's leadership. This political interview were done by President Susilo Bambang Yudhoyono himself, and these political interviews set and project Indonesia's image abroad.

This study may increase students' awareness of being critical in responding to the political interview field. The research results are expected to be guidance for researchers and students, especially those who are interested in critical discourse analysis in its relation to political discourse and media discourse. The researcher will examine Susilo Bambang Yudhoyono's political interviews in the international interviews throughout his entire presidential term (2004–2014) which will hopefully shed some light on what has been shaping Indonesia's national discourse over the past ten years. Since Susilo Bambang Yudhoyono is the first president of Indonesia, to have an official websites, to be elected directly by the people as a reformist and who to actively joins the international community. His style of leadership will bring new enlightenment for future next generation.

This research brings benefits both theoretical and practical. Theoretically, Susilo Bambang Yudhoyono's political interviews are analyzed using critical discourse analysis to find out how ideologies and power is expressed in his political interview. The findings on ideology in the text will contribute and support the theoretical of critical discourse analysis. Besides, the results of the ideologies in his political interview will fruitfully bring of ideologies of how the political interview texts will give a contribution to CDA, the political interview theory and communication theory, and political discourse.

These findings will enrich the dataset of critical discourse analysis theoretical framework. Moreover, the results of the meta-function analysis of his political interviews show how language patterns and lexical choice of words work in the texts. This research also gives the contribution to support Halliday's systemic functional linguistics. As a primary tool to analyze the texts in this study, the meta-function analysis proposed by Halliday, the research shows that critical discourse analysis that relies on systemic functional linguistics is applicable in the textual analysis. The results of the study also support Fairclough's claim (1995a) that systemic functional linguistics is the appropriate theory for the text analysis.

Practically, this study presents a deeper perception on the use of language as a tool to support the ideology of the speaker in the political interviews texts. Political interviews are one of the media SBY used to carry the ideology to the international public. It can be seen from the response of the international public towards his political interviews show that the language he used was a way to exercise power by doing the sentence and wording analysis. The arguments set in the interviews have been put into action that expresses the power of SBY to advent ideology in the international public's minds. Hence in his political interviews SBY uses certain lexical choices to reveal his ideology.

This study helps academicians, readers, students and other researchers understand the deepest level of the discourse, the power and the ideologies hidden behind the external linguistic items. It helps another option to study political interviews. It introduces linguistics features of systemic functional grammar in the process of revealing, what is more, primary in interviews text than ideology, and it can be used as a reference in conducting CDA study.

Accordingly, the findings of the present study will be highly beneficial in revealing future ideology, power, and persuasive strategies misused by politicians and presidents to authorize a government as well as clarifying their true intentions. Moreover, the results of this study can be of use both for applied linguists interested in Discourse Analysis and language practitioners interested in applying critical discourse approaches to the analysis of reading and writing skills. Furthermore, this study might be interesting for material developers of courses intended for politicians in the field of ESP/ EAP.

Theoretical Review

Van Dijk (2004) defines political discourse not only in terms of discourse structures but also in terms of political contexts. He contends that it is not sufficient to observe, for instance, that political discourse often features the well-known 'political' pronoun *we*. It is crucial to relate such use to such categories as *who is speaking, when, where and with/to whom*, that is, to specific aspects of the *political situation*. (p. 13). Van Dijk (1998a) is of the view that CDA is particularly concerned with the analysis of any discourse whether written or spoken from the perspective of discursive practices in a society like hegemony, domination, inequality of basic rights and racial discrimination. Its focus is to examine the exertion of these practices regarding socio-economic and political perspective.

For Van Dijk (1991, 1993), media and politics are closely related as media propagates the thought and ideologies of the elite. He describes media discourse as an advocate of the elite's policy, hegemony, and exploitation. It always favors the ideologies of the dominating

class and state. Van Dijk (1998:8-9) defines it as “the basis of the social representations shared by members of a group” so that there is “a mental framework of beliefs about society and the cognitive and social functions of such a framework for groups”. Ideology as a system of beliefs can be expressed in “symbols, rituals, discourse and other social and cultural practices” (van Dijk 1998:26).

Ideology can enter discourse at several levels. Therefore both form and content can be ideologically marked, but ideological meaning can also be reproduced through interpretation of the text. Van Dijk (1998:8-9) defines it as “the basis of the social representations shared by members of a group” so that there is “a mental framework of beliefs about society and the cognitive and social functions of such a framework for groups”. Ideology as a system of beliefs can be expressed in “symbols, rituals, discourse and other social and cultural practices” (van Dijk 1998:26).

Fairclough (1992) explains three stages for the analysis of discourse. In first phase, CDA analyzes the personal experience and knowledge of the speaker by keeping in view his beliefs. Secondly, how social relations affect the discourse and thirdly, the speaker realizes the reality and identity. He is of the view that linguistic choices in a discourse like the lexical selection and syntactic patterns also reveal the social background and identity of a speaker. He argues that it is the language that shapes discourse and different socio-political views which lead towards the exertion of power relations. Fairclough (1992) is of the opinion that people belonging to a particular social setup have different relational and expressive norms that are revealed through their speeches. This shows that there is a strong tie between the social and linguistic variables.

The prime purpose of CDA is to analyze the text in the light of the social theory of language functioning as an ideological and political process. According to Fairclough (1995b), linguistic analysis of discourse practice in the socio-cultural background is known as intertextual analysis. Here, the linguistic analysis is the analysis of the text at lexical, syntactic, grammatical and vocabulary level. Cohesion, coherence and organization of the text, are also included in this analysis.

This analysis focuses on the text by keeping in view all discourse practices. Fairclough (1992) defines intertextuality as the characteristic of any text in which the text carries the chunks of other texts that become a part of that text. The chunk taken from another text become a complete part of the original one whether it refutes the idea given in the original text or accepts it. He divides intertextuality into two types that are ‘manifest intertextuality’ and ‘constitutive intertextuality’.

The first type refers to the use of quotations in the texts to validate and authenticate the argument. Certain quotes are included in the inverted commas while writing any essay or speech. This type of inclusion of another text is considered as manifest intertextuality. The other is related to discourse structures that lead to novel text production. Fairclough says that this kind of text can be analyzed by doing a linguistic analysis.

Fairclough (1989) described his approach in the perspective of analysis of the text as 'critical language study'. His main focus was to unfold the discrimination of social relations and discursive practices which exploits the rights of the masses with the help of the language used in society. His view is that language is used as a tool for exercising power and hegemony. Text is the dress of thoughts through which people exert dominance.

Fairclough's model (1989, 1995) for CDA consists of three interacted processes of analysis that are tied to three interrelated dimensions of discourse. These three dimensions are: (1) the object of analysis (including verbal, visual or verbal and visual texts); (2) the processes by which the object is produced and received (writing/ speaking/ designing and reading/ listening/viewing) by human subjects; and (3) the socio-historical conditions that govern these processes. According to Fairclough, each of these intentions requires a different kind of analysis: (1) text analysis (description); (2) processing analysis (interpretation); (3) social analysis (explanation).

This approach enables the analyst to focus on the signifiers that make up the text, the specific linguistic selections, their juxtaposition, and sequencing their layout (Janks 2001: 27). The reason we have selected Fairclough's approach to CDA is that it provides multiple points of analysis entry. It does not matter which kind of analysis one begins with, as long as they are all included and are shown to be mutually explanatory. It is in the interconnections that the analyst can find interesting patterns and disjunctions that need to be described, interpreted and explained.

Like Fairclough, Wodak is also a linguistically orientated CDA scholar. She sees discourse as a complex bundle of simultaneous and sequential interrelated linguistic acts, which manifest themselves within and across the social fields of action as thematically interrelated semiotic, oral or written tokens, very often as "texts", that belong to specific semiotic types, i.e. genres (Reisigl and Wodak, 2001, p. 66).

Wodak's approach is a discourse-historical perspective on CDA. In this approach, the connection between fields of action, genres, discourses and texts is described and modeled, and context is understood mainly from a historical perspective. The discourse-historical

approach is both hermeneutic and interpretative, with some influence from cognitive science (Wodak, 1996).

This approach is understood not as a sequence of separate operational steps but as a cycle in which the three analytical dimensions (see above) are systematically and recursively related to the totality of contextual knowledge. The exact description of individual texts and the analysis of larger corpora of data allow statements to be made at both micro and macro levels. The general principles of the discourse-historical approach may be summarized as follows:

First, setting and context should be recorded as accurately as possible since discourse can only be described, understood and interpreted in its specific context. Second, the content of an utterance must be confronted with historical events and facts. Third, texts must be described as precisely as possible at all linguistic levels. Categories of analysis at the linguistic level highly depend on the research question (Wodak, 2001).

The historical context is always analyzed and integrated into the interpretation, although there exists no stringent procedure for this task. Wodak and Fairclough (1995a, 1996) are of the view that language as a practice of creating hegemony, power and dominance is being used in a society. It seems to be a complete reflection of social practices like a mirror.

The types of language used among the members of society reveal the social relations like the communication of a director of a company with a clerk or peon would clearly draw line and the linguistic choice of director would reveal his/her hegemonic attitude. Historical perspectives of discourse play a vital role in getting the meaning of the text. Every text carries certain historical perspectives and contexts that clarify the meanings in that particular context.

Ruth Wodak (2001) and Meyer (2001) interpret the term 'critical' in CDA as the analysis and understanding of the language embedded in social, political and economic perspective. CDA tries to develop connections between the powers exerted through language with a wider socio-political context. The focus seems to be on text primitively because it reflects the ideological and identity basis that is constructed and produced through the social relations. They are of the view that CDA not only traces out the power relations in social practices, but it also provides opportunities to challenge and criticize it.

On the base of systemic functional grammar, Halliday (1985) considers text analysis as discourse one. He states linguistic analysis may explain why one text is appropriate or inappropriate for some specific purposes. According to Christie (2002), text, and specific

combination of situational context is a condition of cultural context. Choices from the language about a given context are considered as selection from the register and specific selection from register depends on specific selection from components of situational context. These components are a field of activity, tenor and mode.

Accordingly, the procedure of stylistic analysis may be divided into three logically ordered phases. The limitless practical functions may be generalized into a set of highly coded and abstract functions that are inherent in every language. These functions are ideational, interpersonal and textual. In ideational function (Halliday, 1971), the speaker or writer embodies in language his experience of the phenomena relating to the real world and this includes his experience of the internal world of his consciousness, his reactions, cognitions and perceptions and also his linguistic acts of speaking and understanding.

The ideational function mainly consists of transitivity and voice in which transitivity includes six processes called material, mental, relational, behavioral, verbal and existential through which material, relational and mental processes are considered as three primary ones. Relating to interpersonal function (Halliday 1971), language is used by speaker as a means of his own intrusion into a speech event, the expression of his comments, attitudes and evaluations, and also of the relationships that he sets up between himself and the listener, in particular, the communication role that he adopts of informing, questioning, greeting, persuading and the like.

Modality and mood are often used to express interpersonal function. Mood shows what role the speaker selects in the speech situation and what role he assigns to the addressee. Modality refers to an intermediate range between extreme positive and negative. On the other hand, modality may objectively express speaker's judgment toward the topic, showing the social role relationship, the scale of formality and power relationship.

According to Zhuaglin (1988), relating to textual function, language has the mechanisms to make any stretch of spoken or written discourse into a coherent and unified text and make a living passage different from a random list of sentences. Although two sentences may have exactly the same ideational and interpersonal functions, they may be different in terms of textual coherence. According to Halliday (1971), textual function fulfils the requirement that language should be operationally relevant, having texture in a real context of situation that distinguishes a living passage from a mere entry in a grammar book or a dictionary.

1. Ideology Reflected in Political Interview

This section presents the Ideology in Susilo Bambang Yudhoyono's political interviews. The ideology can construct many things within the same members of a group and ideology. This fact, the ideology is inevitably controlling the social practice and the discourse. For other groups, ideology, on the other hand, can create a relationship in term of group relation, such as power and dominance. In exploring the ideology within the social practice, the SFL become the main medium to transfer them. It is used to uncover the existence of the discursive practices that imply the ideology and power relations. SBY may acquire political legitimacy through elections, gain political power and persuade citizens and international public into believing that his rule is the natural order of things.

SBY as the Indonesian President has access to various types of discourse, he can control its creation and its content and hence control and steer public opinion. There are three ideologies proposed by SBY in his political interviews namely SBYnomics, Democracy and Islam, and Self Image. The result of analysis SBYnomics employs 39.8%; Democracy and Islam use 27.8%, Self-Image employs 15.9%. In the four text of international political interviews in the two periods of his presidency, the most dominant discourse topic SBY presented were SBYnomics, democracy, Islam, and self-image. In SBYnomics, SBY proposes new policies in the economic system namely Triple Track and Four Track strategies, Public Partnership, Dynamic Equilibrium and Masterplan for the Acceleration and the Expansion of Economic Growth up to 2025 represent SBYnomics. Democracy and Islam also became a significant topic. Democracy and Islam turned out to be SBY's icon in international public. To make his legacy more reliable, SBY actively presented himself for his achievement. Each ideology will be discussed further as follows;

1.1. SBYnomics Ideology

SBYnomics is an umbrella term of SBY's economic policy. SBYnomics comes up as the result of the vagueness of the economic, ideological platforms of Indonesia which is compounded by the lack of perceptiveness by Indonesians in labelling political actors and their economic philosophies, which undoubtedly created a self-reinforcing tendency to engage in popular political and economic discourse through the media.

In the umbrella term of SBYnomics, there are four economic policies under SBY presidency namely *triple track strategy*, *four track strategy*, *public-private partnership*, *Masterplan for the Acceleration and the Expansion of Economic Growth up to 2025*

(MPE3I). It can be seen from his political interview texts that SBY presents SBYnomics ideology of triple and four track strategy in the first period of his presidency. Meanwhile public-private partnership and Masterplan for the Acceleration and the Expansion of Economic Growth up to 2025 (MPE3I) were mentioned in the second period of his presidency. It means that he distributes his economic ideology equally in each presidential term.

SBYnomics which consists of triple track strategy 20%, four track strategy 20%, PPP 30% and MPE3I 30%. SBY has launched new policies in economic namely triple track, four track, public, private partnership, and Master-plan for the Acceleration and the Expansion of Economic Growth up to 2025. SBY presents an equal percentage for his first and second term economic ideology, however, the second term ideology distribution was higher than the first term.

This part will present triple track and four track ideology. SBY presents his *triple track and four track strategy* ideologies in his first period of presidency. The first analysis refers to how SBY presents the triple track strategy ideology. Referring to the first period of SBY presidency, the economic performance by the end of 2005 was really at contrast with the performance at the beginning of 2005, particularly when the public gave full trust and expected too much from the Susilo Bambang Yudhoyono (SBY) administration. President SBY and his new cabinet were faced with a significant unemployment rate that was hard to overcome.

A high poverty rate and an unstable economic became crucial issues in his first presidential term, whether caused by an increase in oil prices or structural problems, must not be solved by direct aid compensation fund which contrary often generate another serious issue. Shortly, until the end of 2005, Indonesia has not had a standard mechanism, which could increase the government leader's awareness and involve the public as well. Then he proposed and launched the triple track strategy as can be seen in the example *We actually launch what so-called a triple track strategy, a stimulating growth through export and investment, generating real sector, to create more employment and to revitalize our agricultural and rural development to reduce poverty. (ISAP3(14))*

SBY presented his first legacy in economic ideology. SBY brought the issues of exports and investment, and reducing poverty. SBY when explaining how the triple track strategy works gave a general description strategy policy such as *stimulating growth through export and investment, generating real sector, to create more employment and to revitalize our agricultural and rural development to reduce poverty*. SBY stressed growth, investment,

creating jobs, revitalizing the agriculture as crucial points since he knew well that his people needed a policy which suited to the current situation after some years of being hit by the economic crisis. SBY knew that his policy of a triple track strategy would draw people's attention, he could promote and run his other program under the triple track policy.

SBY gave further details of what the triple track strategy consists of and how this policy was in line with Indonesian economic development objectives. SBY states verbal processes *say* to stress the three important points in his strategy such as pro-growth, pro-job, pro-poor, he adds and underlines that those three things are in line with objectives in achieving economic development as can be seen in the example *So, I should say that our cooperation is very much in line with **our objective in achieving economic development.*** (ISALI(19)).

SBY proposes three major taglines in his triple track strategy because in his first presidential term he should have been able to provide economic policy agenda programs and he needed to attract people to his economic programs that would recover from the global economic crisis that was hitting Indonesia at that time. SBY gave details of each term for pro-growth means increase growth by prioritizing export an investment, by increasing investment climate there would be more jobs created in the real sector, if more job opportunities were created meant that people would get a good living, and it could reduce poverty.

That the ambiguity of the economic, ideological platforms of Indonesian political parties beyond the nationalism of *SBYnomics* roughly translated as “pro-poor, pro-job, pro-growth” well known as triple track strategy has undoubtedly created a self-reinforcing tendency to engage in popular political and economic discourse in the local media and international media. SBY presented a new strategy in economic development. SBY stated specified lexical choice of ***our economic objectives, in line with our objective in achieving economic development.*** This strategy is one of the tactics for SBY to attract Indonesian citizens to choose him as a president. This strategy was a success to influence citizens that his economy is pro-people.

SBY realized that the former Indonesian policy is too weak, so the economic sector often got a negative impact whenever it was hit by the global crisis. SBY adopted the People's economic system, and he wrapped the Triple Track Strategy (TTS) with the tagline of pro-poor, pro-job, pro-growth to show that he was concerned with people poor, creating more employment and able to reduce poverty. The first track, Pro-Growth was implemented by increasing economic growth through investment and export acceleration and focusing on exports and investment. Pro-Growth is an economic development theory, stating that

investment and export elements are needed crucially to accelerate economic growth and able to increase the absorption of the labor force. The second track, Pro-Job, encouraged the real sectors to create jobs and restructured real industry to be able to absorb more employment and create new jobs.

In track three, *Pro-Poor*, revitalized agricultural and rural sectors to contribute to poverty alleviation. SBY developed targeted government programs to improve people's welfare through the programs of Social Safety Net in favor of the people by sustaining the people's welfare program (National Program for Community Empowerment/or called PNPM), School Operational Assistance (BOS), Health Insurance Society (Jamkesmas), Family Hope Program (PKH), and the provision of targeted subsidies.

After success with the triple track strategy, SBY presented the four track strategy ideology. SBY added one more strategy and called it as Four Track Strategy (FTS). In the four track strategy SBY was concerned with the environment, global warming, and MDGS which had become the background reason SBY was concerned with the environment. Still SBY wanted to be known as a leader who tagged along the global issues as can be seen in the example *We have **adopted** the so-called **four-track strategy**. (2SALI(6)) and (4) **Our economic development must be pro growth, pro job, pro-poverty reduction and also pro-environment**. (2SALI(7)).*

SBY tended to refer to his idea with the term Eco-market economy with social justice. SBY issued an appeal to all elements of the nation's: being seekers and creators of opportunities or opportunity seekers, preserving and maintaining the situation in the country, including maintaining political and social stability; and, working harder and harder. Restating to what the SBY statement look like there are no significant problems with Indonesia's economic system. All looks fine. This is very contradictory, many who criticized the policy mistakes, but there is also a look at the draft policy which had been good, but its implementation was not optimal. According to SBY, Indonesia is like a company that has many directors or shareholders of different interests. Of course, bringing together different interests, let alone contradict was not an easy task. Under these conditions, the existence of a clear leader who had strong and visionary leadership was needed.

The uses of repetition of lexical choices such as *pro-growth, pro-poor, pro-job, pro-environment*, and the uses of repetition clauses over and over give directly evident how Susilo Bambang Yudhoyono presents his concept of the political economy of SBYnomics. In his ideology of SBYnomics, SBY proposed a targeted economic plan. These programs still do not work properly. People still do not get better economically as can be seen in the

example *That's our ideology, that's our economic strategy.* (2SAL1(9)). It can be concluded that we are now faced with the fact that Triple and Four Track Strategy are the same as the Trickle Down Effect and in real-fact still preserve economic disparities within the system and is unable to cope with unemployment and poverty. It is very dangerous in a democratic system, because the gap raises the possibilities of escalation of conflicts arising from the gap, and makes the circulation of wealth being concentrated in circles over the course and the wide gap between rich and poor in Indonesia has created an oligarchy in Indonesia's democratic system.

This part will present Public Private Partnership (PPP) and Masterplan for the Acceleration and the Expansion of Economic Growth up to 2025 (MPE3I) Ideology. Susilo Bambang Yudhoyono (SBY)'s government set up a development of the Masterplan for Acceleration and Expansion of Indonesia Economic Development (*Masterplan Percepatan dan Perluasan Pembangunan Ekonomi Indonesia*–MP3EI) to drive the realization of high, balanced, fair, and sustainable economic growth. As a result, president SBY declared that the Masterplan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI) 2011-2025 was different from other existing plan documents because it set obvious targets, simple but completed plans with clear responsibilities, investments, and the results as can be seen in the example *That is why we developed a new framework for building infrastructures by having public-private partnerships.* (2SAL3(43)) and *I have issued the so-called Masterplan for the Acceleration and the Expansion of Economic Growth up to 2025.* (4SAG7(22)). In this regard, there are four (4) approaches to realize the strategy of growth with equity, namely: demand side economy (demand side); Real Sector (real sector); supply side economy (supply side); and production function (production function). All 4 of these strategies are the essence of MP3EI consisting of 6 corridors, economic zones, industrial clusters, as well as the 22 main economic activities.

All designed to achieve a balanced, strong, inclusive, and sustainable economy, as alluded to earlier. This is in accordance with Indonesian Vision 2050 which establishes three (3) main outcomes, namely: a strong and strong economy which is fair; a stable and mature democracy or in other words a democracy that is stable and mature; and advanced civilization or civilization which is more advanced. SBY concludes that the direction is correct for the Indonesian economy. However, SBY still stressed the need to fix all the problems that existed without looking back and without blame. SBY's ideology categorized as economic thinking is conveyed as can be seen in the example *I determined six economic corridors, and each corridor consists of economic zones, and some of them industrial clusters.*

(4SAG6(23)), *Moreover, we invite investors, foreign and domestic.* (4SAG8(25)) and *So, that is the overall picture of our economy.* (4SAG19(63))

SBY performed that under his new policy, the investment and growth of Indonesian Economic toward to better economic atmosphere. Privatization was one of characteristics of the SBYnomics ideology. The lexical choices like *investors, foreign and domestic, private partnership* indicate that this framework is working and proving that the Indonesian economy under his presidency was successfully implemented and from another side points the Indonesian economy was increasingly in the hands of foreign investors which were an extension of SBYnomics ideology. SBY stressed and set his framework by repeating the phrase keyword.

Entering the second year of his term, SBY focused the ground breaking development in the form of a master plan for the Acceleration and Expansion of Indonesian Economic Development (MP3EI). With the above economic policies, the government was expected to boost economic growth so that the country would also affect the growing prosperity of the Indonesian people. Almost ten years have passed with the Indonesian economy in the hands of the President's leadership and during the Indonesian economy in the midst of arguably the golden age.

1.2. Democracy Ideology

This part will present Democratic and Islamic ideology. In the practice of Democratic Ideology, SBY presented western theories of Trias Politica, Presidential System, corruption and national consensus. Meanwhile in the Islamic ideological practice, SBY conducted anti-terrorism, avoided the so-called clash of civilizations, anti-radicalism, Islam in harmony, tolerance and peace, and the model of Islam in a democratic country. SBY distributed his democratic and Islamic ideology equally in each presidential term. Democracy and Islam which consist of the Democratic ideology consists of Trias Politica, a presidential system, national consensus and corruption 50% and meanwhile in the Islamic ideology consists of anti terrorism, avoiding clash of civilizations and anti-radicalism, Islam in harmony, tolerance and peace, and the model of Islam in a democratic country 50%. As the Muslim world's largest democracy, such troubling internal conflict issues posed a real threat to the credibility of its leaders' claim to be a beacon of democracy for other fragile democracies.

In fact SBY is well known as the beacon of Indonesian democracy leader. SBY reveals that *Trias Politica* is part of the democracy system. SBY presented the presidential system

which had given him the power balance and corruption as the one of Indonesia homework to be reformed. *Trias politica* consists of the Executive, Legislative and Judicial branches. Three of them are Government Institutions who have the authority to conduct executive authority, the court institutions have the authority to enforce judicial power and representative institutions (House of Representative, for Indonesian) have the authority to conduct legislative powers as can be seen in the example: **We follow the Western's theory of Trias Politica, meaning: executive, legislative and judiciary.** (4SAG 45(141))

With the separation of the three powers in three different institutions, it was hoped the course of state government would not limp, avoid corruption of government by one agency, and would bring up a mechanism of checks and balances. Nevertheless, the course of Trias Politica in each country is not always the same, smooth or without a hitch. In order to ensure that each power did not exceed the limits of his power, we need a system of checks and balances system or system of checks and balances.

SBY was setting a precedent as the first democratically elected president of Indonesia to follow the new term limits. When the new term limit policy was introduced, maybe he had to be the first to accept it, because he was the first to serve under it. As per Injun's post that's the article 7 of the Constitution of the Republic of Indonesia as modified by its first amendment in October of 1999. The original article stipulated: "*Presiden dan Wakil Presiden memegang jabatannya selama masa lima tahun, dan sesudahnya dapat dipilih kembali*" authorizing a possible life term position as can be seen in the example *So, like our experience after the crisis, we **changed** our constitution to limit the terms of the president by two terms only* (3SAC7(40)).

In a condition where the relationship between members of Parliament with his constituents is not clear, then the existence of the House approached the agency with power "absolute". That, of course, is ironic, because his "official", Indonesia adopts a presidential government. Lord Acton had a 'mantra' that is very famous in the world of politics: "**Absolute power corrupts absolutely**", or "**absolute power certainly corrupt**". SBY used the quotation from Lord Emerivh Edward Dalberg Action (1834-1902) to create the tagline as can be seen in the example **Power tends to corrupt; absolute power corrupts absolutely.** (3SAC7(39))

Here *Power tends to corrupt, absolute power corrupt*" indicates the absence of the determination for overseeing the administration of society, various forms of corruption that power will continue to happen. The material processes of *tends* which means to be likely to

behave in a particular way or have a particular characteristic. Corruption in SBY's argument is not only related to money, but also politics or policy.

The public was not surprised by some members of Parliament who had some issues which led to corruption and abuse of power. An obscure division of power also led to weak supervision. In theory, the agency should not be concurrently carrying out something as an institution that oversees, as there will be a conflict of interests. It applies in all areas, not just in the government. Simply put, if we feel there is an error, then we will be more lax in monitoring, because if not, it will become a boomerang for our own.

The impact, as we see today. Corruption occurs in all state institutions, whether executive, legislative, and judicial. Cases of corruption not only ensnare executives, but also the judiciary or law enforcement and legislative bodies. A good system alone cannot guarantee everything to be good. What is clear, is going on in Indonesia now is not the application of the concept of Trias Politica, but Trias Corruption.

SBY knows well the weaknesses of young democracy and he anticipated this by changing the law to limit power. SBY launched a new policy concerning with the limitation of power. Corruption occurs in all state institutions whether executive, legislative, or judicial branches. Cases of corruption not only trap executives, but also the judiciary law enforcement and legislative bodies. The system does not guarantee the right things get better as can be seen in the example *fighting corruption is our biggest challenge, even though more than 160 government officials, corrupt government officials: ministers, governors, mayors, members of the parliament have been brought to justice, and of course the climate of, the fear of corruption is actually rising (4SAG15(46)) and However, I have to admit; still we are facing problems in this arena. So, we'll continue to double time our effort in preventing and in combating corruption (4SAG15(46)).*

SBY works hard to fight corruption. It is supported by the current condition of policy remissions and pardons against the corrupt can have implications for several things: first, the government can be a political force assessed attempt to deny the Corruption Eradication Commission (KPK) in combating corruption in Indonesia; second, people will increasingly not believe in politics to eliminate corruption which is run by the government of under SBY's presidential, third, efforts to remove Indonesia as the most corrupt country in Asia is also increasingly difficult to implement in the future, especially by the current government. SBY did not take any certain name for his democracy but SBY played a good performance in executing a democratic image toward the international public. SBY set the goal that Trias Politica and presidential system were suitable tools in running an Indonesia democracy.

SBY shows Islam not as the Islamic state or religious doctrine ideology but as general living Islam behavior and belief in Indonesia. SBY conducts anti-terrorism, avoids the so-called clash of civilization, anti-radicalism, Islam in harmony, tolerance and peace, model of Islam in democracy country as the prominent discourse practice. SBY thinks the new Indonesia would like to project above characteristics as its new international identity, partly to counter the negative image that had determined the country after the collapse of the New Order, as well as to help dismiss some of the negative stereotypes of Islam. SBY thought that it was necessary to promote the country as a tolerant society because in recent years the government had been highly criticized for its inability to handle the rise of religious intolerance, radicalism and communal conflicts as can be seen in the example *I do believe that we could avoid the so-called **clash of civilization**, and we could build confluence among civilizations.* (3SAC6(30))

SBY realized that the international public considers Indonesia as a country which is full of conflict such as radicalism, terrorism, terror and religion racism, that is why SBY wanted to present an Indonesia that could avoid the clash of civilizations even though SBY realized that he could not totally wipe out domestic conflicts such as radicalism, terrorism, and terror and religious racism. SBY presented to the international public that he could build and unite among civilizations. The lexical choice of civilization characterizes society, culture, religion and people. Indonesia is a diverse nation which means that in every aspect of life in Indonesia shows a different life.

SBY also gave a primary concern towards terrorism, he conducted anti-terrorism activities. After the 11 September 2001 WTC bombing, the international public perception of Indonesia was as a well-known breeding place for terrorists. There were some terrorist actions that happened in Indonesia such as the Bali Bombing, the Hotel Bomb, the Embassy Bomb, even there was a rumor that terrorists threatened SBY's life by planning to shoot and murder trial toward SBY as can be seen in the example ***We actually conduct anti-terrorism campaign very seriously, Indonesia, by all means.*** 3 SAC 29(131)

SBY has proclaimed to the world that it will fight against terrorism, it does not tolerate any hazardous, menace or threats in Indonesia. The lexical choice campaign gives significant meaning as a planned group of especially political, business or military activities which were intended to achieve a particular aim. SBY worked hard to eradicate terrorism, he used his power as a leader of military commander to eradicate any action of terrorism and he proved it under his presidency he could reduce terrorist actions. It can be seen that SBY had power

over the military more than former presidents in previous eras: Megawati, Gus Dur, or Habibie.

SBY wanted to show that Indonesia, a multi-cultural, multi -lingual, ethnic, tribal, multi-religious country could live together in harmony. SBY did not deny that there is radicalism. Radicalism not only happens in Indonesia but also in the world. SBY presented to the international public that it could not judge Indonesia as a nation with frequent radicalist actions in the world but the international public should realize that in their domestic matters there is also radicalism. The international public cannot blame him that under his presidency there is still radicalism. SBY signified that Indonesia as the largest Muslim population in the world compared to Southeast Asian countries, ASIA, even Middle East countries. SBY clarified that even Indonesia with the largest Muslim population is not an Islamic state. *Yes, exactly. That is true; Indonesia is the largest Muslim population in the world, but we are not an Islamic state. (3SAC25(106))*

SBY created a new image of Islam to the international public. The practice of Islam in Indonesia is often believed as “*moderate*”, an aspect on which Indonesia has also tried to capitalize, portraying itself as a “*bridge*” and “*connector*” between the Muslim and non-Muslim worlds. President SBY voiced this ambition quite clearly in 2010, when saying that “as a member of the OIC (Organization of Islamic Conference), we can express the true identity of Islam which is moderate, open, tolerant and modern. *So, Indonesia will continue playing role in reaching the West and Islam in facilitating inter-faith dialog, inter-civilization dialog and others. (ISAP6(41)) Yes, Indonesia is playing roles to bridge the West and Islam. (3SAC31(143))*

Indonesia believes it can be the perfect bridge-builder between the West and the Islamic world. The international public has praised Indonesia’s success at establishing a democratic government in a predominantly Islamic society. It would appear that Indonesia has garnered international admiration for its ability to demonstrate that democracy and Islam can flourish in a country that was once a dictatorship as can be seen in the example *Moreover, our view is quite clear that Islam must be able living together with democracy and modernity. (ISAP6(40))*

It is quite clear that SBY wants to create a new branding of Indonesia towards living Islamic and democratically in Indonesia. Speaking of Indonesia’s Muslim community, Indonesia’s brand on the international stage is also connected to Indonesia’s reputation as a country where democracy and Islam intertwine. The media often quotes Indonesia’s reputation as based on two prominent aspects: the first is Indonesia’s status as the third

largest democracy after India and the U.S., and second is Indonesia's Muslim population, which is the largest in the world. He believes over his power during his presidency. His power shows that he will stand for any problem. SBY is very confident in how skillfully he is in playing soft power and diplomacy and how he exercises his power.

The Indonesian state was founded on patriotic, humanitarian, as well as religious values essential to the conservation of the multi-ethnic and multi-religious makeup of the country. Today's Constitution remains based on the doctrine of *Pancasila* (five principles) adopted in 1945. An existential process is understood as the process of existing. SBY states that the Islamic and democratic model which was adopted by the founding fathers remains in harmony in Indonesia. Indonesia state ideology Pancasila with *Bhineka Tunggal Ika* (Unity in Diversity) has been stated and summarizes how Indonesia as archipelago country unites all the different lifestyles. The word *there* marks the existential clause.

Living harmoniously in a religiously pluralistic Indonesia had only become possible, when two conditions were met: first, Pancasila as state ideology was whole-heartedly accepted and supported by the Indonesian Muslims, the largest religious groups in the country; and second, Indonesia as a country was governed democratically. However, Indonesia lies in distant Southeast Asia, whereas Turkey is in and of the Middle East, with neighboring Arab neighbors. Turkey has long been seen as a land bridge between East and West. For decades, it has tried to impress Europe and to persuade Europe to let it join the European Union. SBY feels confident to present that Indonesia can play its role as a bridge to the west and Islamic world by using conditional sentence *if Turkey can do it, Turkey is located in Asia and Europe, and they can play on that; Indonesia in my view can also do the same.*

Democracy and political Islam together form the most part of Indonesia's "soft power assets" today. A closer look at Indonesia's democratic credentials, however, reveals that several components of democracy are not full-fledged. SBY tries to present to the public about how to use Islam as a new foundation for dealing with social issues like injustice, military repression, and religious and ethnic intolerance. These ways have been instrumental in promoting a new interpretation of Islam. The point SBY would most like to emphasize is that Muslim society is dealing with issues of Islam and democracy. The discourse is alive and well. SBY hopes this new kind of Islam will be dominant in Indonesia. This is a subtle dynamic, and not always evident on the surface. While SBY political management skills were weak, he consistently emphasized the importance of pluralist Islam, and the compatibility of

Islam and democracy. This is a form of guarantee for us moderate Muslims that the trend can be preserved in the long term.

1.3 Self-Image Ideology

This part will present Self Image ideology. It seems as if SBY was overshadowed by the possibility of getting a 'bad name' at the end of his presidency. This would surely damage his private image. It is known well that for SBY his self-image is everything. This Self Image ideology is the most significant for SBY to gain sympathy from his citizens of Indonesia and international audience.

SBY not only exercised his power but also he presented that how loved he was by his people to the international public. SBY brought some background reasons why he could run for the presidency as can be seen in the example: “*Well, I run for the presidency because I know that have the opportunity, and I had strong support from the people.*” (3SAC9(45)). SBY wanted to present his strategy in winning the campaign. SBY told the background reason how he could win the presidential election and he presented that he had strong support from the people, and he had a good opportunity. He exposed himself as a lucky person.

In fact, SBY had built and exercised his power quite sufficiently for a long time. He prepared all strategies for winning the election, from small and hidden campaigns, gaining support from military; even hiring FOX media from the USA as his campaign consultant. He had learned from the former presidential election and from that point he knew how to play in attracting people's hearts and minds. He used every opportunity to get to people's heart by technological media and social media. He was concerned about people's opinion as it was known that to have a strong national consensus meant that he should consider people's opinion. SBY tried to build people's opinion, he was well-prepared and well-managed in throwing opinion to the public. He constructed his character to fulfill public opinion as can be seen in the example: “*Probably people see me as the thinking general.*” (3SAC7(52))

SBY created a vivid picture before his listeners as if they were the witnesses of this scene and SBY had huge contributions to the reform period as the one of the blueprint advocator. The lexical choice of *Thinking general* indicates that SBY had strong power in the military since during the reform era, SBY was one of the many players in drafting the military reforms, in ending political roles of the military, and in getting back to the main functions of the military as a defence and security apparatus. SBY represented the military element in conducting national reform. SBY had served in many command positions,

conducting manager operations and he participated in the reforms of our institutions. SBY wants historians to write his life history as a thinking general which then becomes his legacy in the future.

SBY also admitted that to bring Indonesia towards a better country he needed time to reform many aspects of life politically, culturally, socially and bureaucratically, the promises were great but the civil service law that was ultimately passed in late 2013 was disappointing. SBY feels that he has huge a burden and the tasks required to bring Indonesia as a better nation in the world. There are too many problems which have struck Indonesia. SBY realized that it is not easy to run and manage Indonesia since he needs to do global reform in many aspects such as bureaucratic reform, corruption in any level of bureaucracy, health reform, environment reform and many others.

SBY created his legacy through the image of *“I am loving democracy; I am loving harmony, I am loving the unity, being president in a globalized world, understand the international relations, the universal values, diplomacy, to be part of the global community with our sovereignty, our identities and value”*. SBY knows well that he wants historians to write a history of his presidency as good as he has created his legacy. He wants the world know him as a president of democracy, good in diplomacy and soft power. The world has given appreciation to him.

SBY confidently addressed democracy, human rights and eliminating corruption as key pillars of Indonesian influence. The truth is that Indonesia is moving in the right direction on these issues, but stronger leadership at home is needed to institutionalize and practically implement these fundamental Indonesian values. SBY justified this thinking as being democratic and avoiding disturbance, but it was also often a failure of leadership on his part. SBY's reputation as a 'democratic leader', 'reformist', 'honest broker', and 'consensus-builder' leaves an important legacy in Indonesia that he re-established Indonesia on the global map as an emerging economy and a functioning Muslim democracy. The leadership of President SBY wrapped with imaging so that what is displayed is different from reality. With a variety of deficiencies in the nature and character of President SBY and for running the imaging strategy, consciously or not people under President SBY began gnawing at him for his personal interests. The visions for the global Indonesian influence that SBY powerfully shared by international political interviews was most welcomed and should be actively encouraged. However, a strong leadership at home and in the ASEAN neighborhood is a necessary condition for realizing Indonesia's broader goals.

Systemic Functional Linguistics Analysis

This part of systemic functional linguistics will be divided into three parts. First is the ideational function which refers to the way the text is structured according to the speaker's structure of addresses. To analyze the ideology reflected in the political interviews, systemic functional linguistics is used to analyze the processes of transitivity. It is found five processes in the discourse topic namely materials, mental, verbal, relational, and existential processes. Second is the interpersonal function, which refers to what has become the major concern of the speaker and to see what problems, acts, and the importance that become the major concerns of the speaker.

Third is the textual function which refers to the ideology that works upon the speaker's mind in delivering the addresses that were conveyed. Which tends to see how linguistic features are elaborated for having a social function. Each of the meta-functions will be explained further in detail as follows;

Ideational Function

The ideational function refers to those functions that provide a basis for understanding the human experience as a kind of resource for realizing the "reality" (Halliday, 1994). The experiential function refers to grammatical options that allow individuals to create meaning about the world around them and the language that evolves through this process. It is through this feature that the language from the addresses encodes the cultural experience and SBY encodes his individual experience of the things of the world and his consciousness.

The summary data submitted in the table of methods analysis. The table below shows how SBY used the six processes encoding the reality he perceives, and that is also how he wanted the addressees to view as well. The summary of transitivity distribution as follows:

Table Summary Transitivity

No.	Processes	SBY Ideologies		
		SBYnomics	Democracy	Self-image
		P (Percentage %)		
1.	Materials	49.25	43.4	40.7
2.	Mental	24.44	21.8	24.4
3.	Relational	16.29	15.5	17.5
4.	Verbal	7.03	11.3	12.2
5.	Existential	2.96	6.1	3.1

From the summary analysis of the transitivity processes above, the distribution of transitivity processes can be seen from the summary result that the clause taken and represented in each discourse topic employs five transitivity processes. Material, mental, verbal, relational, existential were identified. In the analysis, the highest material processes appear 49.25% in SBYnomics, relational process appears 17.5% in Self Image, verbal process appears 12.2% in Self Image, and existential process appears 6.1% in Democracy and Islam dominate the clauses overall discourse topics. The summary result of the table above displays each process of the presence of speaker's preference for expressing the four ideologies. Each of processes will be discussed further as follows;

1.1 Material processes

This part presents material processes. Material processes are processes of doing in the physical world. They have two inherent participants involved in them. The first is the Actor, which is an obligatory element and expresses the doer of the process (Halliday & Matthiessen, 2004). The second is the Goal, which is an optional element and expresses the person or entity whether animate or inanimate affected by the process. The analysis of the material processes reveals the presence of three directly involved participants namely actor affected and goal.

The highest processes happen in SBYnomics are materials processes that employ 49.25%. Democracy and Islam applies 43.4%. Self-Image involves 40.7%. The summary of material transitivity processes is explained further below. An actor is a participant that does the action. In active voice action process, clause an actor is also the subject. The question *what did X do?* Can be used to identify an actor that X will be an actor.

Table Summary Distribution of Material Processes

Material processes				
No.	Processes	SBYnomics	Democracy	Self-Image
		P (Percentage %)		
1.	Actor-goal	65.5	39.3	32.7
2.	Actor-Affected	11.7	21.3	19.3
3.	Goal	7.8	10.1	-

4.	Affected	7.8	8.5	3.3
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The table above displays the choice of participants in Susilo Bambang Yudhoyono interviews. The highest combination to express the ideology of the people's economy is the actor goal. Thus, it can be inferred that to represent the ideology of SBYnomics mostly intransitive clauses were used. The actor-goal participants appear most in the ideology SBYnomics. The actor-goal processes appear most in the discourse topic SBYnomics 65.5%, Democracy and Islam appears 39.3%, Self-Image is the lowest at 32.7%. The actor-affected processes consists of 21.3% appearance in Democracy and Islam. An affected processes as the only participant takes place in 8.5% in Democracy and Islam. The description above shows that the language user has options for making meaning. SBY presents the different percentage of participants in the material processes; it means that they have certain purposes to achieve.

The dominance of material clauses realized in the interview suggests that SBY saw the world more in terms of actions of his past and future happenings. SBY used material processes to set out his political and economic principles that would govern the new administration by demonstrating what the government had achieved, what they are doing, and what they would do in different aspects of affairs. Through the processes of doings and actions, he affirmed his commitment to values the nation had pursued so far by creating a sense of continuity between the glories of the past and the challenges of the present, and to reassure his audience, in the words of Korzi (2004) that the transition to the new tenure in office does not pose any threat to the nation's historic legacy.

Finally, in conclusion, SBY built his brand of leadership towards an international public by presenting an ideology of economics such as the triple and four track strategy. It can be concluded that the transitivity material processes represented how ideology was reflected in an interview, and the transitivity relational processes show how SBY built his relationship with the international public. In conducting critical discourse analysis in political interviews Systemic functional grammar, (SFG) is employed. Certain clauses represent the ideologies and meet the characteristics of ideologies were chosen as the data to be analyzed using transitivity and modality.

1.2 Mental Processes

This part presents mental processes. Mental processes encode the meanings of feeling or thinking. They are internalized processes, in contrast to the externalized processes of doing and speaking. Halliday and Matthiessen (2004) observe that, unlike material processes, mental processes always involve at least one human participant who has the mind in which the process occurs. The participant involved in the mental process is known as Sensor. The Phenomenon is the entity that is felt, thought, or perceived by the sensor.

The highest processes happen in SBYnomics are mental processes that employ 38.59%. Democracy and Islam appear 29.5%. Self-Image involves 21.8%. There are three subtypes of a mental process named perception, affection and cognition (Haliday, 2004). Perception includes the processes such as seeing, hearing, feeling, noticing, tasting, and smelling. Affection includes processes such as like, love, admire, missing, fear, and hate. Cognition includes processes like thinking, believing, knowing, doubting, remembering, forgetting, and understanding. Volition or desideration includes processes like wanting, needing, intending, desiring, hoping, wanting and wishing. The summary of mental transitivity processes is explained further below.

Table Summary Distribution of Mental Processes

Mental processes				
No.	Processes	SBYnomics	Democracy	Self-Image
		P (Percentage %)		
1.	Cognition	84.1	81.3	65.5
2.	Affection	11.4	12.5	20.7
3.	Perception	4.5	6.2	13.8
4.	Volition/desideration	8.7	3.5	6.4

Table Mental Processes Category

Mental processes					
Sensor	Cognition	Affection	Perce	Volition/	Phenomenon

			ption	desideration	
I, mostly the world, it, we, everybody, people,	think, believe, know, remember, understand	love	see, feel,	need, intend, desire, hope, want and wish	in democracy, the tyranny there must be a limit to power, the clash of civilization, which Islam is a religious of peace and tolerance

Cognition appears most in the discourse topic ASEAN 84.1%. The highest affection consists of 20.7% Self-Image. The highest occurrences of perception occur in Self-Image is 13.8%. The highest volition is 8.7% in SBYnomics.

In the political interview, SBY wanted to influence the audience to accept his opinions. So, firstly, he must tell the listeners his point of view. As the President of Indonesia, SBY had the authority in political affairs. Halliday and Matthiessen (2004: 200) state that mental processes “are not kinds of doing and cannot be probed or substituted by do.” Moreover, Eggins (2000: 241) states question patterns that can be used to differentiate mental process (“What do you think/feel/know about x?) from material processes (“What did x do to y).

As mentioned previously, processes are realized by verbs. The cognition process conveys ‘thinking’. Verbs of cognition include the verbs of thinking, knowing, and understanding. Regarding desideration type, Halliday also mentions this as one of the types of mental processes in his latest version of *An Introduction to Functional Grammar* that was published in 2004. On the other hand, instead of using the same term, he uses the term desiderative as the type of verb such as want, desire and wish. As stated by Halliday and Matthiessen (2004: 208), verbs of emotion are like, love, and miss. The sentences clause below clarifies the sample analysis. By using a series of “*People see...*” clauses to describe SBY, it creates a vivid picture before his listeners as if they were the witnesses of this scene and SBY had enormous contributions to the reform period as the one of blueprint advocates. With the picture able to be seen, the sound can be heard, people believe that the act is just being shown on. Thus, the urgency and necessity of the successful leader is highlighted.

The discussion of the mental processes above proves that SBY had different strategies in choosing the language used in his interviews. The employment of the mental processes shows the relationship between the sender’s consciousness and the phenomenon because the sender in SBY was dominated by I, he performed as the participant that was conscious of

responding to the occurring situation in Indonesian. On the other hand, the low number of the mental processes implied that SBY preferred the other processes over mental process.

1.3 Relational processes

This part presents relational processes. Relational processes are concerned with the process of being in the world of abstract relations (Thompson, 2004). Normally, an abstract relationship that exists between two participants associated with the process is considered, but unlike the case of a material process, a participant does not affect the other participant in a physical sense. Relational processes can be classified into two types: Attributive and Identifying (Thompson, 2004). Attributive relational processes expresses what attributes a certain object has. This type of relational process suggests the relationship of ‘x carries the attribute y,’ where an attributive adjective is assigned to a participant, the carrier.

The relationship between the attribute and the carrier is commonly expressed by the verb *be*. The identifying relational process expresses the identical properties of two entities. This process contains two independent participants: a Token that is a holder or an occupant that stands to be defined, and a Value that defines the token by giving it meaning, referent, function, status, or role (Halliday, 1994).

From the table above the highest percentage of relational processes appears in SBYnomics 17.5% then followed by Democracy and Islam appears 16.29%, next the lowest in Self-Image appears 12.7%.

Table Summary Distribution of Relational Processes

Relational processes				
No.	Processes	SBYnomics	Democracy	Self-Image
		P (Percentage %)		
1.	Carrier-Attributive	32.7	29.5	19.8
2.	Token-Identifying/ Value	27.3	30.4	42.1

In SBY, the attributive process only appears in 32.7%, and the identifying process appears in 27.3%. In a clause containing the attributive relational process, there is a participant to which an attribute is assigned. This participant is known as the carrier of the

attribute. The relationship between the carrier and the attribute is such that the carrier is in some way the attribute. The contribution of the attribute is to characterize the carrier.

Relational clauses describe processes of being and having and it can be sub-classified into intensive, possessive, or circumstantial. In sentence clause (144), *our challenge* is a carrier. Each of these comes in two modes: Attributive (*'a is an attribute of x'*) in this mode, there are two participants, namely: carrier and attribute. In the attributive sub-type, a quality, classification or descriptive (attribute) is assigned to a participant (carrier) which is realized by a noun or nominal group. The attribute is a quality or epithet ascribed to the carrier (means "X carries the attribute a") while carrier (means "X is a member of the class a"). In (143) *that* is token, and the value is *our ideology, our economic strategy*.

On the contrary to identifying clauses, the essential characteristic of the attributive clauses is that they are not flexible. In the other words, there is no passive form of the clause: the subject can never connect with the role of the attribute, but it will always connect with the part of the carrier. The relational process can be further sub-classified according to whether they are intensive (quality), possessive or circumstantial. The analysis further discovers that SBY evenly distributed attributive and identification clauses taking over 70% of all relational clauses identified to provide definitions and explanations of who he is, and the current political and economic state of the nation.

Based on the description and explanation of the relational processes in interview SBY above it can be concluded that both interviews employ different types of aims at relating the participants that are equal in the process. On the other hands, the domination of the attributive process aims at showing the inseparable participant in the process. The participant in the attributive process is dominated by the speaker. The attachment of the carrier to its attributive aims at employing power by doing so the purpose of giving the interview of expectations to achieve.

1.4 Verbal Processes

This part presents verbal processes. A verbal process is a process of saying, and it exists on the borderline between mental and relational processes. Just like saying and meaning, the verbal process expresses the relationship between ideas constructed in human consciousness and the ideas enacted in the form of language (Thompson, 2004). The participant who is speaking is called Sayer, the addressee to whom the process is directed is Target, and what is said is Verbiage.

From the analysis, the different participants can be seen. In SBYnomic the occurrences 28.78% continued by Self Image 24.24%, then ASEAN appears 22.20% and Democracy and Islam appear 20.72%.

Table Summary Distribution of Relational Processes

Relational processes				
No.	Processes	Self-Image	SBYnomics	Democracy
		P (Percentage %)		
1.	Sayer-verbiage	87.5	77.5	80
2.	Sayer-receiver	14.5	10.5	20

From the analysis, the different participants can be seen. The occurrence sayer receiver occurs in Democracy and Islam 20%. Verbal clauses describe processes of saying. There is a Sayer, a participant that serves as symbol sources, either actively as a speaker or inertly as a document, instrument. The sayers are *I* which represent that SBY as the prominent actor who has noticed the ideology of SBYnomics. Sayer *We* and *You*. There can be a receiver; the participant addressed through the process of verbalization.

The realization depends on the particular verbal process; with some, the receiver can be either a nominal group or a prepositional phrase to or of, with others it is one or the other. It is usually possible to specify the subject matter of the verbalization, as the circumstance. Verbal clauses have also been used to emphasize his commitments and stress The analysis of the verbal process in the interview above reveals that the speakers had the different style in addressing his interview. The clarity of his interview by involving to verbal process this fact explain that the message in language can be conveyed in various form depending on the speaker's styles and purposes of using the language

1.5 Existential Processes

This part presents existential process. Existential process represents processes of existing and happening. Existential sentences typically have the verb be, and the word there is necessary as a Subject although it has no representational function (Halliday & Matthiessen, 2004). The object or event that is being said to exist is called Existent. An Existent can be any phenomenon, such as a thing, person, object, institution or abstraction, action, or event. These

methods represent that something exists or happens. The existent may be a phenomenon of any kind and is often, in fact, the event. It is easy to identify a clause contains existential process as the structure involves the use of the word there. The discussion of the ideational function above reveals that the occurrence of certain processes participant and circumstances in SBY interview had various functions. The processes that occur in the language show the meaning of the actions. The participants play the roles in the process such as initiating the action or being affected by the action. Thus, the employment of certain process and participant in the interview is the medium of the speakers to put his control on the discourse. The employment of circumstances also gives the important information about the texts. That participant also influences the meaning of a certain clause.

Interpersonal Function

This part presents three terms that are used to express the interpersonal functions. They are modality, personal pronoun, and mood. According to O' Halloran (2006, p. 15), "The interpersonal meta-function relates to the speaker/writer's persona, social distance, and relative social status". This concerns the neutral attitudes of the speaker and writer by using positive and negative language. Relative social status investigates if speakers are equal or not. Social distance means how close the speakers are. Relative social statuses ask whether they are equal in terms of power and knowledge on a subject, for example, the relationship between a mother and child would be considered unequal. The speaker uses language to provide a relationship between himself and the hearer.

The modality extends between extensive positive and extensive negative in social communication. Mood concerns the role that has been selected by the speaker in an interview situation and the role that is allocated to the addressee (Huzhunglin, 1988). To help readers to understand the ideology of SBY reflected in political interviews and make comments on the interviews about whether it is an effective discourse for its purpose, the following analysis of interviews from the perspective of the Interpersonal Metafunction mainly involves the analysis of Mood, Modality and Pronoun.

2.1 Mood

The mood analysis will foreground the primary categories of mood for example declarative, interrogative and imperative, etc. in Declarative Mood the texts under study are

dominantly declarative in their mood; this relates to the SBY's imaginative convictions and highlights the point that the interview are dominantly statements of experience. The summary of mood is explained further below.

Table Summary Distribution of Mood

Relational processes				
No.	Mood	SBYnomics	Democracy	Self-Image
		P (Percentage %)		
	Declarative	85	75	57
2.	Interrogative	5	4	3
3.	Imperative	3	5	1

In SBY political interviews as analyzed below show or reflect their semantic and functional structure. The mood block of this clause is declarative. It states the feeling of the SBY. Meanwhile, the tense of the finite is presented continuously with some impression of the future. The mood of this clause is declarative. The tense of the finite is present-perfect which shows how specific SBY is about his proposition. The positive polarity equally indicates the level of the SBY's certainty. As shown in the analysis above, the element of the first declarative sentence serves in the clarifying of an experience. It is, therefore, realized as the mood adjunct. The clause that follows is the predicator of the entire declarative mood. The proper declaration that follows, serves the discourse function of impressing readers/audience to model the experience described in the exchange.

Imperative sentences are sentences that function as commands. An imperative sentence can be mild, for instance, when it is used to request; it can also be compelling the hearer to take a definite action, or it can be negative, leaving the hearer to take any decision desired. The mood here is imperative. The phrase *do not generalize* a command the readers for the next action not to generalize all Muslims are radical. The declarations and interrogatives are put first to rouse the readers, appeal to their emotions and negotiate a relationship with them. The imperatives come last to demand the service of the readers. However, the analysis

reveals a brief imperative mood and an absence of the interrogative mood in SBY's political interviews. Therefore, complete declarative clauses dominate in his political interviews.

The dominant appearances of declarative clauses in SBY's political interviews are successful in that they are functioned as statements which give as much as information as possible to the audience, expressing his gratitude to his supporters, making promises and inspiring the audience to go through the difficulties with the whole nation. The imperative clause also plays an important role in an interview in that it can appeal to the audience to follow the addresser's instructions; in that it can also help to build up the authority of the addresser. It is more significant for the addresser to build up an equal and mutual reliant relationship with the audience. Overall, it can be concluded that the system of mood explores how the clause is structured to enable us to express interpersonal dimensions as: the power or solidarity of SBY relationship; the extent of SBY intimacy; SBY's level of familiarity towards people.

2.2 Modality

This part presents a modality analysis. Halliday (2000) states that modality also plays an important role in carrying out the interpersonal meta-function of clauses showing to what degree the proposition is valid. Modality refers to show the speaker's judgments of the probabilities or the obligations involved in what she is saying. The summary of modality is explained further below.

Table Summary Distribution of Modality

Modality				
No.	Processes	Self-Image	SBYnomics	Democracy
P (Percentage %)				
	Will	16.6	31.08	21.1
	Could	33.3	32.43	36.8
	Should	16.6	9.45	15.8
	Can	8.3	14.86	21.1
	Must	8.3	4.05	-

	May	8.3	2.70	5.3
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From the table summary above, the different modalities can be seen. The occurrence modality *could* employ 36.8% in democracy and Islam. Modality *should* present 16.6% in self-image and modality *may and must* employ 8.3% and 2.70% in both self-image and SBYnomics. From the result, it can be seen that SBY uses *will*. Given that *will* is a strong modal verb (Newson, 2008), it is used in the manifesto to express strong intentions, certainty, determination and promise as has been highlighted in the previous paragraphs. Essentially, all the uses of *will* reinforce the exact objective of a political party to win elections and form a government. That the manifesto is replete with the modal *will* is not surprising.

The high percentage of the use of modal verbs is appropriate to the speaking since the addresses are delivered in spoken form. Compared with other verbs, modal verbs are more easily identified and understood and then accepted because, at the time of listening to the interview, there is no time for the audience to reflect. Indeed, it can be considered intentional and strategic given that by SBY with an avalanche of realistic promises.

Modality refers to show the social role relationship scale of formality and power relationship. The SBY interviews above display that modality is one of the linguistics features in the language that reveals the speaker judgment of the action presented in the clause. Modality is like the tool in the language to influence the addressee the existence of the participant or constituents in the clause is inseparable to determine the meaning of a certain modal. When SBY employs the high level of modality it can be interpreted as an obligation or rule however the choice of a certain modal can be employed by the speaker to reveal his harmony.

2.3 Personal Pronouns

This part presents personal pronoun usage. SBY delivers various type of personal pronouns. The pronouns a political leader chooses to use in his interview or debate is extremely important and can have an effect on the outcome of the interview or debate. The pronominal choice can give a reflection of politicians' thinking and attitude towards a certain political issue or different political identities (Maitland & Wilson 1987). The summary of personal pronoun usage is explained further below.

Table 4.23. Summary Distribution of Personal Pronoun

Personal Pronoun				
No.	Pronoun	SBYnomics	Democracy	Self-Image
		Percentage %		
1.	I	30	26	21
2.	We	37	36	25
3.	You	22	15	12
4.	Our	28	22	9
5.	My	18	13	12
6.	Nominal	15	9	11

It is believed that a closer examination of actors and their roles is also ideologically motivated. The analysis discovers seven main actors, namely: *I, we, Indonesian, power, it, they, my, our, you, Indonesian*. The analysis of actor indicates that pronoun *we* is tops in the majority of material clauses with a representation of 37%, second is *I* with 30%. Nominal phrases have a 15 % representation in the interview.

The interview gives out the impression that SBY has restored the nation under hazards and has turned stone into bread by attributing the past achievements to him and his administration. The address excludes public in the front said achievements acting contrary to ideal democratic principles of creating a government of the people, for the people, and by the people. SBY similarly portrays himself as an active participant, a candidate of actions who cherishes his values and would continue to be guided by them. By assuring the masses that he has the sole responsibility of developing the nation and that he would continue operating with a solo government, he foregrounds himself as a leader with democratic and Islam, SBYnomics and media Self Image ideological principles.

Textual Function

It is worth pointing out that such linguistic devices are also employed in socio-cultural and socio-political occasions, such as political interviews as a means by which the speakers of an interview community convey information about various current affairs to the public, so

that they can achieve their communicative goals of convincing the audience. Discourse markers are crucial linguistic elements that function to link between different parts of the text and build coherence in the discourse.

Discourse markers, such as “you know” are used to indicate that SBY is aware of the fact that the hearer shares some knowledge about the information in the interview. SBY tends to use such markers more frequently in his interview. The discourse markers, such as “I believe”, etc. are employed to express SBY’s personal attitude towards a topic. The analysis of data sets reveals that SBY used these kinds of discourse markers. SBY made use of the attitude markers more frequently. The “showing response” refers to the extent to which SBY uses *yes* as a response to the questions asked by the interviewer. It seems SBY prefers to explain the subjects instead of giving short yes-no answers. Meanwhile, the results showed that SBY’s use of response markers. Considering the total number of discourse markers used by the politicians in this study, it was revealed that the discourse markers have been bunched in the referential category. This category is selected to the markers that indicate the cause of events, such as “because” and “because of”. SBY used this type of markers more frequently. Within another subcategory, contrast markers like “but” were used to show that SBY intended to say something that was in contrast with what was stated before.

The result showed that SBY used contrast markers in his political interview. It was also shown that SBY uses of contrast markers. As the result reveals, coordination markers were one of the most frequently-used discourse markers in SBY’s political interview. The dominant discourse markers in this subcategory are “and” which is employed to add explanation and clarification to the subject. The highly frequent use of discourse markers by SBY denotes that discourse markers are considered as a significant linguistic device used by SBY to achieve his political objectives. For the markers of the thinking process, the result showed that SBY was a high user of such markers. Within this subcategory, *I* or *we think* was the most frequently used marker. Holmes (1990; as cited in Furko,2013) identified two functions of *I think* as expressing either uncertainty or certainty. However, it seems that SBY tended to use the latter function in his use of such markers.

Considering reformulation markers, the result of the analysis showed that SBY tended to employ such markers in his interview. The purpose of using reformulation *I mean*. Therefore, having such purposes in mind, it seems SBY tends to use reformulation markers to make sure his discussions are comprehensible by the audience so that he can move forward to persuade the international public.

The textual function has been brought in to view discourse markers as a linguistic strategy that plays a significant role in organizing the political discourse. Also, the results of the analysis of the interview transcripts show that there are some similarities in the choice of discourse markers SBY. It can be concluded that SBY tended to follow the English norms in their use of discourse markers. The results of this study might be beneficial in understanding the pivotal role of discourse markers in organizing a cohesive and meaningful text. The findings might also help us understand the culture-specific norms and conventions that exist within Indonesian political domains. Moreover, the political interview can be examined from the perspective of critical discourse analysis (CDA).

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NEEDS ASSESSMENT OF ENGLISH COURSE FOR STUDENTS OF FACULTY OF ECONOMICS AT TADULAKO UNIVERSITY

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Abstract

The main objectives of this paper are to find out the students needs in learning English as general English course and to design an appropriate syllabus on the basis of Economics students' needs. In order to achieve these objectives, a need analysis of the students was carried out in advance. This research employed a census system that took all of the fourth semester students of the Management program, which consisted of 102 students as samples. In collecting the data, the writer used questionnaires. The data were analyzed by descriptive method. The study result shows that the present conditions of the teaching and learning of general English course in faculty of Economics at Tadulako University are not in line with the students' needs in terms of objectives of general English course and materials given to the students. Most of the students' needs in learning English as a general course are enabling them to communicate in English that will increase their competitiveness in the actual job after leaving university as well as helping them understand textbooks in English. Based on this fact, a syllabus that meets the students' expectation specially related to teaching material, teaching method and learning strategies is to be designed without delay.

Keywords: Needs Assessment, General English Course, Target Needs, Learning Need

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Introduction

The implementation of English as a general English course or known as Mata Kuliah Umum (MKU) at Tadulako University is required for all students at departments and study programs beyond the English study program at faculty of teacher training and education or Fakultas Keguruan dan Ilmu Kependidikan (FKIP) under the coordination of Language Centre or Unit Pelaksana Teknis (UPT) Bidang Studi Bahasa since 1998. The implementation of general English courses still vary from one faculty to another in terms of credit allocation, teaching goals and methodology, material development design, and evaluation system. The allocation of credit hours for this subject is up to the authority of the faculty and department management; without taking into account the students' expectation. The general aims of teaching this subject are to familiarize the students with technical terminologies in their field of studies, to enable the students to understand references in their field of specialization, and to enable students to write in Indonesian summaries or reports of articles, journals, or books written in English.

Before designing a language course, academic and language needs are essential to be identified. Designing a course on the administrators' beliefs and interests or the teachers' perceived needs would not be a realistic approach to course design. Learners' needs requirements and interest should also be taken into consideration in designing a course. This requires a careful needs assessment of the learner to be considered. Such an analysis of the needs will make the teachers more aware of the students' needs and help design a more effective and efficient language course.

Students' needs assessment is very important to do because they are often seen as the best judges of their own needs and wants. They know what they can and cannot do with the target language and what language aspects are the most essential for them.

The results of a needs assessment will influence the design of the syllabus. The strength of syllabi which is based on students' needs first and foremost starts from where the students are and builds on their knowledge and experiences. It provides the basis for structuring the syllabus around language proficiency, learning preferences, and the purposes for learning the foreign language. Moreover, a needs assessment helps in the analysis of the learning styles, skill levels, and specific learning objectives.

In this research the writer tried to carry out an assessment of English language needs of the students of the Faculty of Economics at Tadulako University. The results of the research are expected to provide a description about the students' language needs and

learning needs to which the syllabus of English courses will be based. Therefore, the goals of learning in an English course, the materials, methods, and techniques that are used by English lecturers will fit with student's needs. In that way the students could see English not only from its status as a compulsory subject in the curriculum, but also for general English courses, as needed subjects for their further study and career. The study presented here aims at answering the following questions:

1. What are the target needs and learning needs of Economics students in learning English as a general course?
2. How is the present condition of the learning and teaching English as a general course?

Literature Review

What is Needs Assessment?

Needs assessment in a language program is often viewed simply as identification of the language forms that the students will likely need to use in the target language when they are required to actually understand and to produce the language. In general terms, needs analysis is also called needs assessment, which refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning of a particular group of students (Iwai et al., 1999, Songhori, 2008). Needs assessment has a vital role in the process of designing and carrying out any language course (Hamp-Lyons, 2001; Finney, 2002; Rodis et al., 2011). Thus needs assessment involves seeking and interpreting information about students' needs, so the course will address them effectively.

Ellis and Johnson (1994) state that needs assessment is a method of obtaining a detailed description of a learner's needs (or a group of learners' needs). It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level, which is to be achieved. Munby (1982) in Wello and Nur (1999) state that the aims of the needs analysis are to determine the type of situation in which the learner is using English, the tasks and activities they are expected to carry out or take part in English, and their existing language skills or ability with respect to those tasks.

Richards (1990) in Nunan (1996:43) state:

“.... It provides a means of obtaining wider input into the content, design and implementation of a language program; it can be used in developing goals, objectives and content; and it can provide data for receiving and evaluating an existing program”.

Richards tends to focus the meaning of needs on the functions of revising, developing and updating the syllabus. In short, a needs assessment is a continual process and takes place throughout the instructional program (Burnaby, 1989; Savage, 1993), thus influencing student placement, materials selection, curriculum design, and teaching approaches. As Burnaby (1989) noted, “The curriculum content and learning experiences to take place in class should be negotiated regularly during the project”. At the beginning of the program, needs assessment might be used to determine appropriate program types and course content; during the program, it assures that the learner and program goals are being met and allows for necessary program changes; at the end of the program, it can be used for assessing program progress and planning future directions for the learners and the program.

The Importance of Implementing a Needs Assessment

Three sources of pre-course need indicators were distinguished by Richerich and Chancerel (1987), students (their needs and proficiencies), students’ employers, and academic organizations. Hutchinson and Waters (1987) hold that the relationship between necessities as perceived by a sponsor or an ESP teacher, and what the learners want or feel can be extreme poles. However, he suggested that the learners’ perceived wants and wishes should be considered carefully, and due to objective and subjective reality of needs, each learning situation should be considered uniquely and systematically.

A need analysis is considered as a pre-requisite in any course design (Richerich and Chancerel, 1987), and a needs assessment enables researchers to justify their assumptions whether or not potential educational needs are sound, to design a program in terms of topics, materials so as to be responsive to the needs of participants. This can maximize the students’ participation. Finally such focus on satisfying learner needs will help the learners to learn and apply what they learn. Richards (1990) dealt with this issue from the point of curriculum development, and he held that the data collected from learners, teachers, administrator, and employers in the planning process will help to identify general and specific language needs and content of a language program. Besides, it will provide an opportunity to review and evaluate the existing program.

Approach of Needs Assessment

A careful needs analysis should involve “Present Situation Analysis” (PSA) and “Target Situation Analysis” (TSA). PSA aims at finding out the students’ English proficiency level and their existing language requirements at the beginning of a language program, whereas learners’ language requirements regarding the target situation are identified through TSA (Robinson, 1991:8-9). In addition, Bloor (1984) maintained that a needs analysis may be "target-centered" or "learner-centered". A target-centered needs analysis focuses on the learners' future role in the target situation and seeks to specify the language skills and linguistic knowledge the learner needs to know. A learner-centered needs analysis, on the other hand, emphasizes what the learner "can do" at the beginning of the course and the problems the learner may encounter during the learning process. The "target-centered analysis" and "the learner-centered analysis" named by Bloor are the counterparts of TSA and PSA. Bloor further pointed out that in order to specify an adequate teaching syllabus, it is almost certainly desirable to operate both "target-centered" and "learner-centered" needs analysis (Bloor, 1984; Li, 2014)

The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1987). In this approach, the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. Furthermore, the background information, e.g. years of learning English, level of education about learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

There are some ways to identify the students’ needs through analyzing the target needs and learning needs, as Hutchinson and Water (1987) divided the students’ needs as follows:

1. Target Needs

Target needs, according to Hutchinson and Waters (1987:54) is “what the learner needs to do in the target situation”. Target need is an umbrella term, which in practice hides a number of important terms such as necessities, lacks and wants. Analyzing the target needs involves far more than simply identifying the linguistic features of the target situation. There are a number ways in which information can be gathered about the target

needs, they are: questionnaire, interview, observation, and data collection e.g. gathering text, informal consultations with sponsors, learners and others.

2. Learning Needs

Learning needs tries to establish how the learners wish to learn rather than what they need to learn (Songhori, 2008; West, 1994). Allwright (1982) a pioneer in the field of needs analysis (Songhori, 2008; West, 1994;), started from the students' perceptions of their needs in their own terms (Jordan, 1997; Songhori, 2008). It is Allwright who made the distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired competence). His ideas were adopted later by Hutchinson and Waters (1987; Songhori, 2008), who advocated a learning-centered approach in which learners' learning needs play a vital role. If an analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987; Songhori, 2008) learning needs analysis tells us "what the learner needs to do in order to learn". Hutchinson and Waters (1987) proposed a framework of questions consisting of 1) Why the learners are taking the course, 2) How the learners learn, 3) What sources are available, and 4) Who the learners are for learning needs analysis (Hutchinson and Waters, 1987; Rodis et al., 2011; Songhori, 2008). It is obviously necessary to obtain answers to the questions from a variety of sources, and then try and negotiate a satisfactory compromise.

Methodology

Design

This research study is a descriptive one. It aims to assess the students' target needs, learning needs, and students' present condition towards general English course for students of Economics at Tadulako University.

Participants

All students in the fourth semester of the Management Program of the Economics Faculty of Tadulako University participated in this study.

Instruments

The instrument of the research was a questionnaire consisting of several sections; target needs covering 7 items, the students learning needs consisting of 15 items, and students' present conditions which included 8 items.

Procedure

Questionnaires were distributed among participants. The students were asked to fill in the questionnaires. After collecting the questionnaires, the results were analyzed in percentage.

Findings

1. Target Needs

The target needs section consisted of seven questions relating to the purpose of English as a general course, and credit allocation to achieve the desired purposes and teaching materials. The findings are listed as follows.

A. The Goal of English as a General Course

The findings showed that 75 students (72.5%) considered the most suitable goals of the teaching English as a general course should be to increase students' ability to communicate in English and to improve their competitiveness after graduating from university. It inferred that most of the students expected to be able to speak English well because this would boost their added value in finding a job after leaving university.

B. Credit Allocation

To achieve the desired goals stated in item 1, 66 students (64.7%) chose 3 credit allocation to be the ideal amount of time to study English as a general course. Twenty-two students (21.6%) considered 2 credits, while 1 student thought that 1 credit was sufficient. The finding indicates that most students considered that the existing credit allocation was enough.

C. Desired Teaching Materials

Most of the students stated that the most appropriate goal of teaching English as a general course was to enable students to communicate well in English and increase their competitiveness after leaving university. In order to meet these goals successfully, more than half numbers of the students (59%) perceived the materials of general English were the best teaching materials.

D. Existing Teaching Materials

When asked whether or not the materials currently used in learning English as a general course met their expectation, 81(79.4%) students said no and only 21 (20.6%) chose yes. The finding indicates that most students were not satisfied with their existing materials.

E. Reasons for Dissatisfaction towards the Existing Materials

The highest frequency of students (40.2%) blamed it on the boring teaching method, followed by the lack of relevancy of the materials used with their field of study. It can be concluded that the reason why students found the materials used currently unsatisfying was due to the method of teaching.

F. The Importance of English for Specific Purposes

More than half of the respondents stated that English for Specific Purposes was important to be taught to students of the Economics Faculty. The finding indicates that most of the students agreed that ESP was important and necessary to be included in the curriculum for Economic students.

G. The Students' Ability to Understand English Textbooks

The finding indicates that a great number of students are aware that understanding English literature is very important in order to get knowledge for their study.

2. Students' Learning Needs

This section involved fifteen questions relating to the students' learning needs, as can be seen in the following descriptions:

A. General English as an Elective Course

When asked students' opinion whether English as a general English course should be an elective course rather than a compulsory one, sixty-three (61.8%) students did not agree and only 12 (11.8%) agreed with the statement. Twenty-one (21.6%) students stated that the condition depends on the field of study and five students did not have any idea. This means that the majority of students agreed that general English should be a compulsory subject, not an elective one.

B. Suggestion to Increase English Skills

Fifty percent (50%) suggested that in order to improve English skills needed for Economics students, practical materials should be used. Forty students (39.2%) proposed to use English courses for Economics (ESP) to increase the English skills of Economic students. Only twelve students (11.8%) suggested using a lot of materials, which focused

on the use of grammar. Thus, it can be concluded that teaching materials that promote lots of practices in the class were the best way to improve the English skills of Economics students, according to the surveyed students.

C. Students' Satisfaction Towards Learning and Teaching Conditions of English as a General Course

The data showed that sixty percent (60%) of students were not satisfied with the present conditions of the learning and teaching of English as a general course. Less than thirty percent (30%) were satisfied while twelve percent (12%) had no idea. This means that most students found the general condition of the learning and teaching general English courses unsatisfactory.

D. Suggestion to Increase the Learning and Teaching Conditions of English as a General Course in the Future

When asked about how to increase the learning and teaching conditions of English as a general course in the future, almost half of the students (43.1%) suggested that the teaching methods should be improved, while 20 students (19.6%) thought that it was the teaching materials that were needed to be improved. Thirty-six students (35.3%) suggested that learning strategies should be improved and less than two percent suggested the evaluation system should be improved. The findings indicate that improving teaching method and learning strategies were the most suggested ways to increase the learning and teaching conditions of general English course in the future.

E. Placement Test

Most of the students in the study (80.4%) agreed that students should be given a placement test to know their level of English initially. About 10 (9.8%) students disagreed and the other 10 had no opinion regarding the given statement. It can be concluded that a placement test was perceived to be of importance.

F. Special Recognition Related to Placement Test

Seventy-five students (73.5%) disagreed with the given statement that students who got a certain score in the placement test could be considered to have passed the subject without even attending the general English course. Twenty-one students (20.6%) agreed and only 6 students did not have any opinion. This means that regardless of their scores in the placement test, students were still expected to attend the general English course.

G. The Ideal Number of Students in One Class

The findings showed that 77 students (75.5%) considered that the ideal number of students in one class was 20-30 students, 21 students (21.6%) preferred to have 30-50

students in the class. Only 3 students were okay with 50-75 students in a class. This indicated that most of the students thought a small class with 20-30 students would be ideal in teaching and learning English as a general subject.

H. Students' Expectation on the Ideal Class

Thirty-nine students (40.2%) thought that smaller classes could increase their motivation and interest in studying the general English, while the other 40 students expected to have a quiet atmosphere in a less crowded classroom. The rest of them (20.6%) wanted to get enough attention from the teacher, which was possible if there were not many students in a class. This indicated that students expected to increase their motivation and interest by studying in a smaller class that was able to give a relaxing and quiet atmosphere in the learning process.

I. Focused Skills in Listening and Speaking

It was revealed that more than 80 students (81.4%) said that English should be used more in listening and speaking skills. Nine students wanted to have English as the only language used in listening and speaking skills, another 9 students want Indonesian to be used more often and only one student thought that Indonesian should be the only language used. This indicates that while students thought that greater emphasis should be given on the use of English in listening and speaking skills, only few consider Indonesian as the only language that should be used.

J. Focused Skills in Reading

Regarding the focused activities in reading skills, 64 students (62.7%) thought that the emphasis should be given on translating English into Indonesia and 36 students (35.3%) prepared to read and understand the given text. Less than two percent of students thought that discussions in English should become the focus of activities in reading skills.

K. Teaching Materials

The finding indicates that most of the students preferred to have the teaching materials which were relevant to their field of study (57.8%). Quite a few students wanted to have culturally-based materials, and 33 students chose the culture of the target language while the rest of them preferred Indonesian ones.

L. Learning Styles

The data revealed that studying with a small group was students' most preferred learning style, followed respectively by working in pairs (65.7%) individual studying (27.5%) and big groups (26.5%). This indicates that the students liked to interact with other students especially in small groups.

M. Learning Strategies

With reference to learning strategies, 90 students (88.2%) liked to read, 69 students (67.6%) preferred listening, and (66.7%) liked problem-solving. Taking notes and repeating what is heard were the least popular strategies among the students learning strategies (56.9%).

N. Students' Preferred Activities

Students chose discussions as the most popular activity (80.4%), followed by games (74.5%), role-plays (72%), listening to English songs (50%), and memorizing lessons (45%).

O. Assignments

Seventy-three students thought that assignments given to them should be both oral and written assignments (72%) and twenty-seven students (26.5%) preferred written assignments and the rest (1.9%) chose oral assignments as the type of assignment for students.

P. Teaching Methods

More than half of the students preferred explanation followed by practice (63.7%). Twenty-seven suggested communicative methods and only (9.8%) chose presentation and group discussions.

3. Learners' Present Situation

This section consists of seven descriptions about the learners' present situation.

A. Existing Number of Students in One Class

The data shows that 83 students (81.4%) considered their current class as very big while (18.6%) were satisfied enough with their class current condition.

B. Self-Access Centre Facilities

When asked how they felt about the self-access centre for language learning, most of the students said that it was quite helpful in improving their language (85.3%). However, 15 (14.7%) students thought that the facility was not very helpful. This indicates that the services provided by the facility still need improvement.

C. Teachers' Teaching Methods

With reference to the teaching method in general English course, 49 (48%) students considered their teachers' teaching method satisfying enough, while the other students found it less satisfying. This means that the teaching method applied by the teacher did not meet the students' expectation.

D. Focused Skills in Students' Current Class

The highest emphasis according to the students was given on grammar (66.7%), followed respectively by reading (57.8%), vocabulary (32.4%), writing (22.5%), speaking (16.7%), and listening (11.8%). This indicates that the present situation does not meet most of the students' expectations about their desired goals of the learning in the general English courses.

E. The Present Condition of the Classroom

The data shows that 42 students (41.2%) thought their classroom's condition was good. However, a greater number (45.1%) found it quite poor and even thought that it was unsatisfactory.

F. Improved Skill

Despite the greater emphasis given on structure, many students felt that after taking the English course, it was their reading skills that improved (43.1%), 29 (28.4%) chose vocabulary, followed by speaking (26.5%), structure (18.6%), writing (7.8%) and the least improved skill according to students was listening (1.96%). The data above indicates that the present condition of the learning and teaching process, as well as the supporting facilities were not satisfying, according to the students in this study.

Discussion

1. Target Needs

The needs analysis shows that the students' most desired goals in the learning of general English courses were to enable the students to communicate well in English, which would increase their competitiveness in finding a job after leaving university. Although English is taught as a general course, they still expect materials to be relevant and interesting to their field of study, with a motivating teaching method from the teacher.

This indicates that the goal of general courses should be directed to the mastering of English in daily life conversations. Besides, students' responses also showed their awareness about the job demands for mastery in English. However, the ability to understand the textbooks should also have a place in the syllabus as it helps students to gain knowledge related to their study.

With reference to the most appropriate materials used in general English courses, most of the students suggested that English for general materials should be used and a lesser percentage proposed English for Specific Purpose (ESP). This showed that many

students realized that in order to master one field thoroughly, they needed to understand it generally. Logically, to prepare the students for comprehending specific English knowledge related to their field, they need to have the basic language skills first which are related to the four skills in English (Listening, Speaking, Reading, and Writing) and supported by other essential components like structure, vocabulary, etc. However, even though the focus was on general English, teachers could still combine the exercise with the students' field of study.

2. Students' Learning Needs (learning styles and teaching materials)

The findings indicate that more than fifty percent of students do not agree with the idea of making general English courses elective rather than compulsory. This shows that the importance of this subject is recognized.

Despite students' recognition of the importance of administering a placement test, many students (73.5%) disagreed in how to use the results to determine whether one student was eligible to skip the main subjects. In other words, students did not agree if achieving a certain score on a placement test gave them a special right to pass general English courses without attending them. This was not the intention of administering placement test, as has been explained previously.

With reference to the ideal number of students in the class of general English course, most of the students (75.5%) considered small classes consisting of 20-30 students as ideal. This expectation was obviously different from the real conditions, where currently in one class there are typically more than fifty students. Small classes according to the students could increase their motivation and interest in studying (40.2%). Besides that, a small class promoted a quiet atmosphere in studying (39.2%) that helps students to concentrate well in the teaching and learning process. In addition, with fewer students in the class, the teacher could spend longer time on each student (20.6%).

Apart from the big number of students in one class as stated previously, the students also found the physical conditions of the classroom for studying general English course poor (45%). However, the self-access centre (SAC) was quite helpful (85.3%)

In terms of the language skills focused on in general English courses the students attended, the students stated that the most emphasized ones (by giving lots of practices) in their class, were grammar, followed respectively by reading, vocabulary, writing, speaking and listening. While many students (41.2%) thought that the emphasis given on

the skills mentioned above was appropriate enough, many students (37.3%) found it not suitable and not up to their expectations. As stated previously, many students said that their desire for studying in general English courses was to enable them to communicate well in English which would increase their competitiveness after leaving university. With little emphasis given on speaking skills, it was unlikely that they would achieve their expectation successfully. Despite less practice in speaking skills, few students (26.5%) felt that their speaking skill had improved after attending general English courses. In spite of greater emphasis on structure, less than 20% of students improved in their structure.

Listening skills were apparently the most difficult ones for students as only 2 out of 102 sampled considered their listening to have improved after attending the class. One of the probable reasons behind this poor achievement in listening was because of the big gap between the students' expectation of practicing listening skills and the real conditions. In a listening class, students thought that the language used should be more English than Indonesian (81.4%). This probably was not what they got during the course.

Of all the skills and language components taught to the students, reading was the one that many students felt improved most after the course (43%). This was not surprising as reading was the most emphasized skill given to the students, second only to structure. Nevertheless, many students suggested that in reading, the activities should be focused on learning how to translate the text into Indonesian (62.7%) and how to read and comprehend the given text (35.3%). However, the students expected the materials to be very much related to their field (57.8%) even when English was taught as a general course.

3. The Present Conditions

Apart from a large number of students in one class, the students also found the physical classroom's condition for general English courses poor. One of the reasons contributing to the students' dissatisfaction toward the general English course was the teachers' teaching methods. Students believe that the teachers' method in teaching general English course was quite dissatisfying; many students were not satisfied enough. This was due to many reasons. One of them was that the teaching method delivered by the teachers did not meet the students' expectation.

Another reason causing the students' dissatisfaction with the teacher's teaching methods was due to the activities offered by the teacher which did not appeal to students. Most students preferred to study in small groups (86.3%), 67 (65.7%) liked to study in pairs, 28 (27.5%) enjoyed individual study, and only (26.5%) liked to study in a big class which was the most frequent method used by the teacher due to a great number of students in one class.

Furthermore, the students considered that the most beneficial activities done in the classroom to improve their language were discussions with friends (80.4%), language games (74.5%), role-plays (72.6%), listening to English songs (50%), and memorizing dialogues (45%). In addition, (88.2%) students liked reading, problem-solving (66.7%), and listening (7.6%).

This shows that identifying the students' learning styles through assessment could help greatly in the teaching and learning process to achieve the ultimate goals.

The discussion above revealed students' expectations in learning and teaching English in the general courses, which can be summarised as follows:

1. The goal should be the achievement of daily life communication in English that will increase their competitiveness in the actual job after leaving university as well as helping them understand the textbooks.
2. In order to achieve these goals, the students expect that the skills should be given not only to reading but also speaking with much practice and many appealing activities without neglecting other skills.
3. Even though English is taught as general course, the students expect the materials given to be related to the students' field. For example, after certain explanation of one lesson, the practices given are related to the students' field of study.
4. Teachers' methods in teaching are expected to meet the students' learning styles which tend to be a combination of concrete and analytical learners.

Conclusions and Suggestions

Conclusions

1. Target Needs

The present conditions of the teaching and learning of general English courses at the Faculty of Economics at Tadulako University are not in line with the students' needs in

terms of the objectives of general English courses because what they expect contrasts with the current conditions.

2. Learning Needs

In general, the students were not satisfied with the condition of teaching and learning English courses due to many reasons; the teaching methods, inappropriate materials and the wide gap between students' expectations and the real conditions.

3. Present Conditions

The physical condition of the classrooms for studying general English course was poor. It is because of a big number of students in one class. Another reason is that the teaching method delivered by the teacher did not meet the students' expectations.

4. The Appropriate Syllabus

From the needs analysis, the appropriate syllabus for students of Economics is the syllabus that integrates skills with a greater emphasis given to speaking and reading activities.

Suggestions

1. Since credit allocation of General English Course (MKDU) is only 2 credits, which was deemed enough by the students, students could also take the initiative to improve their English outside the general English courses, for example, by taking informal courses offered by UPT Bidang Studi Bahasa.
2. A needs analysis should be carried out during the life of each course because as students become more involved with the course, their attitudes and approaches may change. Therefore, identification and analysis of needs should be a continuous process. These can help teachers to introduce necessary changes, if deemed necessary so as to promote learners in their progress throughout the program.
3. To improve the effectiveness of teaching and the learning process, the class should consist of 20-30 students. In other words, a small class size is ideal for general English courses.

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