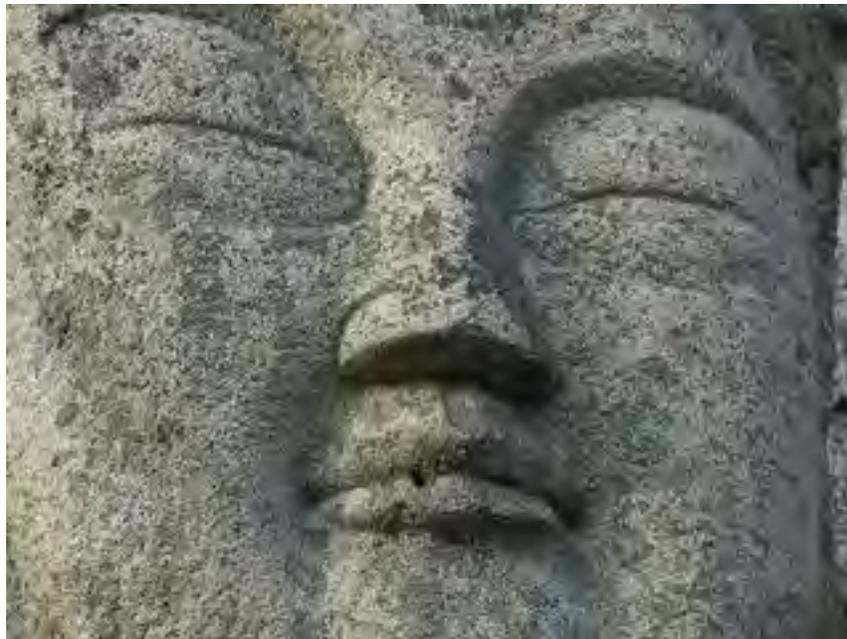


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Indigenous Ethics in Tourism Education: Bali as a Case

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Abstract. This study attempts to formulate basic principles of Balinese indigenous ethics that can be taught in education of Bali tourism; they are rooted in its tradition. These ethical values may be utilized in the tourism establishment and practices. This is a qualitative study, the data is taken through interviews to some researchers in tourism, government officers, stake holders, business persons concern, and library research. Amidst of influences of western style of tourism, it is found that there are some principles of indigenous ethics, viz. divinity, *tri-hita-karana*, *tri-kala*, purity vs. impurity, parallelism of two different poles of reality, *tri mandala/tri-angga*, balancing, *atithi deva bhava*, and speak nice words to other that may be used along with the Western ones. They can be grouped into three domains, viz. ethics for handling nature, human, and products or services including entertainment in tourism. These ethical values comprise of Balinese hospitality in tourism; and these things are taken carefully as to make sure the guest is satisfied and happy. It puts emphasis on the means rather of the end in line with the philosophy of work of Balinese. In tourism education, there are at least there are five connected parties, namely (1) government, (2) educational institution, (3) industries, (4) traditional local village (*desa pakraman*), and (5) mass media channels to educate people ethical values and wisdom. In practice they are basically connected in a system of education. Irrespective various channels may be utilized, either formal or non-formal or informal, or mix of them, the matter of ways to spread profiting modern means is worth to think for successful ethical education in tourism. The novelty of this research is an attempt to formulate principles of indigenous Balinese ethics that can be included in the tourism education.

Keywords: Indigenous, Ethics, Bali Tourism, Education

1 INTRODUCTION

Tourism is sometimes only viewed as a business activity, meanwhile classical issues like virtues and vice, good and bad, or right and wrong seem to be marginalized if not neglected from practices; too much focuses have been given on capital earnings overshadowing ethical dimensions of its sustainability. It does not mean that the present tourism is absent from such remarks which call for more ethical or responsible tourism. Ethical issues have increased in tourism, and consequently there has resulted efforts to maximizing its potentials and minimizing its negative impacts. Unfortunately, only small number of people are really aware of this issue not yet meaningful effort that have been attempted; and really speaking it is not yet a global comprehensive

action. The Global Code of Ethics for Tourism (1999) is a bold response to such worries as tourism has grown rapidly in the world leaving many drawbacks both on nature and culture. Nonetheless its successfulness much depends on those stake holders, industries, tourism players, related organizations, visitors, and educational institutions to boost the principles of ethics in practices.

It is true that tourism has become one of the most remarkable economic and social phenomena of the past century and still continues at present. The number of international arrivals shows an evolution from a mere 25 million international arrivals in 1950 to over 700 million in 2002, corresponding to an average annual growth rate of 6.6% (World Tourism Organization, 2005). In addition to the numerical growth of tourism, there has been an increasing geographic spread of tourism to encompass almost all the reaches of the globe (Enea, 2007); and Bali is not an exception in this regards if we look at the early period of its inception when foreign travellers had arrived in this land in the early 1920's. From it onwards seemingly increasing number of visitors had come to enjoy its beauty. The numbers of students joining tourism related course or pursuing tourism degree have been increasing significantly in last 40 years, not yet counting them opting courses in vocational studies in tourism industries. Enea as cited in Fleckenstein and Huebsch (1999); Hudson and Miller (2005) stated that tourism organizations are beginning to realize that promoting their ethical stance can be good business as it potentially enhances a company's profits, management effectiveness, public image, and employee relations. Yet, although more attention is now being paid to ethics in tourism and as cited in Holden (2003), Kalisch (2002) there is a very weak foundation of research into tourism ethics studies to date. It is shown in curricular activities.

The case will become interesting as well as challenging when indigenous ethical values or principles are taken into consideration when designing tourism establishment, the ethical foundation of which should be initiated from education at schools or universities. The Global Code of Ethics for Tourism (article 2) also mentions that the introduction into curricula of education about the value of tourist exchanges, their economic, social and cultural benefits, and also their risks, should be encouraged; As Fennel (2009) said that ethical theory, therefore, provides the most appropriate means by which to build a platform for expressing a shared responsibility in tourism as cited in Tribe (ed.) (2009, p. 211). Due to weaknesses in ethical base, for a long run, as too much stress given on business aspect rather than on ethical values, many problems arose that tourism should ideally not kill tourism itself rather it should bring and promote prosperity for all; both should go hand by hand profiting ethical principles in both management and quality control. When the problems of ethics in tourism have been identified and/or formulated, the question of ethical values professed by society becomes obvious needs not only to be addressed but practiced for which ethical theories can strengthen the practice of tourism. As Harrison (2017) mentioned that "right kind of tourism" is for "right kind of tourist" that the role of ethics is acknowledged in the practice of tourism based on righteousness not only in designing or planning but also implementation.

The fact that development of tourism as a business has been greatly influenced by globalism including ethical values or principles which are commonly originated from Western tradition enhanced by the massive spread of technologies. They are carried out by visitors or have been

introduced to indigenous people through modern channels of communication or system of education. Some basic conceptions of ethics originated like whether ethical values/principles are absolute or relative from Ancient Greek to modern European philosophers like the conception of deontology, virtue-based, categorical imperatives, etc. have coloured the practices of business including tourism. However, when global code of ethics for responsible tourism is adopted which materialized in UNWTO formulation (2001), indigenous ethical values become marginalized if not faded away from tourism practices despite the fact that local tourism or culture is respected in the due course for benefit of local people, culture, and environment; neither serious attention paid on it, nor implementation of education aspects. Due to this fact, there has been an increasing awareness on the importance of indigenous knowledge in which ethical values are integral part of them to be utilized in tourism. Being indigenous, it has sometimes inferior connotation, marginalized, or not systematic, which is certainly not always true, which is doubted to be able equally exists in tourism. Increasing worries come up that imbalance of nature can create serious social, cultural health problem for them. In other words, threat towards the sustainability of nature should become primary concern of tourism amid of economic benefits that have been given by tourism. Needless to state that nature and the flourish of a culture in which language acts as the vehicle, there is an unavoidable relationship. In this regards, Mungra quoted Kramsch (1998) that she delineates the term culture and explores the relationship between language and culture. She further sustains her argument by drawing reference to one poem by Emily Dickinson, which she considered a metaphorical stylised reference to the relationship between language, nature, and culture: underlying a socialisation/acculturation role of language by its community of practioners (cop). She further draws the reader's attention to the fact that the standards and norms of this cop help created its "culture "both in the perception and in the reception of language, used in context (p.102).

When ethical values or principles have been formulated, the question of how to spread or teach students, people, stake holders, business person, and tourists becomes essential and has a strategic position in the continuation of tourism. The significance of ethics may be acknowledged by all especially as applied science of values but to act accordingly requires commitment and real action. This is a big task to be undertaken if one is keen on the tourism sustainable or tourism should generate wellness for all. Our system of education emphasises more on competencies or skills rather than attitude how to live together in respect to nature. Emotional relation of teacher-students is getting loose as more technologies involve in teaching and learning. High competitiveness in industries causes the system seems to have low interest in ethical values. Therefore, authority in this regards should be present to save tourism from uncontrolled or unethical practices of business. In so far, teaching ethical values is much emphasized on behaving between human and human not on human to nature making ethics become anthropocentric, moreover the ethical principles believed has its source in a particular religion. Just recently as the consequence of increasing damage of nature, a call for restoring or conserving environment has been issued for the concerned to think of. Hultsman (1995) stated that a tourism services ethic can be viewed as a foundational and articulated notion of what tourism professionals collectively accept and

tacitly understand as being principled behavior (pp. 553-567). Business-oriented activity should not overshadow ethical dimensions of tourism.

2 METHOD

This paper attempts to formulate indigenous ethics of tourism which may be contributed amidst massive influence of globalism in tourism education of Bali. It is a qualitative study, the data are taken from interviews of twenty informants consists of stake holders, hotel/restaurant managers, tour guides, academicians, researchers in tourism, and library study using purposive sampling technique.

3 RESULTS AND DISCUSSION

3.1 Tourism, nature, and ethics

Having remarkable growth in the last fifty years, tourism has become not only a leisure and an industry but a social force to change people's mind and life style. Increasing number of people especially in developing countries have adopted tourist life style as their income increased due to tourism. There are a number of defining characteristics of tourism as a social and physical phenomenon that require us to consider alternative approaches to 'the tourism question': Tourism involves (often complex) social, cultural, economic, and ecological interactions. These interactions take place *en route* to and in a 'destination' which is also someone's 'place' (house, village, town, city, nation, mountain, jungle, beach, backyard). The visitor (and industry providers) may value this 'place' and their 'host' less than they do their own place and community. These interactions often involve power differentials – often with the visitor and tourism industry expressing power in a number of ways over the host. These interactions may result in harms or benefits – to the host (and possibly the visitor too), to their communities, their economies and their ecologies. Tourists (and other stakeholders in the tourism 'exchange') are inherently selfish – each seeking to maximize their personal (or group or corporate) value, and sceptical to moral issues as a logical consequence of tourism. As Suamba (2019) mentions that there happened a growing awareness all over the world that the natural world has limits that our current assumptions and activities are quickly exceeding it. Greed-based business wants to take more from nature without giving anything to it (pp. 52-53). Maximizing nature potentials is not followed by maximizing effort to conserve it. As remarked by Kilipiris and Zardava (2012) that “in real practice, green tourism is used sometimes by the tourism industry as a label, providing information to the tourist such as how to conserve energy, avoid littering in the beach etc., and not actually touching the major impacts of tourism. While strong competition exists between tourist enterprises it seems logical their unwillingness to implement green strategies. There are for instance cases where the economic benefits of tourism very little remain locally and are repatriated to foreign countries (pp. 44-52)”. When damage of nature happened due to tourism, local people suffers more from its negative impacts of it rather than investor. Owing this fact, whatever tourism may be developed in a particular area or region, tourism and nature are inseparable units for which those question considerations can behave as the frame work to think, design, and establish sustainable tourism.

For ‘right tourism’ that we wish to have it should be based on metaphysical consideration, and it should consider ethical values especially of the local people to be included in the establishment. “Right tourism” is for happiness in the right sense of the term.

It is interesting to think that tourism is often selfish for which human likes to take more from nature without appropriate return to it. This goes back to philosophy of life professed in which material wealth become the main target keeping blind with ethical and social dimensions. What is obvious that tourism stimulates hedonism life style seeking for highest happiness of bodily enjoyment for which nature becomes the object of enjoyment. With reference to eco-tourism, Wright (1993) formulates eight key fundamental principles for sustainable industry and tourism since they are connected. (1) It should not degrade the resource and should be developed in an environmentally sound manner; (2) it should provide first-hand, participatory, and enlightening experiences; (3) it should involve education among all parties - local communities, government, non-governmental organizations, industry, and tourists (before, during, and after the trip); (4) it should encourage all-party recognition of the intrinsic values of the resource; (5) it should involve acceptance of the resource on its own terms, and in recognition of its limits, which involves supply-oriented management; (6) it should promote understanding and involve partnerships between many players, which could include government, non-government organizations, industry, scientists, and locals (both before and during operations); (7) it should promote moral and ethical responsibilities and behaviours towards the natural and cultural environment, by all players; and (8) it should provide long-term benefits - to the resource, to the local community, and to industry (benefits may be conservation, scientific, social, cultural, or economic¹²). In addition to education, moral and ethical responsibilities underlining behaviour becomes a serious concern as imbalance of nature is getting worse. When the issue of ethical tourism has come up, it can be understood that what have been practiced in business does not seriously implement ethical principles despite the fact Global Code of Ethics for Tourism (2001) was formulated; its implementation in the field is still weak because it is only based on awareness on the importance of ethical values. Suamba and Utama (2017) observed that there has not ever been critical consideration undertaken on the basis of ethics; rather most concerns or efforts have been given on cultural, ecological, and economic fields blended with political interests (p. 83). Owing to this fact a call for global ethical awareness and implementation is not only important but an urgent action that should be done.

This is worth to consider ethically since nature has limited capacity, whereas human desires are unlimited. A short-term objective for financial profit is fine but it can be harmful for nature when ethical tourism has just been a ploy of business. Ethical tourism, responsible tourism, eco-tourism, or any other terms used, must not be a discourse in academic meeting only; it should be put into practice; and the role of authority is pivotal. This awareness has been started especially in the Western world when quality of environment had decreased due to excessive use of environment or green revolution, a tourism practice without careful design on its sustainability. Further observation shows that preserving nature basically keeping the business running well since well-preserved nature is the underlying foundation for any business created. Any business requires

place for activities. This matter has become a spirit of the Global Code of Ethics for Tourism, especially article 3 states that tourism, a factor of sustainable development. Nature tourism and ecotourism are recognized as being particularly conducive to enriching and enhancing the standing of tourism, provided they respect the natural heritage and local populations and are in keeping with the carrying capacity of the sites. All forms of tourism development that are conducive to saving rare and precious resources, in particular water and energy. Tourism infrastructure should be designed and tourism activities programmed in such a way as to protect the natural heritage composed of ecosystems and biodiversity and to preserve endangered species of wildlife. This awareness should be always echoed in every moment since sometimes people are blind to see promising benefits earned only from tourism and fail to see the continuation of it with respect to nature and culture. This state of affairs if not addressed in a comprehensive way by all parties involved under the leadership of the authority, it can create serious environmental problem especially in developing countries. Global warming will go faster devastating the world despite the fact awareness even action to cope with the matter has been done.

Tourism can yield a serious ethical problem with reference to the relationships of man to man and man to nature (which is a part of *tri-hita-karana*), conception of ethics in Balinese tradition; not yet counting rules and regulations issued by authority. Imbalance with them causes disharmony, and it becomes roots of problems. This is basically the view originated from metaphysical conception of being and becoming to look at the emerging issues. Bad design of mass tourism which is adopted by many countries in the world is suspected that it can harm nature, culture, and finally creatures and human beings. Proof has testified that excessive used of nature seems to be uncontrolled due to uncontrolled desire to get capital back, whereas law enforcement is still weak mostly in developing countries. When mass tourism is developed expecting huge number of visitors to come, it requires more lands/spaces for infrastructures, more buildings are built, more water required, more powers, and more wastes especially uncycled stuffs carried by it. Land conversion in Bali has been increasing per years in the last five years from 2013 to 2017 average 550-hectares land per year or it is about 0.4 percent from the whole. In 2017 happened significance increase reaching 900 hectares of land or about 1.13 percent from the whole of 78.626 hectares. The land was mostly converted into road, housing, hotels, shops, and restaurants (*Times Bali*, 2018) due to massive development of tourism. The conversation happens in Denpasar, Badung, Gianyar, and Tabanan regencies of South Bali. The decline of *subak* (traditional irrigation system) areas due to land conversation is unstoppable; and this become negative factor that can ruin the sustainability of Bali tourism. Unfortunately, there is not yet a comprehensive policy to the preservation of *subak* despite the fact *subak* system of irrigation like the one in Jati Luwih of Tabanan regency has been recognised by UNESCO in 2012 as a human heritage that should be preserved.

Almost none has studied number of rubbish, wastes, and faeces of tourism not yet counting unseen bad things produced by visitors coming and enjoying their times in Bali despite of the recycling process might have happened involve modern technology. In addition to investment of big capital, massive move of tourists usually followed by increasing number of workers along with

its social problems involved in it. The idea of green farm cannot be reached since water supply is split for tourism facilities. Increasing number of farm land is getting difficult to get water from the water reservoirs due to utilizing for tourism facilities. Notwithstanding, the development of tourism does not always earn positive results; it is a sensitive business which is often effected by so many factors, like natural calamities, health, and security. Unfortunately impacts of careless of irresponsible practice of tourism are not thoroughly dealt rather attempt may be done just like a marketing ploy. As Suamba and Sutama (2017) remarked that most people think economic growth contributes significantly rather the basis of moral or ethics on which development should be carried out. The importance of ethics was overshadowed by the interest in economic benefits as that is used as indicator for achieving progress. Accelerating economic benefits by making use ecological aspects seem to be too much if not destroying ecological balance; not yet counting how massive effect the global warming of the globe has been giving to us. In short, ethical reflection is required to shape Bali tourism going on in right direction without threatening Balinese life, nature, and culture (p.84). Right tourism has its base on right action, one amongst of *tri-kaya* (there actions) believed by Balinese since only good action (*subha karma*) can guide human being to reach happiness.

3.2 Some principles of indigenous Balinese ethics

As globalism have been spreading almost to all corners of the world, indigenous knowledge especially in Africa, Asia, and Latin America is in a threat of extinction as less or no more local people pay interest and preserve it. They like to use and follow already established system of knowledge, which commonly comes from the Western world. As Fennel (2009) remarked that it is indeed surprising that the willingness of researchers to explore ethics in tourism has been marginal, especially given that tourism, by its nature, emphasizes the value of one over the value of others. This axiom is supported by the fact that tourism creates innumerable negative costs (impacts) that stem from the pursuit of primarily hedonistic ends (as cited in Fennel, 2008; see also Przeclawski, 1996) rather than spiritually peace mind. He further mentions that value has been defined by Hodgkinson (1983, p. 36) as ‘a concept of the desirable with a motivating force’. This definition implies the following: (1) A value is an abstraction (i.e. a concept). It is imposed by humans on something that may have no inherent value (e.g. diamonds); (2) A value is something that is socially acceptable (i.e. desirable) as opposed to individually desired. For example, sadism may be desired by some but not desirable by most; (3) A value pushes us into action (i.e. motivating force). Another way to see this is that our behaviour is a manifestation of what we value (2009, p. 214). A person cannot be separated from the values one believes. Nonetheless the significance of indigenous value is acknowledged as goodness and wisdom subtly prevalent in it despite the fact people are not care of it. Attempts and energies should be dedicated to establish a new system of knowledge originated form indigenous culture; whereas the ready established one offers so many chances and benefits which attract people to study.

With reference to culture developments since past times, rather than adopting, some countries try hard to accommodate foreign culture with a careful absorption into its local culture. Rather than

adopting, adaptation is more challenging provided creativity and attitude of respecting goodness available wherever its origin is, the result of which come out a compromised culture, a new fresh expression of culture. For the latter, Bali is a good example that since its past times it had accomplished a cultural dialog with external values in which it accepts the best from foreign cultures and integrated into its own system. Despite of many foreign cultures had arrived and accommodated in this land, it is still its Bali-ness is prevalent in all aspects of culture, and ultimately it grows and develops in a distinctive way. Similarly, its ethical values had received influences from foreign cultures and accommodated with its own in a harmonious manner. Interestingly, its sources not only derived from oral tradition as encapsulated in folklore but also its textual tradition of various genres, especially from *sasana/niti* literature. With reference to preservation of nature and sustainable tourism, Suamba (2018) in his study has yielded some basic ethical principles explored from Balinese tradition: (1) Divinity. By nature, each and every creature is divine; none entity in this world remains in isolation rather each of them is divinely connected in some ways with the other. Due to impurity attached the self, we are ignorant of our real self and have a wrong perception on a particular object. Owing to this fact, no exclusiveness is developed rather than inclusiveness to all; (2) *tri-hita-karana*, three kinds of relationship, viz. man to man, man to nature, and man to God, which promotes harmonious relationship with external agencies or objects both of human and non-human. Relation is possible only after they have the same nature whose core is in divinity, and by relation human being understands his position, status, and role in preserving nature; (3) The concept of time (*kala*) which is divided into three elements (*tri-kala*), viz. past, present, and future is important concept especially in positioning oneself in frame of time in designing sustainable tourism; and when future time is considered tourism established should sustain not only for tourism itself but also for nature; and (4) Purity and impurity are considered in advance prior to establishment of any business effort or in the post of any activity which is considered triggering impurity (*mala*). Since impurity (*mala*) has negative force spiritually, any design or establishment of tourism facilities should avoid such things. Mudana, *et. al.* (2018) mention that the need for the application of political ethics, economic (business) ethics, environmental ethics, and cultural ethics, in this increasingly democratic and global-digital lifetime demands not only civil and political rights but also other rights such as economic rights, environmental rights, and cultural rights. So far it is only known human rights (*hak azasi manusia*) when in fact not only humans who have rights but also the environment or the other more especially in Bali with the principle of *tri-hita-karana*. In addition to these principles, some important values in relation to external world are (5) the parallelisms of two different realities, like microcosm and macrocosm, (6) *tri-mandala/tri-anga*, three divisions of an area/region. The traditional village or housing complex, etc. are designed based on the division of three areas (*mandala*), like those of human bodies consisting of three parts, viz. head, body, and legs, or main area (*uttama mandala*), middle area (*madhya mandala*), and the outer part region (*kanista mandala*); and (7) balancing between two different poles of powers of *sakala-niskala*, macro-microcosm, materiality-spirituality, etc. They are binaries which always come together to perform a particular purpose. None can escape from the reach of these two opposing powers or realities.

Hospitality refers to the relationship between a guest and a host, wherein the host receives the guest with goodwill, including the reception and entertainment of guests, visitors, or strangers. Louis, chevalier de Jaucourt describes hospitality in the *Encyclopédie* as the virtue of a great soul that cares for the whole universe through the ties of humanity (“Hospitality” in *Wikipedia*). The relationship is covered by set of ethical principles. With reference to dealing with visitors, there are some ethical values for human-to-human relationship originated from Balinese tradition. The values can also be used in business context. These values are supposed to be the spirit of Balinese hospitality incorporating Western ones. Amongst the values which can be introduced are: (1) *athiti deva bhavo* (respecting guest like god). Balinese by nature respect guest irrespective of ethnicity, religion, caste, creeds, linguistic, and cultural background, who visits him; and tries the best for him/her. This is perhaps influence received from Indian tradition since there is a cultural tight since ancient times. From this stems the Indian practice of graciousness towards guests at home and in all social situations. The *Tirukkural*, an ancient Indian work on ethics and morality, explains the ethics of hospitality through its verses 81 through 90, dedicating a separate chapter on it (chapter 9). (“Hospitality” in *Wikipedia*). Owing to that reason, one should show good looking, nice and warm hospitality so that the guest feels free and happy. Guest is treated like family so he/she feels free to act. In the context of tourism, this principle is implemented in some villages in Bali like in Ubud, Kuta, Sanur, etc. in which Balinese family accepts limited guest to stay in his/her house. The guest stays with the host and learns Balinese life and culture. The ideas of tourism village (*desa wisata*) is in compatible with treating guest like family. This practice is based on the principles of divinity, as explained previously, which exists in every creature, so by nature essentially we are the same; and (2) Speak sweet words and avoid anger, rudeness, unfriendly manner when accepting or speaking others. This point is a manifestation of truthful in speaking, a part of *Tri-kaya-parisudha* (the perfect actions), viz. right thought, right speech and right action, as a very important virtue is Balinese ethics.

Ethical values are much required in Bali tourism as tourism will mean nothing for Bali unless it follows ethical principles rooted in indigenous culture. These ethical values can be grouped into three domains, viz. ethics for handling nature, human, and products or services including entertainment in tourism, manifestations of the concept of *tri-hita-karana*. A short-term objective in earning benefit is fine but considering the whole Bali as a pure place for all ages is much important (Suamba, 2018) for which the confluence of culture, nature, human being, technology, and modern life style should be wisely managed for the betterment of life. Those ethical principles along other foreign virtues are supposed to bring Bali tourism to run in the right tract minimalizing problems of ethics like solid waste, condition of employment, non-specific discrimination, race, employee theft, sex discrimination, false advertising, sexual harassment, vendors’ honesty, sanitation violation, AIDS discrimination, etc. To reach such state the role of education is pivotal point to be considered in designing Bali tourism.

3.3 Education

For right tourism which ends in well beings of Balinese, system of education having local

dimensions is necessarily required. As mentioned by Hulstman (1995) that a brief review of extant literature on the subject suggests five general categories of literature that deal with ethical issues in tourism, viz. (1) issues related to ecological impacts, (2) marketing, (3) sustainable development, (4) humanistic and social concerns, and (5) education. Since tourism educational materials do not appear to deal adequately with ethical issues endeavour to infusing issue of ethics into tourism education (pp. 553-567).

It is a chance to deal it with more comprehensive approaches that school curricula as a means to imbue the ethical values through teaching and learning process. The issue is rather in domain of policy maker in the education than the real action in the field. There should be awareness and political will of the authority to address the issue that right tourism should be directed by sets of ethical values or principles originated from its environment without being exclusive. He further mentions that while there have been some limited empirical attempts to investigate professionalism and ethicality among tourism service providers and students (cited in Freedman and Bartholomew, 1990; Sheldon, 1989), the primary aspect of this facet of tourism and ethics that emerged from the literature focused on the extent to which ethics are imparted to students in professional curriculum. That case will be more appealing when the policy implemented in related vocational schools in tourism industry. This fact is difficult to materialize in schools which are not connected with tourism. As Hegarty (1990) noted, while there is a strong ethical dimension underlying much of what the tourism industry has to offer (e. g. guest satisfaction, public responsibility), the idea of ethics in tourism - given its connections to business - seems contradictory. Hegarty (1995) did, however, argue that ethics should be included in professional curricula.... In general, there is no consensus on the extent to which ethics are effectively combined with practical education in tourism curricula, although citations that dealt with the topic were all in agreement that such efforts are an important and necessary component of tourism and hospitality education (pp. 553-567). Needless to say that whatever education may be pursued in tourism, providing life skills preparing students for future life is untenable to dismiss. In this regards, Stewart quoted Stone, Duffy, Pinckney, and Templeton-Bradley (2017) point out that critical-thinking skills, higher-order thinking, and collaboration are a must for learners who wish to succeed in the tourism/hospitality industry in the future since they will have to deal with significant global challenges (e.g. climate change, peak oil, and terrorism) (p. 80). Opportunities for this kind of skills development have traditionally been the purview of universities. This seems to provide justification for the argument that universities have a significant role to play in helping learners who wish to work in the tourism/hospitality industry to develop the kinds of skills mentioned above (p. 196). Since in this field of work involves company or people coming from different countries and cultural background, IT skills are required if not it is a must skill that should be mastered.

The contradiction seems to be the fact that each has its own goal with reference its nature: business is a profit-oriented activity, whereas ethics deals with the highest good no matter an action has a business side or not.

The importance of ethical values in tourism is acknowledged as mentioned by the Global Code

of Ethics for Tourism (2001) in its article 2 that the introduction into curricula of education about the value of tourist exchanges, their economic, social and cultural benefits, and also their risks, should be encouraged; now it comes its education dimension; how these ethical values should be communicated to the concerned people or party; and how to educate peoples amidst massive development of tourism both in national and local regions. It is understood as knowledge of ethical theories to be aware of and the competence one performs in the field to demonstrate ethical values. This is not so simple since there is not yet such systematic way to deal with the case rather informal or non-formal channels may be more effective supported by social media. School curriculum is already in burden with various subjects in each level focusing more on cognitive domain of knowledge rather than imbibing ethical or aesthetical value to develop students full-developed personality. With reference to Bali, there is no course of Balinese indigenous ethics included in school/university curricula, rather the values are implicitly taught in different subjects, like in religious study. The last much depends on the instructor's awareness that teaching ethical values incorporated in his own subject taught has a strategic position in future growth of culture and tourism. The development should be directed by values and lighted by knowledge to avoid tourism as a creator of havoc or turbulence for human and nature. The decline of Bali Tourism can be anticipated through systematic system of teaching of indigenous Balinese ethics. The fact shows busy life especially business which struggles for financial earnings does not pay much attention to the practice of ethics, rather they are only guided by formal rules and regulation issued by authority; they feel sufficient to follow the regulation issued by the authority concerned. Nonetheless, whatever forms of regulation has its core on ethical or moral values.

Ethics becomes integral part of Bali tourism establishment. Owing to this fact, at least there are five parties responsible for ethics of tourism education worth to mention in this regards, namely (1) government, (2) educational institution, (3) industries, (4) traditional local village (*desa pakraman*), and (5) mass media to preserve and spread ethical values and wisdom. When no significant effort attempted by the others, the authority should perform its job to make sure Bali tourism goes on right tract. The basic character of Bali tourism having its core of "culture tourism" becomes the basic spirit for all in developing tourism. Really speaking, in practice they are not only basically connected to each other in a system of a nation but each depends on the other in digitalized world. They are channels by which education of indigenous ethics may be spread and taught to peoples. It is expected they have a commitment to safe Bali from wrong tourism. Irrespective various channels may be utilized, the mater of ways to spread is worth to think of.

No tourism can develop well without the existence and role of government as the representation of all peoples. By status and position, it has authority, responsibility, and powers to be shared to others for reaching the formulated goal. Authority in the government of all levels or ranks of powers has a very strategic position to keep the running life of tourism in the right direction. Not only government connected bodies, but also private sectors who invested capitals also pay concerns on the sustainability of Bali tourism. Their cares are in the form of programs dedicated to society and environment as the manifestations of Corporate Social Responsibilities (CSR). However, the ways the powers are utilized is worth to consider. It is agreed that massive

development of tourism as desired by the government has certainly positive and negative impacts on the whole life of the people. A careful design of tourism can minimize its negative sides. For the last, a case often requires ethical justification as whether a particular action is categorized as ethical or unethical with reference to the values accepted by Balinese society. When justification uses western principles, often the case becomes unsolved even create worse thing in society; in this regards relativism of ethics is acknowledged.

Of the policy, from planning to evaluation step is an attempt to make sure that everything will run in the right direction. Not only keeping the rules and regulation run in a proper way, they should actively pronounce the importance of the local values for the sustenance of tourism using channels possible utilised. Since this authority is in contact with society as target of policies, they can find a way to tell the people the importance of ethical values and keeping the nature preserved well. The message should reach all especially the stake holders, industries, and education institutions. Tourism offices both of provincial and regency levels can have such program promoting ethical values to all. Or, creating a division in the government office to have a job making sure that these values are promoted and reached the targets. Calling for awareness is good, but it will be better if the office has a real program to educate the citizens and the tourism players. Bali since its economy largely depends on tourism, the promotion of ethical values is very important so that every people or parties with its power has a good understanding and awareness, and consequently, they can participate and do necessary action. For legislative board like house of parliament can get inspirations or insights from these values; and they are used as strength since every rules or regulation issued has its base on ethical values to keep the dignity, rights, and welfare of all.

Schools and universities are right places to spread these values through their systems of education. The case will become difficult since our school curriculum consists of a lot of subjects/papers to be learnt in a particular semester; whereas these values are not yet considered important to be taught to them. Presumably every Balinese knows the values, but the fact is not always true as people are getting more pragmatic only interested in short-term goal. If not in the form a separated subject, the values can be incorporated in related subjects like culture, religion, business or professional ethics, personality development, etc. as affective domain. In this regards, vocational studies especially the ones dealing with tourism has a pivotal role in educating the students the importance of indigenous ethical values. In so far, they learn ethical values based on western tradition. Suamba (2018) remarked that the establishment of Bali tourism as a business activity is not clear in terms of either using Western ethics, indigenous ethics or a mixture of both. Or people select one as a preference for business consideration only forgetting the continuation of culture. Nevertheless, it tends to adopt global trends in which Western way of life is predominant. The case has appeared when there was an intermingled of necessity between culture and tourism in which local ethics tends to be marginalized. Or when the guide line has taken local ethical sources, the implementation of it in business activities may be weak because too much emphasize on the security of culture, business sector may run slow³⁰. Local values can be incorporated in a subject in a curricula provided that there is a political will about that. Observing curricula of schools, indigenous ethics is not yet incorporated in national curriculum; however, these are

incorporated as a local material especially in elementary, secondary and high schools in culture, personality development and religion. Any principles which live in society will mean nothing unless it is communicated and taught to peoples. In addition to formal form of education, non-formal has an important role. However, in this form the spread is rather difficult since the focus on them perhaps not having direct connection with tourism. On formal education usually deals with practical skills in a short-term course dedicated for getting jobs only. In such form of education attention to ethical values paid is very less, except in a course which focuses on tourism, like guiding, hotel related skills, language course, practical mechanical/engineering course, etc.

Tourism as an industry grows fast in last 50 years which have changed the economy, social, culture, and mind set of Balinese, in addition to the massive conversation of land to become housing, shops, roads, tourism facilities, and infra structure. This is shown changes in their life style and the way they look at nature and human fellow. It is a frightening fact that imbalance of nature happens, as indicated by the cycles of rain is not systemic again like in the past, the intrusion of sea water has affected some areas in South Denpasar, global warming, sea abrasion, etc. Bali has changed drastically since then, and some Balinese are happy with these changes even though some of them would like to see again green beach, country side, farming land, birds, rivers like 50 years ago. Irrespective of different kinds of industry, this plays important role in keeping the ethical values like *tri-hita-karana* alive. The existence of *tri-hita-karana* awards by a foundation is good attempt to promote *tri-hita-karana* in hotel/restaurant of other tourism facilities. With these, owner or manager of a hotel will try to spread these values to staffs and workers to implement the values of *tri-hita-karana*.

When the establishment of industry building or compound/complex initially based on correct feasible study, the possibility to harm environment is likely small or even none, but in practice such rule breaking happens as noticed by media, environment or tourism activists. The way they spread the ethical values are communication to the owner, management personnel, and staff through face to face communication, social media, and website of the company. So many environment problems aroused stimulated by the establishment of an industrial facilities. The establishment of Bali Nirwana Resort some years ago very closed to Tanah Lot temple in Tabanan regency and the issue of Benoa Gulf in Badung regency reclamation project, which can harm the ecology of South Bali region, are examples of environment problems that were initiated by industry. They would build hotel facilities without paying attention to its surrounding place especially intangible things. For big and huge company requires wide land, huge water, sufficient electric power, workers, etc. the feasible study should be careful done, otherwise disaster can be happened amidst the gain of financial benefit from the industry.

Traditional village (*desa pakraman*) is said to be the backbone of Balinese culture as in it the practices of religion and culture happens in a very established social system. Each member feels obliged to respect and to follow the norms or rules (called *awig-awig*). Formal system of the government also implements the development programs of society through this traditional village. One institution in it is youth group called *yowana* or *sekehe teruna-teruni*, who are usually under the period of schooling. Every times they have meeting or creating events like social works, sports,

health, economic activity, culture, and education. Under the guidance of the elders or village authority, they do activities for the betterment of being and the village. This activity can be viewed as a preparation to enter full-fledged member of traditional village (*desa adat*) after they get married. A close observation shows that ethical value is rather rare included in their program, much is on social functions. There is a kind of stigma in which youngsters are lack of ethics in their daily life; cannot perform proper action before the elders or society. Some of them are ignorant of ethical and cultural values which are professed by the society. Owing to this fact, ethical values can be taught through a more communicative way utilizing various approaches and methods suitable to their psychological developments. Art forms are effective tool to spread the ethical values since some kinds of entertainment indebted in it in addition to discussion with an ethical case as a lead. Story taken from classics or holy book and pronounced in communicative way will get high interests from them. Even movies or any material may be accessed from google may be of help in spreading the values worth applied in tourism.

For the last, i.e. media/mass media, its role is very strategic and has massive effects on society. It is acknowledged that media has a powerful force in civil society, and become one strong pillar in democracy. On line system or digital modes of communication including business is appealing so everyone takes part and finds its usefulness. When the youngsters are concerned, the spreading through media either printed or electronic is very useful; they are faster in spreading them. Rather than reading book or paper which is more times required, youngsters are fond of browsing and enjoying the menus presented in media. Nowadays, almost all youngsters living in cities even in villages used gadgets, so why don't make use of it in spreading ethical values? One may create website or blog even WA group to exchange information about ethical values useful in tourism through colourful pictures, diagram, short stories, animated story, fellow experiences, etc. Being a part of Balinese society and culture, they should have a sense of responsibility for the sustainability of tourism, nature, and culture, otherwise serious ecological problems will arise which can be devastated. The channels which may be utilized is through formal and informal education touching all elements of society. When formal education channel may be hard to use, informal or non-formal education channels still provides chance to educate society. Therefore, it requires political will and supports from all peoples to keep maintaining the tourism with its core in ethical values. As Suamba (2018) said that *tri-hita-karana* which is supposed to be the spirit of tourism and development program in Bali, it is basically a matter of ethical values that can be used to have a harmonious relationship with nature, human being, and divinity.

Even though by nature each human is good, however due to internal and external factors, one can be bad doing harms to others and environment. In such state it is required science of action or ethics to avoid vice action, on the other hand, one strives for virtues to maximize goodness in every human. Tourism as a business can spoil the purity of human being and nature due to uncontrolled desires in developing tourism. Ethical values originated from local culture has a strategic role in guiding peoples involved in tourism; we only develop right tourism rooted on science and moral values.

4 CONCLUSION

Tourism is a complex form of activities which involves people, business, leisure, nature and culture. The interactions of them may result in harms or benefits – to the host (and possibly the visitor too), to their communities, their economies, and their ecologies as many proofs have appeared. Business is inherently selfish – each seeking to maximize their personal (or group or corporate) value, and sometimes keeps blind to ecological matters. As tourism has been growing globally, awareness of its negative impact has caused a serious study or action taken on the foundation of tourism as a business activity and natural preservation. Ideally, both should go hand by hand without degrading human personality and preservation of culture and nature. Looking at these facts, awareness of the lack or absent of ethical values present in tourism practices is getting pertinent especially when there happens problem. As western values in ethics are widely adopted, people start looking at local or indigenous ethics. It is supposed to be contributed in such tourism establishments. With reference to Bali there are some principles of indigenous ethics, viz. divinity, *tri-hita-karana*, *tri-kala*, purity vs. impurity, parallelism of two different poles of reality, *tri mandala/tri-angga*, balancing, *atithi deva bhava*, and speak nice words to other. When classifying these ethical values that they can be grouped into three domains, viz. ethics for handling nature, human, and products or services including entertainment in tourism. These are supposed to be incorporated in tourism education for right tourism.

These ethical values comprise of Balinese hospitality in tourism, which can give visitor a different and unique experience while spending times in Bali. Owing to this fact, at least there are five parties worth to mention in this regards, namely (1) government, (2) educational institution, (3) industries, (4) traditional local village (*desa pakraman*), and (5) mass media to preserve, spread, and educate people ethical values and wisdom. In practice they are basically connected in a system of education. Irrespective various channels may be utilized, either formal or non-formal or informal, or mix of them, the matter of ways to spread profiting modern means is worth to think for successful ethical education in tourism.

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Engaging EFL Students on Project-Based Learning Activities to Promote Speaking Skill

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Abstract. In Indonesia students perceive English merely as a subject matter of the curriculum without having their own inner reasons why they learn English. It is common that students find problems in practising English especially in speaking. Project based learning (PBL) activities is one of the suitable activities that can stimulate the students' speaking skill. It will encourage the students to be active and participate in the teaching and learning process. This paper aims to explain why teacher should implement PBL in the classroom and how to implement PBL to promote speaking skill in English. The discussion begins with the introduction and description about PBL. Then, it goes on stages in implementing PBL and the advantages of PBL. Some recommendations of PBL activities are also given for the teachers who want to apply PBL in their classroom.

Keywords: English as a Foreign Language (EFL), Project, Project-Based Learning (PBL), Speaking Skill.

1 RESEARCH BACKGROUND

English is an important language which is used as a tool for communication. It is used as a medium for various purposes such as business, education, tourism, politics, and so on. In term of education, there are four skills that should be mastered by the students. Those are listening, reading, writing, and speaking. Speaking involves the development of a particular type of communication in skills and it refers to the ability to function in the language which is generally characterized in terms of being able to speak the language (Siririmangkorn, L., 2018).

In line with that, mastering English, especially speaking skill, is importantly needed for the students to allow them to communicate with other people globally (Riswandi, D., 2018). The students have to consider everything that is involved when speaking such as ideas, grammar, vocabulary, and pronunciation as well as listening to and reacting to the person that the students communicating with.

In Indonesia, English is considered as the foreign language which is learnt and taught in every level of education in Indonesia. However, since it is only a foreign language, there are a lot of problems found during the teaching learning process especially in speaking. One of the major limitations that English as a foreign language (EFL) learners encounter in their language learning process is, they do not have many opportunities to practice speaking other than in the classroom.

As they live in countries where the first language is not English (e.g., China, Spain, and Latin American countries), opportunities to improve their oral communicative skills are reduced (Thuan, P. D., 2018).

As what has been stated by Nunan (1999) as cited in Riswandi, D. (2018) teachers should help the students by establishing strategies to manage all forms of communication to ensure that all of the students have fair and equitable opportunities to develop their speaking and listening skills through large and small group discussions. Regarding those explanations, in teaching speaking, teachers should create an enjoyable, interesting and interactive English class for students. It is important to give students as many opportunities as possible to speak in a supportive environment. Therefore, the students' achievement in speaking could be improved significantly.

In teaching and learning process of speaking, it must be supported with the students by doing the effective communication, and the teacher should provide speaking activities where meaningful communication takes place rather than leading the students to pure memorization (Marisah, A., Robiasih, H., 2017). The students are expected to be skillful to use the language in order to communicate effectively and appropriately for life's both social and academic. It means that the aim of speaking skill in learning English language for students is the students are able to communicate with their friends and encourage themselves using the language skill in the classroom. In addition, the students are expected to express their feeling and ideas directly by using the language components in speaking. Therefore, they will be able to speak confidently in teaching and learning process and their daily life.

However, based on the phenomenon in Indonesian classroom as found by previous researchers, there were some problems which faced by the students regarding to their speaking skill. The students still have low speaking skill and low motivation in learning English especially in speaking. In addition, the teacher did not have any creative ways in teaching speaking. Moreover, the students have problems related to pronunciation, fluency, grammar, and vocabulary that have been taken from the result of the speaking test (Sayuri. 2016). It showed that the activity which was used by the teacher was not effective yet to improve the students' speaking skill. Therefore, the teacher should change the teaching activity and it must be suitable with the topic or material that would be discussed in the teaching and learning process.

To overcome this situation, the potential strategy that can stimulate the students' speaking skill is Project-Based Learning (PBL). Project Based Learning (PBL) is one of the constructivist teaching strategies and is getting more and more common in education and it enables students to solve the problems by active participation (Kizkapan, O. & Bektas, O., 2017). In PBL, individuals who work cooperatively actively take part in activities by taking over individual responsibilities after the determination of the questions which are decided on in line with the educational attainments and the products to constitute the sense of responsibility (Duman, B. & Yavuz, O.K., 2018).

Many researchers showed that PBL is an effective strategy to improve the students' speaking skill. Kaunang, C.J. (2017) investigated the implementation of Project-Based Learning in

Enhancing Students' Speaking Skill at SMA PSKD 7. The research used classroom action research method and the result gained based on the quantitative and qualitative data. The findings showed that Project-based learning could improve the students' speaking skill, it is suggested to use this method in teaching speaking skill. Another study is conducted by Marisah, A., Robiasih, H. (2017). This study was an action research consisting of two cycles. The results showed that (1) many students have the opportunity to speak English during the PBL implementation; besides, the students' interest in learning English increased significantly, (2) the strengths of PBL implementation deals with team work as stimulation for interactions and students could integrate their language skill to social skill and technology.

Therefore, there is a need to describe the implementation of PBL in stimulating students' speaking skill so that the teacher can have a reference in applying PBL activities in teaching and learning process especially in speaking. In addition, the students also will know what they need to do when the teacher ask them to do PBL. The discussion of this article would be lead into the definition of PBL, the procedures in applying PBL as well as the example of project which can be applied by the teacher and students in teaching learning process.

2 PROBLEM IDENTIFICATION

The ability to speak a foreign language is seen as an important characteristic of good language learners. However, many EFL learners are unable to use English for effective communicative purposes. Some learners cannot express their feelings or thoughts efficiently. One important reason might be due to lack of opportunities to use English language in authentic communicative ways. Even though the classroom is a major place for learners to use language, it seems that learners have fewer opportunities to use language outside of the classroom. Some previous studies were reviewed by the researcher regarding to the problem that faced by the students in speaking.

First, research conducted by Susilawati, M.A. (2017) whose findings that there were five factors derived from linguistic and nonlinguistic perspective which influenced the students' speaking skill in doing presentation. Those five categories were vocabulary, grammar, pronunciation, fear of making mistake and lack of confident. The data showed that the most dominant speaking problem was vocabulary while the least speaking problem was fear of making mistake.

Secondly, research done by Sayuri. (2016) also found that there were two sides of problems which faced by fourth semester students of English Department at Mulawarman University. The first side was come from the components of speaking. The students have problems related to pronunciation, fluency, grammar, and vocabulary that have been taken from the result of the speaking test. While, the second side was come from the personal's problem such as: not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say. Efl students' sense of individuality and fears of speaking English were also increased by the language teaching methods adopted by some

teachers at this school. It was found in the diagnostic survey that teaching in previous English courses was mainly based on grammar activities in which drilling and filling in blanks were the main purpose (Thuan, P. D., 2018). All these trials obviously reduced learners' interest in speaking English. Thus, there was a need to find other ways to promote more communicative activities to enhance speaking and the negotiation of meaning. Therefore, we considered that one possible way that could foster these learners' speaking skill is PBL.

3 LITERATURE REVIEW

Speaking Skill

Speaking is a productive skill that is similar to writing. It has its own genre as it has several stages to reach the goal using a language in an interactive way (Samad, I.A., Bustari, A., & Ahmad, D., 2017). Speaking involves sound to express meanings to make interaction occur. This means that speaking is an interactive process of communication that connects ideas between speaker and interlocutor with a certain purpose.

Richards, J. C. (2008) states that there are three functions of speaking. The first is used for interaction with someone. Speaking as interaction refers to what is normally meant by "conversation" and describes interaction that serves a social function. When people meet, they exchange and engage small talk with someone else because they wish to be friendly and establish a comfortable zone with others. The second is speaking as transaction which refers to situations where the focus is on what the speaker says. The third is speaking can be useful when it is in a performance. This refers to the public speaking which delivers the information to the audience, such as classroom presentations, speeches and master of ceremony.

Speaking is the ability of participants to communicate and express their ideas, thoughts, feelings, and needs in order to make sense of them. In this case, the skills of speaking are needed namely accuracy, fluency and comprehensibility. Further, the accuracy concerns on grammar, vocabulary, and pronunciation where participants can express and use the right words in the correct sequence of utterance and produce clear pronunciation. Then, the fluency deals with the ability of a person to speak fluently and accurately, meanwhile the comprehensibility is the ability to require and response the subject that is being spoken. As a result, the shared information can be shared and understood comprehensively (Hadijah, S., 2014).

In addition, Dewi, H. (2016) states that the ability to function in another language is generally characterized in terms of being able to speak that language and the success of which is measured in terms of the ability to carry on a conversation in that language. This means that a person who becomes a speaker should be able to communicate so they can be understood by another person as a listener. Therefore, students are expected to master speaking skills well to use as a system of communication to obtain and share information with others.

Learners use language for authentic and meaningful communication as classroom tasks have a communicative purpose, oral and written fluency is an important aspect of communication, and learning is a process of construction involving trial and error (Thuan, P. D., 2018). In other words,

learners have the right to make pronunciation and grammar mistakes during social interaction in the target language as it is a normal part of the learning process.

Project Based Learning (PBL)

Project-Based Approach (PBL) is one of the methods that has already existed for many years ago. Riswandi, D. (2018) said that project is defined as compound tasks based on problems faced by students, conducted in certain periods of time and culminated in realistic products that might be in the form of presentation, exhibition, publication, etc. According to Sirisrimangkorn, L. (2018), project-based learning is an approach which is popularly used to develop learners' language learning in different levels and context. The project work is student-centered and focuses on the end-product so it is useful for learners' development in language skills. Moreover, the process of producing an end-product provides the students with opportunities to develop their confidence and independence. While working on projects, students are required to work together on different tasks in an authentic context.

Project works are assigned to individual or to group of students. Each individual or group starts to investigate the information about the particular topic. Thus, students offer a suggestion to solve the problem; this suggestion is named as 'Project Plan' in the school. Then, each individual or group collects necessary information and document to prove or support his/her topic. They conduct experiments, make observation, collect and interpret data and record the results. At the end, each group writes a report and presents their studies in the classroom. Presented projects are discussed and evaluated by whole students and the teacher (Kizkapan, O. & Bektas, O., 2017)

Project-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation (Dewi, H., 2016). In addition, PBL is a flexible methodology or strategy especially in learning language. It construct an integrated activity, meaningful and continuing activity (Foss et. al., 2007)

Thomas, J.W. (2000) identified five characteristics which define PBL and make it different from other models that involve projects:

1. Projects are central, not peripheral to the curriculum (the project does not serve to provide examples, practical applications or extensions of concepts previously taught by other means; instead, students learn the main concepts of the curriculum via the project)
2. Projects are focused on questions or problems that drive students to encounter (and struggle with) the central concepts and principles of a discipline (the "driving question" should "be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster")

3. Projects involve students in a constructive investigation (the project activities should involve construction of knowledge, new understandings and new skills by the students, not simply an application of already-learned information or skills)
4. Projects are student-driven to some significant degree (projects are not scripted by the teacher, do not take predetermined paths and do not have predetermined outcomes; students have more autonomy and responsibility towards their own learning)
5. Projects are realistic, not school-like (projects are authentic, real-life challenges in terms of topic, tasks, student roles, context of work, artifacts, final product, evaluation criteria)

Relevant Studies

To support this research, some previous studies were reviewed by the researcher. Firstly, research conducted by Kaunang, C.J. (2017) entitled “Using Project Based Learning in Enhancing Students’ Speaking Skill at SMA PSKD 7”. It can be found that all the students have able to construct their idea into a project, they able to understand all the topics and develop some solution regarding to their project.

Furthermore, these data clearly showed that their speaking skill of the ten graders of SMA 7 PSKD Depok was improved through Project-Based Learning and the students were able to cover their speaking aspects-pronunciation, grammar, vocabulary, fluency, and comprehension. Moreover the result of data analysis from interview and observation (field-note) were considered as additional supporting data which indicated that the students had positive interest in using Project-based learning for speaking teaching-learning in the classroom. Ultimately, teachers are recommended to use Project-based learning as an alternative in teaching to the students.

Secondly, research conducted by Marisah, A., & Robiasih, H. (2017) entitled “The Implementation of Project-Based Learning to Improve Vocational Students’ Speaking Skill” whose findings showed that the teaching and learning process of speaking became more interesting and gave many opportunities for all students to express their idea by speaking in English. Using project doing provided many opportunities for students to speak English; indirectly it would build students' confidence to speak and improved student pronunciation, grammar, fluency, and comprehension.

In addition, the vocabulary they used would also increase when they were able to start actively speaking English with confidence. With the frequent students practiced speaking or communicating using English, it would make it easier for students to grasp the meaning or information from the conversation. Besides the language and speaking skills, the students experienced cooperation or collaboration through the group and pair works. The social skill is well-developed. The integration of technology is another reason why PBL is one of the suggested learning models for today’s education.

4 FINDINGS AND DISCUSSION

The Implementation of Project Based Learning (PBL)

Papandreou (1994) in “An Application of the Projects Approach to EFL” as cited in Thuan, P. D. (2018) introduces a model which illustrates the process of project work in six steps: **Step 1 Preparation**: in this period, the teacher introduces the topic to the students, and asks them to discuss and ask questions. **Step 2 Planning**: in this period, the teacher and the students determine the mode for collecting and analyzing information, and different work are assigned. **Step 3 Research**: in this part, the students work individually or in groups gather information from different sources. **Step 4 Conclusions**: the students draw conclusions based upon their analysis of the collected data. **Step 5 Presentation**: the students are supposed to present their final product to the whole class. **Step 6 Evaluation**: in this part, the teacher makes comments on the students’ endeavor and efforts.

In line with above models, according to Bell (2010) as cited in Dewi, H. (2016) there are some stages of the PBL technique implementation. The first is speculation in which teachers provide the choice of project topics initially based on the curriculum and discuss them with students. At this stage, teachers and students speculate possibilities that will lead smoothly to the projects. However, for beginner or lower level students, teachers can choose the projects themselves but still consider the problems of the students.

The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, assigning roles, and methodology decision. The third is conducting the project activities in which the students work out what was planned and designed in the previous stage. At this stage, the students gather information, discuss it with the members of their group, consult with the teacher about problems encountered in their work and exhibit their final products that might be in the form of a presentation, a performance, a product, a publication, etc. to the class or even to the wider community such as other classes, teachers, outsiders.

The last stage is when the students perform in front of the class. According to Fragoulis (2009) as cited in Dewi, H. (2016), this stage also includes the assessment of the activities by the participants themselves and discussions about whether the initial aims and goals have been achieved and implemented in the process and the final products.

Korkmaz and Kapten in Bas (2008: 5) evaluated the project based learning in context of six steps. The processes and roles in these steps have been shown below:

Steps	Application Process	Things that will be done
a.	Stating the subject and sub-subject, organizing the groups.	Students explore the resource and in order to create a frame for the project they state questions.

b.	. Groups create projects	Group members make a project plan.
c.	Application of the project	Group members are organized and analyze the data and information
d.	Planning of the presentation	The members define the essential points in their presentation and then decide on how to present the project.
e.	Making the presentation	Presentations can be made in any places.
f.	Evaluation	Students share the feedback of everyone on their project. Both the students and the teacher share the project(s) with everyone.

The Advantages of Using Project-Based Learning

A project integrates the four language skills, speaking, listening, reading, and writing and requires the use a variety of activities. While working on a project students have opportunities to “recycle known language and skills in a relatively natural context” (Vaca Torres, A. M., & Gómez Rodríguez, L. F., 2017)

Moreover, Riswandi, D. (2018) state that there are many benefits of implementing PBL in teaching English as Foreign Language. 1) PBL gives contextual and meaningful learning for students. 2) PBL can create an optimal environment to practice speaking English. 3) PBL can also make students actively engage in project learning. 4) PBL enhances the students’ interest, motivation, engagement, and enjoyment. 5). PBL promotes social learning that can enhance collaborative skills. 6) PBL can give an optimal opportunity to improve students’ language skill.

Based on Boss, Krajcik, and Patrick (1995) as cited in Dewi, H. (2016), some of the advantages of the PBL technique in learning are increasing motivation, increasing problem-solving activities, improves media research skills, increasing collaboration, and increasing resource-management skills. Learners can choose their own topics, the extent of content, and the presentation mode. Learners build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for learners. Project-Based Learning encourages learners to engage in complex and ill-defined contexts.

From the beginning, learners identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, learners improve their problem solving skills thereby developing their critical thinking skills. Learners conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve. Furthermore, project-based learning is one of the applicable teaching models which can help the learners to the real world problems and real life situation in learning, also they experience on how to solve the problems given or happened (Nurhajati, 2018). Successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.

In addition, several advantages of incorporating project work in second and foreign language settings have also been recommended by the other experts. The process leading to the end-product of project-work offers chances for learners to improve their confidence and independence. Students exhibit increased self-esteem, and positive attitudes concerning with learning. Students' independence is improved especially when they are actively involved in project planning, for instance when they choose the topics of their project (Fried-Booth, 2002; Stoller 2006)

Teaching Speaking Using Project-Based Learning

1. Vlog

The research was conducted by Maulidah, I. (2017) which used Vlog as the project to improve the students' speaking ability in English. There are several stages in Vlogging activity which is found in his research. Every stages has their own purpose and certain lists of activity. The steps in implementing Vlog would be described as follows.

- a. **Conceptualizing:** It is involved in making plan of vlogs. The most difficult things faced by the students is when they tried to decide a certain topic. claims that it will be effective if the teacher provides several topics or question as options for students before making vlog (Sun, 2009; Watkins, 2017 as cited in Maulidah, I., 2017)
- b. **Brainstorming:** In Brainstorming stage, students begin to create the concept of vlog; what they want to say in the video. They make a script and translate it from host language (*Bahasa Indonesia*) to target language (English). It is the continuity of previous stage with practical result and it is guided by a certain topic.
- c. **Articulation:** An action in which students do rehearsal before starting to shoot their speaking activities. Somehow, it is possible to make editing for the video before uploading. They may also insert a picture, song, words or any others which can make the video become more interesting. Therefore, in this stage, they really express their creativity and speaking ability.
- d. **Monitoring:** Before uploading the video, students need to check the content of the video, whether or not it is suitable and already covered the rubric score given by the teacher. When it is finished; uploading is done, students monitor the video again to check it.
- e. **Evaluating:** In this stage, the students do activity as self-correction related to their project. They may also ask their friends to give an opinion about it. If they found mistakes in terms of meaning, form or etc, they may redo a vlogging.

2. Video Conversation Project

The research was conducted by Marisah, A., & Robiasih, H. (2017) which used video conversation and audio recording project as the project to improve the students' speaking ability

in English. There were some stages conducted by adopted the stages of the PBL technique implementation according to Bell (2010). The stages would be described as follows.

- a. Speculation: In this stage, the writers prepared the dialog for role play activity about “introducing self”.
- b. Designing the project activities: There were situations related to the topic of self-introduction and the students in group made the transcript of the conversation based on the given situation.
- c. Conducting the project activities: Students in group begin to implement the plans they had discussed in the previous stages (making the video based on the transcripts they made). In this stage, the researcher gave 1 week for the video making. The next meeting each group would present the result of their video project.
- d. Evaluation: Feedback giving was done for the students, covering comments on pronunciation, grammar, vocabulary, fluency. Students from other groups also gave comment and appreciation towards the presentation and the project. Reflection by the groups was also elicited in terms of the difficulties that the students had experienced during the project doing and the positive impact the PBL gave to them.

5 CONCLUSION

Having only traditional teaching interaction is not enough for students in learning English especially for EFL learners in speaking English. Teachers should think another learning method which enables students to be more active in speaking activity. Project-based learning is one of effective methods in teaching English. Project-based learning contributes to enhance not only the motivation of the students to learn English but it promotes individual and social values.

When English learning is based on problem solving, the teaching and learning English becomes more interesting. It is because the students feel seriously engaged in solving the problem. They enjoy the activity and all of them cooperatively work unlike in traditional teaching where the students only listen to the teacher presentation that cause the classroom instruction becoming boring activity and the students will be low motivated to learn. Therefore, project based learning is considered as a strategy that recommended to be applied by the teacher and students in order to promote the students’ language skill especially in speaking.

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Enriching Vocabulary For Young Learners Through Smartphone Games

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Abstract. Vocabulary is one of the important parts to be mastered in learning English. Students are experiencing the problems in learning vocabulary because of some reasons, one of them is their habit of using their mother tongue which is not English. Vocabulary can be introduced to young learners in order to master their acquisition of vocabulary. To support young learners in learning English vocabulary, they can be taught by reading book, word flashcard, and games. Nowadays, the students are facing 21st century learning, where it is encouraging the students to be independent learners and digital technology has been introduced for all people start from young to adult. One of technology that can enrich young learners' vocabularies is smartphone games. This article use library research method to support the theory of smartphone game and promoting it for young learners' vocabulary mastery. Based on the finding, it was shown that young learners' vocabulary had greater learning achievement.

Keywords: Smartphone Game, Vocabulary, Young learners

1 INTRODUCTION

Currently young learners have been introduced with digital technology like smartphone, tablet, television, internet and etc. The children can listen or watch kids' songs from YouTube that can produce new words for them. The words are available in Bahasa Indonesia or English. The parents also give support for their children to explore more in using digital technology with under their supervision.

Learn a language is not an simple task to do, because it has many parts to be learnt to. This statement is supported by [26] that to learn a new language, people have to learn the complexity of its language. Teaching English earlier to the children will make them have background knowledge and understanding of English. Hopefully, they are familiar with English as early as possible. It will help them in acquiring the vocabulary when they are in higher level of education. Then the rendering an English lesson to young learners is an appropriate decision viewed from the fact that the students in kindergarten or elementary school have a golden age period, the period that children are able to learn anything easily.

In this time, children's brains are still fresh so that they are able to learn anything, including language. Besides, children's attitudes to other languages and culture are started and these conditions help them to learn the language without any difficulties as that of in adults. The ways of children learning the language and the ways of teaching depend on their developmental age. It is impossible to give a duty for students if it does not appropriate by their age, moreover in teaching learning foreign language process for young learners.

In entering this 21st century, students are encouraged to become independent students where students find various information and knowledge from various sources that have been facilitated by the teacher. In this case, technology-based learning is very important to be conducted in the learning process because this can help the students to be ready to face 21st century learning. This also is supported by Motteram's statement that there are many various language learning activities supported by technologies that can be applied in the classroom for language practice. [12].

The smartphone can be called one of the handy technologies that are easy to be used. Many people use a smartphone for many purposes because it provides many interactive applications that give the user learn and use many things there. Nowadays, People are depending on this technology and children mostly are spending their time playing games, watching YouTube on their smartphones. In this situation, it cannot be neglected that many various smartphone games can change the students' learning style and learning environment lately. Teachers need to find a solution in the order they can motivate the students to learn instead of forbidding them from using smartphones. This phenomenon can be considered as an advantage for both teachers and students to blend the learning process supported by smartphone. The students can enjoy the activities during their English learning process.

Vocabulary is a crucial element in the content area of language. It has a dominant factor for English skills such as reading, speaking, writing and listening. Then, it is being the main point in the teaching-learning language process. Students can develop their ability towards English if they have a lot of vocabulary since a great number of words are needed for real language use. Furthermore, the aspects of English include Phonology, Grammar, and Vocabulary. Vocabulary has an important role in learning a language in order for the people are easier to speak around their community. In line with this statement, it is very important to teach vocabulary in order to the students understand the concepts of words and mastering the vocabularies then they can use the words properly to achieve the goal of communicative purposes. Without mastering the vocabularies, people will be hard to make conversation with others. Based on that fact, it is appropriate that English should be learned by every person in this world. English becomes one part of the vocabulary. It is not easy for teachers to teach the vocabulary to young learners, not only caused by their native language which is Bahasa Indonesia but also teaching English to young learners who need special skills.

2. PROBLEM IDENTIFICATION

Some students might experienced difficulties in learning English. One of the crucial in learning English as a foreign language is the acquisition of vocabulary. Kurnia states that young learners earn the knowledge formally and informally [10]. When they acquire the very first words young learners can get better later in learning. In Indonesia, English is not citizen's mother tongue. Most in public school, teacher who teaches English to the students not using English fully to communicate. This can be indicated as the reason why the students do not have many chances of participating actively in using English in the classroom. Moreover, the teachers in public schools prefer to speak in Bahasa rather than English during the teaching and learning process. This will affect students' ability in speaking English. Besides, they prefer to speak Bahasa and less practice in using English vocabulary to make conversation both inside and outside the classroom. Thus, the

problems are now identified. Regarding to the problems, it is important to find out and discover the ways or strategies used to be solution for the problems.

TEFLS in Schools in Indonesia: The Importance and Challenges

People learn and teach English differently depending on the place where they live. In Indonesia, English is used as a foreign language that is taught at the very beginning of the school. The school aims to make the children as young learners familiar with English. According to Taylor, young learners (YLS) refer to children between the ages of six and eleven and the terms pupil, child, and YL are used synonymously [21]. In line with this statement, Shin states that it is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period, in 12 or 13 years old will build more proficient speakers of English. Based on those statements, it means that learning English is best to be started from a young age that is a young learner [19].

In most elementary schools in Indonesia, teachers begin the English class by learning English vocabulary first, as it is believed that the children will find it easy to learn other language skills such as listening, reading, writing, and speaking because they are rich of basic thing of language that is vocabulary. In line with this statement, Richards and Schmidt define vocabulary as the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write [16]. However, as a teacher, teaching English vocabulary to young learners is not easy. There is a big difference between what a three-year-old child can do and what a child of fifteen can do [15]. It means that teaching young learners requires the knowledge of knowing all the development differences.

Teacher should make the children learn with also maintaining their focus and interest to learn. According to Pribilova, understanding young learners' characteristics are great hints of how to teach young learners and what kind of methods the teacher should use. In other words, the teacher has to decide the way to make the young learners learn as well as to maintain their interest to study English [15].

EFL Curriculum In Brief: What Should Be Achieved and How

In learning English, the way language is learnt is different depending on how English is treated in certain places or countries, EFL (English as Foreign Language) and ESL (English as a Second Language). The learners in this case are called English Language Learners (ELL). Road defines ELL as an active learner of the English language who may benefit from various types of language support programs. He also states that EFL (English as Foreign Language) students are non-Native-English-speaking students who are learning English in a country where English is not the primary language [8].

Hamer states that EFL was describing the situations where the students were learning English to use it with any other English speakers in the world – when the students might be foreigners or business people. He also states that ESL students, on the other hand, are described as usually living in a target language community, and needed the target language (English) to survive and develop in that community. From the statements above, it is assumed that the Indonesian students whose first and/or the second language is Bahasa Indonesia have small opportunities to use English outside the English lesson in their school [7].

Furthermore, many factors affect student's weakness in learning English, such as they have a difference in the social context and cultural background; for example, in the environments where

the first and second or foreign languages learning to take place [7]. [13] also states that several factors impact the EFL learners to have low performance in English language learning such as the learners have insufficient or lacking in using English because they have a limited opportunity to use English outside the classrooms. [22] also identifies that there is a lack of support to use English in the home environment and the community. Based on the statements above, it can be summarised that EFL students lack learning English. Therefore, teachers have to encourage the students to learn independently, in other words, having independent learning in their home outside school time.

Some experts were defining about independent learning. [11] states that ‘independent learning’ is often related with ‘student-centered learning. [2] defines independent learning as the learning in which the learners can decide what things that they need. Kesten (1987) in [2] emphasizes that learning independently does not mean that the students learn individually but they can get more information from what they have learned. In line with this statement, [11] also emphasizes that independent learning does not mean that the students are only working alone but the teachers have to support them in learning independently. Thus, to establish independent learning, teachers have to provide the students with self-learning activities outside the school time with the help of learning media or tool.

Each time a new medium is invented – from television to computers to mobile devices – it offers new potential as an educational tool for children [17]. In this research found that most parents think that their child has learned from educational media. Based on his survey, among parents whose families speak languages other than English in the home, 71% say that media have helped their child learn English, including 30% who say media helped “a lot” and 41% who say “some”.

Based on the statements above, it can be concluded that providing the students with educational media helps them to maximize the process of their own English learning at home. Thus, teachers can support and facilitate their own learning by providing a learning media.

Using Smartphone Game in The Classroom

In entering the 21st century, technology is made by following the development of the period. Technology nowadays is getting sophisticated day by day; it can be seen from the handy technologies that can be called a mobile device. The term “mobile” or “mobility” can be defined as the ability of a thing to move freely and easily from one place to another [3]. Thus, the mobile device can be meant as devices that can be brought freely anywhere and anytime. Regarding this statement, Mobile learning is a learning process that can be implemented by mobile devices to join with a class activity. In line with this, [3] explains that the features of mobile technology can be as portability and information accessibility which play a major role to improve English language teaching and learning.

In an era of ever-increasing development, technology can make people do everything easier. Nowadays, there are many people are using mobile devices for various purposes. MALL or Mobile-Assisted Language Learning can give a new way of learning that can be accessed from different contexts of use [3]. Teachers or educators can find and use proper applications for students to support the MALL. [3] in his research, there are three levels of learners, namely; the primary, secondary, and tertiary levels. In his research, He divided the learners into the primary

level, school students at the secondary level, college students and adults at the tertiary level. Based on the explanation above, the primary students were the youngest level who use mobile devices to learn or do interaction. Some researchers [3] that study MALL with children stated strongly that they agree to use MALL in learning activities. Furthermore, it is also found that technology can improve student's learning effectively.

According to the result given, applications can be used depends on the purpose of learning. The applications can be downloaded in the App Store or Google Play. Some benefits can be given to the people such as; 1) people can be more social, 2) get entertainment, 3) round the clock availability, 4) effective utilization of leisure hours, 4) alternate modes of learning, and 5) fun and informal [3].

Based on parents' experience, children love choosing any kind of application that can make them interested. They can choose only from the picture given without reading any instructions given firstly. To avoid the students in choosing improper applications, parents and teachers have to take responsibility to pay attention to them. In line with this statement, [9] states that the duty aimed at both parents and teachers to act as a decision-maker in guiding and deciding which application is proper to be downloaded in their smartphone. If the children do wrong in choosing applications, it will give a bad impact on their social development in the future.

In this era, the smartphone is placing as the primary need for human life. The phenomenon can be seen from the society where it is starting from children to parents that they have their smartphone and use it for their purpose. One of the purposes is to learn English, particularly for children. Smartphones have a contribution to make people interested and suitable for the types of learning and practice of English. Even though the smartphone is good to be used for learning, it will not replace English teachers' roles [25]. Teachers in the class are facilitating the students with an application, and still being an educator for them. Therefore, the teacher cannot be replaced by a smartphone. Moreover, smartphones can give a chance to practice especially for English in every time and everywhere. By this, the smartphone can be said as one of the additional sophisticated media to support the teaching and learning process for English effectively used with guidance and instructions from English teachers.

Impact of The Strategy From Theoretical Perspectives

According to the library research, there are several studies were found in using smartphone / mobile applications or games to promote student's English learning, particularly vocabulary mastery. Those studies explain their result in a positive contribution to the students' vocabulary enhancement.

The research, entitled "Designing Mobile Apps for English Vocabulary Learning", presented a pilot study which has aimed to show the development of a mobile application with the purpose to see the improvement of college students in English vocabulary learning. Low-level students in college were the subject of this research. The data collection was done by collecting the questionnaires to get students' opinions toward the application which answering the improvement of students' learning motivation. The result of her study shows that the students are interested in and enjoy the application, beneficially; their vocabulary test result shows significant improvement [23].

Another research with the title “Language learning apps or games: an investigation utilizing the RETAIN model”, examine two English learning applications beneath the RETAIN model. The result shows that the applications offer kinds of language learning opportunities, and pay attention to some elements needed if they want to consider as a game [5].

In [4] research with the title “Multimedia Games and Vocabulary Learning”, the concept of this study was incidental and intentional vocabulary learning, some aspects of vocabulary (learning) were engaged with multimedia games with their effect on vocabulary learning was briefly discussed. The result of this study had been undergoing improvement in using technology in many fields such as including multimedia games and aspects of vocabulary learning which seems can be implemented.

In [8] research with the title “Mobile-Based AR Application Helps to Promote EFL Children’s Vocabulary Study”, the use of technology in this study has a purpose to see the development of mobile-based English learning software for solving the problem faced by pre-school children who are bored. This study was in the experimental and control group with 40 pre-school children. The result of this study has shown that the students learning with this software had better learning achievement than the conventional. With this, there is a positive attitude was shown toward this software.

[1] has presented about the impact of Online Games on Learning English Vocabulary by Iranian (Low-Intermediate) EFL Learners. In this study, there were 24 participants who assigned as experimental group and control group randomly. The experimental group was applied new words by using online games in computer for around 15 weeks. There are some activities were conducted in the first and 15th weeks such as a vocabulary-based test, acting as pre-test and post-test. The control group was only using conventional method, where the paper and pencil were being used as a technique, it was used in order to instruct new words to the participants of control group. The results shows that the experimental participants group ($M= 14.75$, $SD= 3.22$) significantly outperformed [$t= 2.40$] those in control group ($M= 11.41$, $SD= 3.22$). In this study, the null-hypothesis shows that there is no significant difference between scores in experimental and control groups after the treatment, and it can be rejected with 95 per cent confidence and the researcher hypothesis which is supported. Based on the result, it can be suggested that online games can be viewed as an effective tool in English classes in general, and in vocabulary teaching classes in specific.

According to [24], on their study which has purpose to construct a mobile game-based on English vocabulary practice system that entails selecting words according to textbook passages, a difficulty ratio, and learning portfolios. The learning activities involved in the system transform vocabulary learning from tedious memorization that cannot support well in learning process to game-based learning, thereby enhancing learners' vocabulary memory which has fun activity that can make the students enjoy with the activities and their familiarity with curriculum-related vocabulary through various multimedia. An experiment was conducted where the students are divided into three groups that involved different vocabulary review methods. in this condition, all students have similar English proficiency levels, and the course content and instructor are the same for all groups. This study was analyzed statistically whether learners become familiar with vocabulary after playing the game or not. Based on the results that has been analyzed, students who used the proposed system exhibited higher in learning interest, attention, and learning

effectiveness, as well as a sense of accomplishment and triumph, compared with other students who are not.

Another study states that examining students' perceptions toward the use of Criminal Case as an online game, for vocabulary learning. The Criminal Case Online Game is a game which required the players to play with words as the instruction in finding the right objects in the game. In order to find out how such game could be supported in learning process, there were 12 students were asked to play the game and afterwards interviewed. The results of this study showed that the students gave positive responses toward the use of the game for their vocabulary learning. In this study, the participants' underlying reasons toward the game and how could this game could help in learning vocabulary were discussed based on their perceptions. The result from the discussion was divided into 2 main themes including sub-themes in each. For the first main theme, pedagogical benefits, the sub-themes were learning through pictures, enrich vocabulary, and alternative tool. Meanwhile, for the second main theme, psychological benefits, the sub-themes were fun learning and increase students' motivation in learning [19].

Based on [13], state the reactions from students and teachers about the potential of using Smartphone on students learning in school is very helpful in teaching and learning process. Nowadays Smartphone is an essential device of a user's daily life because it has many applications that can support and facilitates the users. In learning process, Smartphone also can help the teachers and the students in learning process particularly in English. WhatsApp is one of easy applications that can be used for everyone which facilitates the students to deliver their works and share information to their classmates. It can also help students to learn independently in listening and speaking through English Listening & Speaking Application. The students also can translate several words by using Dictionary Application. Since that smartphone needs to be supported by internet, the users have to make sure that it connects to internet well, so students can study well in English. However, in using Smartphone, it has disadvantages and challenges in learning English. Due to smartphone makes students do things instantly, so they do not focus to learn more. Moreover, the students are spending more time for using and chatting in Facebook, twitter, Instagram, and other social media, browsing nonacademic websites, playing games in the middle of the lesson, and cheating along the tests. In this condition, the students can be addicted to use it for several reasons.

From all of the experts' studies above, it can be concluded that the use of smartphone or mobile app has positive impact on student's English learning, especially vocabulary enrichment. Therefore, teachers and other educators should take this into account to make the learning environment for children fun, interesting, and also meaningful.

Suggested Step by Step in Real Class

In implementing this strategy in the class, teachers should consider several things. The most important thing is that all students in the class and the teacher must have a smartphone or mobile phone, or at least, they borrow it from their natives, and have the smartphone game or app installed in their smartphone. Teachers can use other supporting tools such as sound, projector, and other teaching tools such as board marker and eraser. Then, the class is ready to use the strategy. The following shows the steps depending on the function of the smartphone game in the class.

a. Smartphone game as main media.

The first step is giving and installing the application on the students' phone. Teachers need to monitor and help them when they are struggled to do so. The second step is telling the students to understand the topic from the smartphone game. Since all the learning material are provided in the smartphone game, the teacher does not need to explain much. The teacher can have the students work in group, discussing what they see and listen in their smartphone while trying to understand the topic or material. The third step is assessing students' understanding. Beneficially, when the game provides the assessment or test as well, the teacher just need to monitor what the students do and tell them to submit their phones to see the result they have got from the test.

b. Smartphone game as supplementary material.

In this function, the step is almost the same as the function that smartphone game as main media. The difference is that the smartphone game has only the material explanation or the students test. In this case, the teacher needs to provide the things the smartphone does not provide (i.e. teacher explains the topic, students answer the test on the smartphone).

c. Smartphone game as continual activity at home/ homework.

As its name, the smartphone does not function in the class, but at home. When the teacher uses this function, he/she needs to give the students the application or game and tell them to understand the topic, complete the task, or answer the test or questions at home, and submit the result or explain their understanding in the next meeting.

From those functions and steps above, it should be acknowledged that the use of smartphone game can be multifunctional. It means that the teacher can understand that the smartphone game as main media can also be collaborated with the function as continual activity at home, and so forth.

3 CONCLUSION

The students' need to practice English and the implementation of digital learning in 21st century learning invites the educators to create fun and interactive learning integrated to the use of technology in the classroom, as one of them is smartphone. Research on the use of smartphone game in English classes has shown their result for the positive contribution for promoting students' vocabulary achievement.

The smartphone game is beneficial for the students as well as the teachers, in which this it is able to help the students in learning English vocabulary and to ease the teachers in giving explanations. Parents and Teachers' supervision is needed in choosing proper games for young learners.

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Implementing Character Education in Civics Education Course Using a Problem Solving Approach

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Abstract. The effort in character education has to be implemented soon into the culture and given a dominant effect to the academic climate since the problem of character crisis has become so serious. As an institution of education, IKIP Saraswati has to be able to give a contribution to the development of young generation with good characters. The problem is that to implement character education we still need a study with the result that can empirically be implemented accurately and creatively as well as proactively by all elements. It is the reason why this study is interesting. The problem of this study was: Can problem solving approach develop values that are integrated into Civics Education course which can strengthen the character values of the students of IKIP Saraswati. This study used Classroom Action Research design that tried to study and reflect in depth some aspects in the teaching and learning activities. The aspects include students' participation, teacher-student interaction and student-student interaction. Through the stages of process, product and behavior this study proved that by using problem solving approach that was observed from the first cycle to the second cycle, there has occurred an increase in values in the students' personalities as indicated by an increase in the character values (cooperation, responsibility, communication, spirit to work / learn, self-confidence, honesty, diligence in praying to God).

Keywords: Character Crisis, Academic Climate, Civics Education.

1 INTRODUCTION

Indonesian nation today is faced with a character crisis that has become a matter of concern. Demoralization has started to be felt in the world of education that has never given the mainstream to be honest, since the educational process tends to teach moral education and ethics limited to discourse and the students are not well prepared to show a good and appropriate attitude toward a contradictive life and face it squarely. Even, the phenomenon of the birth of corruptive practices also started from the failure of the world of education in serving its function, as indicated by the reduction of morality and conscience of some academicians. There are a lot of evidences that shows the leakage in the related institutions, the marking up of scores by teachers, plagiarism, etc. On the other hand, the practice of education in Indonesia tends to focus on the development of cognitive aspect while the soft skill aspect or nonacademic aspect as the major element of character education has not been given an optimal attention and even tends to be neglected.

In addition to corruption, the fading away of Indonesian character is indicated by the increase in “enjoyment” of some Indonesians who are involved in activities or actions that have a detrimental effect or self-destructive (*act of self destruction*). When other peoples work hard directing their potential to improve their competitiveness, some of the Indonesians even with enthusiasm use the energy of the people to tear down themselves and most of the other people give an impression of just letting it happen. To overcome differences in opinion or perspective by the use of force and by systematically spreading hatred to trigger a horizontal conflict based on SARA (differences in ethnicity, group, race, and religion), and by terrorizing their own people are two forms of activities of self distraction (Ratih, 2005: 26). This occurs since the human values, which cover the spirit and willingness to grow and develop together in peace in the diversity are fading out (Raka, 2007:2). It is in this context that character education needs to be designed in a holistic and contextual perspective so that it is capable of developing dialogical-critical thoughts in developing human beings with character in all levels of the society: family, school, society and nation (Astawa, 2018: 13).

Specifically, for IKIP Saraswati, the character educational effort has to be implemented in culture and made dominant in the academic climate, since the character crisis has become so serious. As an educational institution, IKIP Saraswati has to be able to contribute to the development of young generation with character. The problem is the implementation of character education still needs a study that produces results which can be empirically implemented, appropriately, correctly and creatively as well as proactively by all of the elements. It is for this reason why this study is interesting to be done. Based on the explanation above, the problems in this study was: Can the problem solving approach develop values that are integrated into Civics Education course that is capable of strengthening the character values of the students of IKIP Saraswati.

2 METHODS

This study used a classroom action research design in which some aspects of the teaching and learning process was subjected to an examination and an in-depth reflection (Dantes, 2007: 37). The aspects include student participation teacher-student interaction and student-student interaction.

3 RESULT AND DISCUSSION

The implementation of character education in Civics Education course will be very interesting if it is integrated into a problem solving approach. From this study some major findings can be considered as an effort to develop a model to implement character education in Civics Education course.

1. Process Analysis

An analysis of the success in the process of implementing character education in Civics Education course will result in a relatively significant change in terms of the use of a different approach. In cycle I the teaching focused more on group work while in cycle II on individual work. The process of teaching of Civics Education by using a problem solving approach encouraged the students to be more active in the classroom in using the “why-why” diagram to find a cause of a problem. In this activity the students were required to give ideas in understanding the cause of the problem, the same was true in thinking of the solution of the problem in which every student was also asked to participate actively in giving ideas. In the group discussion, it can be ascertained that the problem solving approach could improve the ability to communicate, cooperate and respect ideas communicated by the students individually. The change could be observed from the development of personal and academic abilities through the problem solving approach in the teaching and learning process. Furthermore, through the problem solving approach the students became accustomed to communicate, cooperate and respect each other as the important part in building the students’ character.

In cycle II the Civics Education teaching process through the personal problem solving could strengthen the character of each student according to his or her condition. This was apparent from the students’ essays which got the mean score of 80. Even some essays got the score of over 85. The students’ responses to the writing activity were so varied: some liked it and were enthusiastic, some had to work hard, some worked as usual, some were confused to select from their experience. By observing the individual activity, the students could recognize and solve their problems individually so that each could improve his or her individual ability to gradually become a person with a stronger character.

The process that continued to develop in character education in the teaching and learning process in Civics Education was an improvement in the students’ sensitivity toward the dynamics of the social life, such as the sensitivity toward human problems, the formation of character values, the sensitivity toward human differences that could be evaluated from the meaning of thematic products in cycle I and cycle II.

2. Behavior Analysis

The analysis of success in behavior could be observed from the relatively significant difference that could be seen among the scores in the pre-action, action in cycle I and action in cycle II, that there was the strengthening of the awareness of the importance of having character values in each student. The questions that are related to the description of the characteristics of persons with character according to the students provided them initially with the basis for understanding the concept of character. The characteristics of humans with character that were explained by the students are an ideal image that is intrinsically human. However, human beings in general are in the process of becoming humans with character. In this case, values are very important aspects in human life. Values become the basis for thinking and behaving. In this study the analysis of the students’ behaviors was more focused on the

activities in the classroom during the Civics Education teaching and learning process, both in cycle I and Cycle II, especially in the process of preparation and presentation in the classroom.

The conclusion above was drawn from what had happened in every process in the classroom based on the social interaction process that continued to develop during the behavior change process in the classroom, in this case the researcher observed the social interaction intensively and the change of behavior at every activity session. From the change of behavior in cycle I and cycle II there had occurred the strengthening of values from cycle I in which there were 4 character values that became 6 character values. In addition, both action in cycle I and action in cycle II the students enjoyed the character education in Civics Education because of the changes that they felt in themselves. This was also apparent from the results of evaluation of actions in cycle I and cycle II as seen in the following table.

Table 1: The Strengthening of Character Values after Action

Character Values	Condition before and after Action (%)					
	Fixed		Sufficient		Insufficient	
	Before	after	before	after	before	after
Diligence in praying	15.6	28.5	84.4	71.5	0	0
Honesty	12.5	31.4	87.6	68.6	0	0
Responsibility	15.6	31.4	78.2	68.6	6.2	0
Concern	25	28.5	75	71.5	0	0
Cooperation	21.8	22.8	75	77.2	3.2	0
Mutual respect	28.1	28.5	65.6	71.5	6.3	0
Self-confidence	18.7	25.7	65.6	65.7	15.7	8.6
Appreciation of diversity	12.5	28.5	65.7	62.7	21.8	8.6
Enthusiasm in learning and working	15.6	28.5	68.7	65.7	15.7	5.7
Study and work						

Based on the table above it can be concluded that character education through Civics Education course which was practice in cycle I and cycle II could strengthen the students' character. Hence, the strengthening of the students' character values can be done through group and individual approaches. The group approach as done in cycle I can enhance social character values such as the ability to cooperate, communicate, be responsible, etc. Meanwhile, the individual approach is also very important to strengthen the individual ability such as the ability to be honest, self-confident, and enthusiastic to learn and work.

3. The Analysis of Thematic Product

In making thematic products, Civics Education in character education, the students were required to develop basic concepts that would be developed in the form of power point. The

selection of major concepts was based on the set themes which would motivate them to cooperate, communicate, to be enthusiastic in working, to have self-confidence. Creativity is required in the making of the products. In the process of making the products the teacher only gave a description of the task that had to be done, while the process of production was completely determined by the students. In this case, the students were very enthusiastic to prepare this group task and hoped to get a high score. The evaluation of the thematic products in cycle I and cycle II showed an improvement, especially in the interpretation aspect. In cycle II the result of evaluation of the students' papers showed that it could give a stronger meaning to the character education process, both for the students themselves and other students. This was expressed by most of the students who generally selected themes related to their progress through life. Even to select a theme for their essays, they had to reflect first. Since most of the students who have ever experienced all of the processes related to the progress through their life would select an interesting and impressive story to share with other people. This was part of the learning process that strengthened the process of "the meaning of life" that was difficult. The students in general felt happy after they finished writing an essay that formed a fragment from their life. The researcher was impressed with some essays that can teach all people that to become significant people with character is a process that should not be allowed to stop as long as one is still alive. The following results were obtained from the theme product evaluations in cycle I and cycle II .

Table 2: The Result of Thematic Product Analysis in Cycle I and Cycle II

Result of Thematic Product	Creativity (0-30)	Meaning (0-40)	Language (0-30)	Total
Cycle I	25	31	28	83
Cycle II	26	37	30	93
Total	51	67	58	176

Based on the table above it can be concluded that there was an improvement in the students' ability to make thematic products that contain character values, especially in terms of meaning. This improvement means that the process of the strengthening of the students' characters needs the process of making oneself aware with the daily experiences so that the existing values can be strengthened and transformed into part of the personality. The thematic product on character education in Civics Education is useful as the teaching media in the courses that are related to the development of socio-cultural concept, since the exposition in the CD is an exposition about human life. While the essay on "Membangun Karakter Anak Bangsa"/ Building the Character of the Children of the Nation inspires others in understanding the dynamics of the life of the young people who are struggling in developing their identities. In this case, the action was successful because there was a 10 point increase from the score in action 1, or the final score has reached the score greater than 85 .

The thematic product was evaluated in terms of its quality (whether it meets the requirement as a product which can be presented well or still needs to be corrected. The task that was given in cycle II turned out to be able to move the dynamics of the students' behavior both individually and in group. Individually, all the students had to be able to produce the best essay and collectively the group had to be able to motivate the partners in the group to cooperate in accordance with the agreement and to collect the files of the essays to be edited in the group theme by theme and to be designed to become a book. .

Table 3: Evaluation in terms of Product Quality

Group F	Content Quality (Character Value) (50-100)									Presentati on C Quality		
	A	B	C	D	E	F	G	H	I	J	K	L
Cycle I	77,2	77.3	80.5	78.8	78.7	79.5	79.3	78.6	79	79.3	79.2	78.7
Cycle II	89	83	86	85	85	84	90	82	88	87	88	85

Notes:

A = Diligence in praying; B = Honesty; C = Responsibility; D = Concern;

E = Cooperation; F = Mutual respect; G = Self-confidence; H = Appreciation of Diversity;

I = Enthusiasm in learning and working. J = Cohesiveness; K =Creativity;

L = Argumentation

Based on the evaluation above it can be concluded that actions in cycle I and cycle II in the process of Civics Education course could encourage the students to think and work creatively. Although in the aim of this study there was no special intention to develop the creative aspect, the result of the character education could develop the creative thinking dimension that is needed by humans in facing challenges in the social life that always change. On the other hand, by having the creativity capital, the students will be able to develop their self potential more optimally. The optimizing of the self potential development is one aspect that is really needed by the students to be able to develop the competitive dimension that remains to be grounded on the character values. In this case, the action in cycle II was successful since the score exceeds 80.

4. CONCLUSION AND SUGGESTION

This study has proven that by using a problem solving approach, both in group in cycle I and individually in cycle II could enhance the strengthening of character values in the students as indicated by the scores in the thematic products in cycle I (83) which increased to 93 in cycle II. When evaluated in terms of the quality of the product in cycle I the score was 78.7 which increased to 85 in cycle II. This study also proved that with the problem solving approach there was an increase from cycle I to cycle II in values in the students as indicated by the character values in cycle I (4 values, namely cooperation, responsibility, communication, enthusiasm in learning/working) that extended in cycle II (7 values, namely cooperation, responsibility, communication, enthusiasm in working/ learning, self-confidence, honesty, diligence in praying).

The result can be used by IKIP Saraswati as input in developing character education model that is more creative, innovative that can be implemented in every course.

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Improving Student Literation Skills Through Text Based Learning Models In an Indonesia Subject

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Abstract. This study aims to improve student literacy skills, describe the type of text that is effectively used, and describe the form of student literacy. The subjects of this study were 24 students of the first semester of the academic year 2018/2019 Hindu Education Study Program. This study uses maxed method with triangulation design. Quantitative data was collected by the experimental method using the analysis of one group pretest-posttest design. These findings are strengthened by qualitative analysis of the results of document studies, observations, and in-depth interviews. The results showed that (1) student literacy skills increased after text-based Indonesian learning was carried out. (2) The type of text used to stimulate student literacy skills is mass media texts, scientific texts, and literary texts. (3) The form of literacy that develops after the implementation of text-based learning is literacy, especially in the fields of poetry, short stories, essays, opinions, and papers.

Keywords: literacy, text, models

1 INTRODUCTION

The Indonesian Language Compulsory Course (MKWU) in high learning aims to transmit knowledge, transform attitudes and behavior through learning, including improving student literacy skills. Literacy skills are very important for students because these skills will be very useful for their long-term lives (Osalisi & Oluwagbohumi, 2014), increase the ability to socialize with the social environment (Antoro, 2017), and cultivate a moral attitude (Gautam & Lowery, 2017). Literacy is a process that starts long before the base class and continues into adulthood (Supiandi, 2016). Literacy skills are understood as a person's skills or abilities in receiving, understanding, and processing information so that it is useful for his life.

However, students' literacy skills are still low and have not been optimally developed. This is in accordance with the opinion which states that student literacy skills are not optimal (Zees, Saleh, Warsono, & Hartono, 2018). The causes of low student literacy can be caused by several things, namely lack of reading resources, lack of a strong reading and writing culture, lack of knowledge about reading and writing strategies, and failure to use reading and writing learning methods (Bal, 2018). Reading and writing skills are not obtained instantly. Literacy skills can be made through

habituation. Through habituation, literacy culture will no doubt be built (Batubara & Ariani, 2018). Problems like this are also experienced by students of STKIP Amlapura Hindu Religion.

Seeing the condition of students' literacy skills that have not been optimal, Director General Belmawa Ristekdikti (2016) issued a policy that the text-based learning model must be applied in MKWU, one of which is MKWU Indonesian Language. The purpose of this policy is to optimize the culture of reading among students because the culture of reading can be indirectly formed through the text used in learning activities. Text-based learning models provide opportunities for students to understand and process information in text and create texts that can foster their literacy culture (Sutrisna, 2018).

Through the text-based learning model, Director General Belmawa Ristekdikti (2016) expects Indonesian Language MKWU learning to be focused on the educational process through a process of critical, analytical, inductive, deductive, reflective thinking, and triggering "high order thinking" through participatory creative dialogue to achieve understanding about the truth of the basic substance of the study, work real, and foster motivation for lifelong learning in line with the concept of General Education. Text-based Indonesian learning is carried out by applying the principle that (1) language should be seen as text, not merely a collection of linguistic words or rules, (2) the use of language is the process of choosing linguistic forms to express meaning, (3) language is functional, namely the use of language can never be released from the context because the form of language used reflects the ideas, attitudes, values, and ideology of its users, and (4) language is the formation of human thinking skills and ways of thinking that are realized through a text structure.

Text-based learning is also called genre-based learning. Narrowly, the genre is interpreted by the type of text, while broadly the genre is defined as a staged goal-oriented social process (Yanto, Rodiah, & Lusiana, 2016). Genre is a social process because through genre or text members of the community (students) communicate. Genres are also goal-oriented because people use certain types of text to do things, for example to cook instant noodles, someone uses procedural text or procedural exposition. Meanwhile, the text itself is defined as a language that can be provided in writing or verbally arranged according to a certain text structure that expresses meaning contextually (Nuraini, 2015). Therefore, the text can be written or oral. Even in multimodal text can be a combination of oral text or written text and images / animation / film. The text can be understood or interpreted through context. Thus, the application of this text-based learning model provides an opportunity to improve literacy skills for students.

In text-based learning there are four stages that must be taken, namely: (1) the stage of context development, (2) the stage of text modeling, (3) the stage of making text together, and (4) the stage of making text independently. These four stages take place continuously (cycle). Therefore, the lecturer can start learning activities from any stage, although in general the steps are taken in sequence. In addition, if learning activities experience difficulties at certain stages, for example making texts together, lecturers can direct students to return to the text modeling stage.

Research on efforts to improve literacy has been carried out by many other researchers, including Osalusi and Oluwagbohumni (2014) focus on perspectives on literacy as a means of establishing sustainable social relations (F. M. & M. F., 2014) and Bal (2018) focuses on the experience of reading and writing high school students in the digital era using Wattpad (Bal, 2018).

However, in this study an increase in literacy skills was focused on students and with a text-based learning model.

Based on the background of the problem, this study aims to improve student literacy skills through text-based learning, describe the type of text that is effectively used, and describe the form of student literacy after the implementation of text-based learning models in Indonesian compulsory general subjects.

2 METHOD

The subjects of this study were 24 students of the first semester of the academic year 2018/2019 Hindu Religious Education Study Program. All first semester students of the Hindu Religious Education study program taking Indonesian language courses were used as research samples. Therefore, the research sample is the same as the study population so it is very representative. The data collected relates to student literacy skills, the type of text that is effectively used, and the form of student literacy after the implementation of a text-based learning model in Indonesian Language compulsory general subjects. The research method used is a mixed method with triangulation design. Data collection is done by tests / assignments, document studies, observations, and interviews. Data on student literacy skills were collected by testing / assignment, observation, and study of documents through the experimental method using the analysis of one group pre-test-post-test design. In this design one group of subjects is used.

First, the pretest is done, then the treatment is done for a certain period of time (10 meetings), then the measurement is done the second time (posttest). The pretest results before being applied to the text based learning model were compared with the posttest results after the text based learning model was applied. Comparison will get results regarding whether there is an increase in student reading skills. Data on effective types of texts and developing student literacy forms are collected by studying documents, observations, and interviews by exploring various experiences of students, both inside and outside the classroom that support the improvement of student literacy skills.

Test the validity of the data is done by data triangulation, peer checking, and extension of the research period. Learning Methods with Text-Based Learning Models that are Strengthened in 4 (four) things, namely (1) learning context development, (2) learning to make texts, (3) learning to make text together, and (4) learning to make independent texts. To where the process is one cycle, so that when a problem occurs at one stage, so it can return to another place. This process takes place 10 times using various texts.

3 RESULTS

The results showed that (1) student literacy skills increased after text-based Indonesian learning was carried out. (2) The type of text used to stimulate student literacy skills is mass media texts, scientific texts, and literary texts. (3) The form of literacy that develops after the implementation of text-based learning is literacy, especially in the fields of poetry, short stories / narrative essays, essays, opinions, and papers. The results of the evaluation of student literacy

skills can be seen in table 01 below.

Table 01 Results of Student Literacy Skills (Pretest-Posttest)

N	Pre-test			Post-test			Enhancement
	$\sum X$	Mean	Category	$\sum X$	Mean	Category	
24 person	1584	66	enough	1872	78	good	12,00

The type of text used to stimulate student literacy skills is mass media texts, scientific texts, and literary texts. The distribution and percentage of use of this type of text can be seen in table 02 below.

Table 02 Distribution of Text Types Used

No	Material	Type of Text Used								
		Mass Media Texts		Scientific Texts			Literary Texts			
		T1	T2	T3	T4	T5	T6	T7	T8	T9
1	Understand the position, function and variety of Indonesian	√			√			√		
2	Understand the use of good and correct Indonesian	√	√	√		√				√
3	Understanding diction / choice of words	√	√	√	√	√	√	√		
4	Understanding effective and ineffective sentences in Indonesian	√	√		√	√		√	√	
5	Understand the pattern of paragraph development in Indonesian	√	√		√	√		√	√	
	Percentage of usage (%)	18.52	14.81	7.41	14.81	14.81	3.7	14.81	7.4	3.7

Information:

T1: News; T2: Opinion; T3: Speech Text; T4: Article; T5: Paper; T6: Poetry; T7: Short Story; T8: Essay; T9: Drama Manuscript

The results of observations and interviews with research subjects showed that the form of literacy that developed after the implementation of text-based learning was literacy, especially in the fields of poetry, short stories / narrative essays, essays, opinions, and papers.

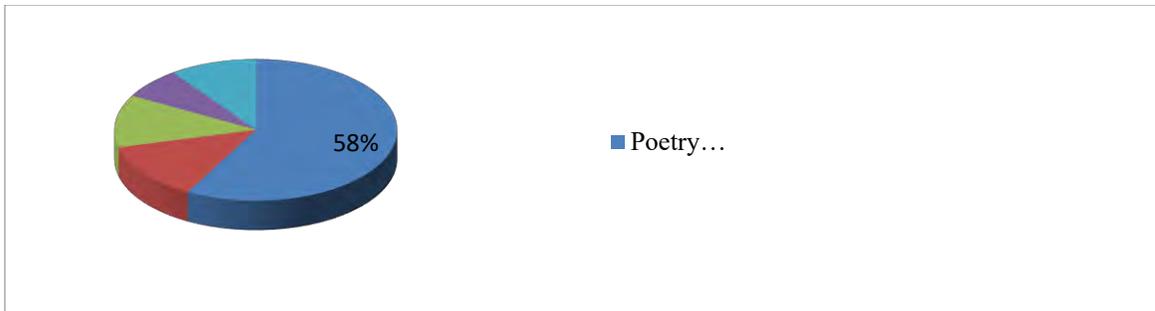


Fig. 1 Distribution of Student Literacy Forms

4 DISCUSSION

There are three main findings in this study, namely (1) student literacy skills increased after text-based Indonesian learning was carried out. The pretest results were 66 after the posttest was 78, so there was an increase of 12. (2) The type of text used to stimulate student literacy skills was mass media texts, scientific texts, and literary texts. Of the three types of text, the dominant use is the media text in the form of news text. (3) The form of literacy that develops after the implementation of text-based learning is literacy, especially in the fields of poetry, short stories, essays, opinions, and papers. Of the five types of literacy that developed, the prominent form of literacy in first semester students of the Hindu Religious Education Study Program was literacy in the form of writing poetry by 58% compared to other literacy forms.

From these results it can be seen that the use of text-based learning models in the Indonesian Language Compulsory Subjects (MKWU) can improve student literacy skills. This happens because several advantages contained in the text-based learning model are optimized in learning activities. The text and social functions and unrivaled language contained herein are the focus of learning activities. The social function of the text is the purpose of the text. Therefore, irrefutable language in the text is no longer handled separately, but is integrated with the text structure and its social functions / goals.

In the text-based learning process, the lecturer affirms that the elements and structure of the text are used in the text to fulfill their social functions / goals. Through text-based learning, students can learn to understand and process information, and package that information back in their own language. Through this, student literacy skills are formed. At the initial stage, students are invited to understand information in the text. Then students are invited to process information presented in the text. The final stage of the activity is students producing or creating text. The formation of student literacy skills through text-based learning is also strongly supported by the stages implemented in learning.

Text-based Indonesian language learning provides reinforcement that literacy activities (reading and writing) must be integrated into language learning. In other words, language skills are implemented in reading and writing activities as a basic literacy that must be owned by someone, including students. Text-based Indonesian learning also provides opportunities for lecturers and students to learn linguistic rules and language skills (reading and writing) simultaneously and mutually supporting each other. Thus, stimuli obtained through reading

activities become their own experiences for students when carrying out the creative process of writing. In simple terms, it can be said that the text that is read becomes a land of information or ideas to be written. The pattern of developing text that is read into a model or example of how to present ideas when writing. Based on this, it is only natural that student literacy skills can increase after the implementation of a text-based learning model in Indonesian language courses.

The type of text used to stimulate student literacy skills is mass media texts, scientific texts, and literary texts. The mass media text used is news and opinion texts published in the mass media. This dominating mass media text is used in learning activities, which is equal to 18.52% in the form of news text. News text dominates used in Indonesian language learning activities because the news text is in addition to being easily obtained in the mass media, the information content presented in it is also up-to-date. Thus, the information obtained by students through the news text used is always warm information so that it becomes the main attraction to be read and repackaged in different languages in order to hone students' writing skills.

In realizing text-based learning activities, steps in developing text in Indonesian language learning can be done in four stages. The stages consists of: context building, text modeling, building text in groups, and building texts independently. The context building phase is intended as the initial steps carried out by the lecturer with the students to direct the thoughts into the issues that will be discussed at each meeting. The text modeling phase contains discussion of the text given as a learning model. The discussion is directed at all linguistic aspects that make up the text as a whole. The stage of making text in groups, at this stage students in groups compose text as shown in the model according to the text structure in the type of text requested. The last step is the stage of making text independently. At this stage, students make texts individually based on the experience of making texts in groups. That way, students can actualize themselves using text according to the type and characteristics as shown in the text model.

If viewed from the form of literacy that develops in students after being applied to the text-based learning model, literacy in the form of fiction or nonfactual works is 71% and in the form of non-fiction / factual works is 29%. This shows that student interest in literacy is greater than the development of factual works, such as opinions, essays, or papers. Based on interviews with students, information was obtained that the development of literacy for them was in accordance with their interests. In addition, they view making literary works, such as poetry or narrative / short story essays easier than writing opinions, essays, or papers that require a high level of thinking and critical.

From the texts used in learning activities such as news texts, articles, the opinions given can also be repackaged into literature, especially poetry and narrative stories. That is what causes literacy to develop more in students than non-literary literacy. The development of first semester student literacy in Indonesian language courses was also influenced by their reading and writing experience, both on campus and off campus. Students in addition to getting experience on campus or in learning activities, it turns out they also get experience off campus through various social media channels that can be accessed anytime and anywhere that provide various types of texts as material for student literacy.

Thus it can be said that student literacy skills were also strengthened by experiences of reading and writing off-campus. That is, with a text-based learning model, students can express ideas as widely as possible based on their own experiences. This certainly provides an opportunity for students to develop optimally search, process information, and eventually produce it again in the form of a text, both literary and non-literary texts. This is also the finding of Mazhar Bal's research that the varied experiences of students in reading and writing also influence the development of their literacy abilities (Bal, 2018) This experience can be experience in school or experience outside of school. The results of his research show that most of the research subjects have positive experiences in literacy outside of school which is characterized by willingness, diversity, meaningfulness, and pleasure; whereas literacy activities in schools are seen as an obligation so that it is sometimes boring.

The results of this study are in line with the results of research by Durriyah and Zahdi who found that literacy in learning English at an Islamic University in Jakarta could be developed optimally through the process of reading and writing (Lathipatud Durriyah & Zuhdi, 2018). Stimulation of reading and writing in this study also through relevant texts, but presented in digital channels, such as Facebook, WhatsApp, and blogs. The findings in this study also confirm that digital technology seems to have great potential to improve student literacy skills in English. In this study, it was found that students used texts online to support the development of their literacy skills.

Literacy skills are really obtained through a routine habituation process. This finding says that literacy skills can be created through literacy programs early on and conditioned by an environment that supports the realization of literacy (Faizal, 2015). With these findings, the text-based learning model is one model that can be used to train students' reading and writing skills so that literacy and literacy can become entrenched among students.

Through text-based learning, a balance between reading and writing can also be done. The material that is read can be processed into raw material for the next writing process (Dewi et al., 2017). Therefore, the text-based learning model is very relevant to be applied to balance student literacy, namely the balance of reading and writing activities in various genres of text.

5 CONCLUSION

There are three main findings in this study, namely (1) student literacy skills increased after text-based Indonesian learning was carried out. The pretest results were 66 after the posttest was 78, so there was an increase of 12. (2) The type of text used to stimulate student literacy skills was mass media texts, scientific texts, and literary texts. Of the three types of text, the dominant use is the media text in the form of news text. (3) The form of literacy that develops after the implementation of text-based learning is literacy, especially in the fields of poetry, short stories, essays, opinions, and papers. Of the five types of literacy that developed, the prominent form of literacy in first semester students of the Hindu Religious Education Study Program was literacy in the form of writing poetry by 58% compared to other literacy forms. Based on this, a text-based learning model is recommended to be used in literacy-based learning because it can stimulate student interests and talents. In addition, text-based learning has been shown to be able to stimulate

student literacy skills even though it is limited to students of the Hindu Religious Education Study Program, STKIP Agama Hindu Amlapura.

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The Representation of Teacher Speech Ethics in Communicating Lessons in the Classroom to Create a Conducive Academic Atmosphere

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Abstract. This article discusses teacher speech ethics as an ethical and rational action to create a conducive atmosphere (Tilaar, 2003; Rasna, 2017; Rasna, 2018) describing the relationship among emotional intelligence [EI], intellectual intelligence (II), and motor intelligence [MI] (Rasna, 2018; Tampubolon, 1998; Alberto, 2011) refining speeches as 'mask style' (Tampubolon, 1998) needed since humans have EI in interactions (Malini, 2006). Hence, teachers have to comprehend ethics (Yanti, 2001; Darmojuwono, 2011; Aminudin, 2006; Katubi, 2010; Darheni, 2016). This study used the ethnography of communication and pragmatic approaches using the transcription of recorded speeches in teaching and learning process and notes from the teacher and students. The data were collected using recording, observation, interview and analyzed by following the steps of transcription, classification, identification; description and coding of the data, drawing a conclusion and going over the findings carefully. The results showed that the teacher created a conducive academic atmosphere by a transformation from a power user to the one who showed solidarity that formed a symmetrical relationship by giving a good model through 1) verbal appreciation, 2) reminding, 3) giving an example, 4) polite refusal, 5) encouragement/ motivating, 6) prolonging time, 7) providing opportunities to show abilities, 8) self-control, 9) willingness on to greet students first as to reflect the ideology of humanistic learning.

Keywords: Ethics, Speech, Atmosphere, Academic, Conducive

1 INTRODUCTION

This article discusses teaching as a rational and ethical act (Tilaar, 2003; Rasna, 2017; Rasna, 2018). Teaching as a rational and ethical act describes the relation between emotional intelligence

and intellectual intelligence and motor intelligence (Rasna, 2017; Tampubolon , 1998; Alberto , 2011). Through refining speech, which can be seen as mask style to avoid at least reducing conflict potential to create a conducive academic atmosphere, to make the teaching run well. The refining of speech as one of the strategies to create a conducive academic atmosphere needs the ability to control oneself and the ability to select appropriate diction, This is needed since human beings have emotional intelligence both as teachers and students. In learning one also needs emotion (Casmini, 2006). The acquisition of knowledge occurs in teaching in the interaction between the teacher and students (Jumad, 2005). Teaching should not be reduced to an effort to make thoughts, feelings, and behaviors uniformed. Hence, solidarity as ethics in the teaching process becomes important (Jumad, 2005). Ethics should be used by the speakers to make communication positive, comfortable and being protected from an offense (Yassi, 2017). Thus, there is a need to use mitigated form to avoid an open conflict (Thomas, 2007) and rules as everyday guide to teaching behaviors (Saondi, 2015) beside solidarity to develop symmetrical relations (Jumad, 2005) to prevent adolescents to rebel against grammar and convention proscribed by the old generation (Aziz, 2003).

The creation of a conducive academic atmosphere in communication when a teacher teaches is influenced by the speaker's expression. Since the expression influences speech expressed and its reception by the interlocutor, expressions regulate interpersonal relation and behavior of the members of the community in developing a harmony in their community (Aziz, 2005). This is because misunderstanding occurs not only because of ungrammaticality, but can also the speaker's inappropriate expressions in speaking (Aminudin, 2006). This is based on a rational behavior model and social act as parts of politeness (Kasper, 2011) Politeness is needed since every person has self- esteem about self- respect and reputation (Awawangi, 2008) because speakers have to care about their interlocutors (Aziz, 2005). Speech is related to linguistic, psychological, and cognitive phenomena (Ibanez, 2011).

Language tends to influence the strength of emotion more than that of reasoning (Guntur Tarigan, 1985; Tampubolon, 1998). Emotion often weakens reason (Rasna, 2017). This phenomenon occurs when one is angry; when one is reading a literary work, reading an advertisement and the language of politics like the one that developed during the new order era which Tampubolon calls mask language (Tampubolon, 1998). This style is used to make the interlocutor comfortable although it has a very strong emotional load (Rasna, 2017). A neatly wrapped language/speech can make an actually very strong emotional load sound neutral, so that the relation between the speaker and the interlocutor is kept well (Seken, 2007). This is related to the sociocultural factors of the community (Hymes, 2001). The wrapping of speech is importance since speech is not only affected by reason and emotion, but also influences the relation between the speaker and the interlocutor (Chaer, 2010; Casmini, 2006). Thus, humanizing language is important (Munirah, 2009; Muthia, 2015; Simpen, 2011)

2 METHOD

The subjects of this study were the students and teachers of senior high schools and vocational schools in Singaraja town consisting of 1 public senior high school, 1 private senior high school, 1 public vocational school and 1 private vocational school and the sample was selected by a purposive sampling technique. Data on the teachers' representation of teacher speech ethics in communication in teaching to create a conducive academic atmosphere were collected by recording, observation, and interview while data on teacher strategy in presenting the lesson to create a conducive academic atmosphere were collected by recording, observation, interview, and documentation (photos). The data were analyzed qualitatively following the steps of 1) organizing the collected data; 2) categorizing the data into concepts, propositions, patterns of distribution based on similarities; 3) interpreting the data; 4) formulating the conclusion; 5) verifying the conclusion based on the validity of the data before the general conclusion was drawn; 6) revising and refining the conclusion; and 7) interpreting the conclusion.

3 RESULTS

3.1 *Representation of Speech Ethics*

The teacher speech representation that motivates the students of senior high schools and senior vocational schools in Singaraja to learn was studied from the perspective of educational psycholinguistics. Communication in the teaching and learning process is not merely a cognitive process with the intention of transferring knowledge from the teacher to the students in order the latter understand the material learned, but more importantly this is done by considering the students' psychological aspect so that they feel comfortable to learn in addition to the knowing the lesson. The comfort in learning is created through statements that can motivate the students to learn, reassure and protect them so that the students learn comfortably. The comfortable condition is expected to motivate the students to learn rather than make them have low self-esteem and that is why a wiser way needs to be found in order not to disappoint the students.

1) Representation of Wisdom

Teacher A: Good morning children.

Students B: Good morning Miss.

Teacher C: Who is absent today?

Student D: None, Miss.

Teacher E: All right, please collect the last week homework.

Student F: Here, you are.

Student G: I am sorry, Miss. Last week I was absent. I have not understood the material

Teacher H: In that case, I will repeat the material of two weeks ago, because at that time many students did not come (the 5th April, 2017 meeting at 09.15 at SMK Kesehatan Widya Ushada)

The teacher's statement at point (I H) is the teacher's statement that contains wisdom value from the perspective of Educational Linguistics. Because, the sentence "I repeat the material for the 2 weeks ago, in addition to helping the students who were absent and who did not understand the lesson, can also make the students who were present at that time but who did not understand the

lesson well become understand the lesson better. The illocutionary act (besides stating something also does something). This helps the students so that the conducive atmosphere in learning can be maintained.

2) Representation of Praise

Example (2) below is the teacher's statement that motivates the students to learn. The statement is found in the following conversation:

Student: To paraphrase a poem is to change the poem by inserting some words, but the words inserted use the paraphrase's own words.

Teacher: Good, all right. Yes, it re-expresses an essay in another form by using one's words (the 5th April, 2017 meeting at SMK Kesehatan Widya Usada)

The teacher's statement is the statement of praise.

It can make the students have more self-confidence of themselves and motivate them to learn as it gives a positive psychological effect to the students.

3) Representation of Tolerance

The teacher's attitude to give the students the chance to do the task that they have not done yet although it is the time for them to collect their work or to give them the chance to finish their work is a wise attitude on the part of the teacher to make a psychologically comfortable condition. The teacher can say: all right, you can finish it first. Here we see the teacher's tolerance toward the students to make them feel comfortable. This can be seen from the following example.

Teacher A: Have you paraphrased the poem in Student's Sheet on page 46?

Student B: Yes, I have.

Student C: Not yet.

Teacher D: All right, those who have not, please do it first, and then present the result. Okey! Try first do not give up.

The sentence "All right, those who have not, please do it first" is the sentence that gives the chance to the students to do the homework until it is finished so that the students who will feel that they have the chance to finish it, although the time for it is over. Here, the tolerance attitude on the part of the teacher to the students aims to give the feeling of comfort.

4) Representation of Reminder

A good teacher always reminds and pays attention to his or her students' development. This development becomes his or her concern as the basis to do something. For example, when there will be a test, it is the teacher's task to remind the students to study as in the following example.

Teacher A: Students, from 17th to 26th we will have tests, all right? Indonesian now ends. Read the book, All right! Try to do practices in the student's worksheet from the beginning to the end.

5) Representation of Sympathy

The following example shows the teacher's sympathy to the student who was sick as follows.

Teacher A: Good morning children!

Student B: Good morning, Miss!
 Teacher C: Any one absent today?
 Student D: Yes, there are, Miss.
 Teacher E: Who?
 Student F: Adi, Miss.
 Teacher G: Why?
 Student H: Sick!
 Teacher: Children, let us pray together for the recovery of Adi! (SMK Kesehatan Widya Usada, Thursday, the 23rd March, 2017 at 10.45)

The teacher's statement that calls for the children to pray together for the recovery of Adi is a representation of teacher's sympathy to her student. This can cause the feeling of pleasure, pride, happiness and respect from the students to their teacher.

6) Representation of generosity

The principle of teacher serving the students' needs to be made part of the culture. Not reverse, in which students serve their teacher. This is needed not only because the students request it, but the teacher needs to do it although it is not requested, for example, it is not a mistake and there is nothing bad in the habit of addressing the students who come to the office, like the following description. Example:

Teacher A: How can I help you?
 Student B: I would like to borrow LCD
 Teacher C: Okey

The statement of how can I help you shows the generosity of a teacher to his or her student. A teacher who addresses his or her student or offers help to his or her student does not mean that he humiliates himself or herself, lowering down his or her dignity, but on the contrary, it reflects his or her generosity. He or she becomes a person who is more respected.

7) Representation of Humbleness

The behavior of arrogance does not only make another person, including student not to like you, but it can lower down the charisma of a teacher. Moreover, they have no charisma. Thus, it is better to humble yourself to attract sympathy, like in the following example.

Teacher A: After I explain to you, you can ask questions. But if there is no one can answer, I hope you can help me.
 Student B: Is that so?
 Teacher C: It is possible.

The statement shows the humbleness of a teacher.

3.2 The Teacher's Strategy in Presenting Lessons to Create a Conducive Academic Atmosphere

1) Adapting to the students' Development

Adaptation and understanding the students' development are the most important strategy in motivating the students to learn. Linguistically, the use of the trendy words among the young

generation (teenagers) is an important part of the efforts to make the learning condition more vivid, such as the use of the word *brow*, etc.

2) Representation of Wisdom

The representation of wisdom is an important strategy in motivating the students as described in the result of the study, that is, the use of the sentence: “Then, I will repeat the material we learned last week.” This sentence can motivate the students to listen seriously to the teacher’s explanation and eliminate the students’ anxiety which is caused by their inability to understand the material that was explained to the class at the time they were absent.

3) Representation of Praise

The expression: “Good, and you deserves to be the star “ is a expression of praise that has a fantastic energy that can motivate the students to try hard and optimize their effort to attain an optimal level of achievement.

4) Representation of Tolerance

The giving of more chance to the students who have not finished their tasks is the representation of tolerance from the part of the teacher to the students. This can be expressed linguistically by saying: Those who have not finished the assignment can continue!”

5) Representation of Reminder

Reminding is one part of the teacher’s task. The reminder from the teacher for the students to pray before doing an activity is part of the teacher’s task that cannot be separated from the educational agenda. Other reminders include “Be careful on your way home! “, Give way to the pedestrians who are crossing the road? These expressions have the meaning of reminding. For the eleventh graders the sentence “Now we are already in March” is a reminder which means that ‘soon you will have an examination and you have to study hard.’

6) Representation of Sympathy

Sympathy is a form of help / support, both morally and materially given to someone who is in trouble or lacks of something. Teachers can express a sympathy to their students who have not got the passing grade, for example by saying: “I am ready to give you a lesson free of charge.

7) Representation of generosity

Generosity means very much if it is shown to a person in need. For example a poor student who has not got books, but he or she will take a test. He or she will be thankful if there is a person who can help them by lending their books. The effect will be stronger if the one who is willing to hello is his or her teacher. The student will respect the teacher very much. The teacher can say: “You can use my books.” The sentence has a fantastic generosity value for the student. He or she will remember it all his or her life.

4 CONCLUSION

- a. The ethical representation of the teacher speech in communicating lessons to create a conducive academic atmosphere consists of the representation of 1) wisdom, 2) praise, 3) tolerance, 4) reminder, 5) giving the chance, 6) generosity, and 7) reminder.
- b. The teacher’s strategies in presenting the lessons to create a conducive academic atmosphere consist of 1) adaptation, 2) wisdom, 3) praise, 4) tolerance, 5) reminder, 6) giving a chance, and 7) generosity.

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Self-efficacy and Communication Strategies: Their Contributions towards Pre-service English Teachers' Speaking Performance

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Abstract. As many researchers have long been attracted by the determinant factors that affect speaking performance, this study offers a novelty that Self-efficacy (SE) and Communication strategies (CSs) affect speaking performance. This study aimed at investigating the contribution of SE and CSs to the speaking performance of pre-service English teachers. This study belonged to an associational study by conducting a quantitative approach. The design used in this study was *Multiple Regression Model*. The study was conducted in an education university in Indonesia by involving 117 pre-service English teachers who were taking the Speaking I course. The variables in this study were speaking performance as an independent variable, while SE and CSs are the independent variables. The instruments used in this study were *Self-efficacy in Speaking Inventory* (SESI) with 39 items and *Communication Strategies Inventory* (CSI) with 32 items. The results show that H_0 was rejected, and H_1 was accepted where $F(2, 114) = 33.592$ and $p < 0.001$. It means that SE and CSs simultaneously contribute to the pre-service English teachers' speaking performance. Moreover, the contribution of those two variables was 36%. Furthermore, some possible implications are discussed in this article.

Keywords: self-efficacy, communication strategies, speaking performance, pre-service English teachers

Introduction

One of the requirements to become an English teacher in every school and institution in the world, including those in Indonesia, is the ability to maintain excellent English communication. This skill is necessary since English teachers will always deal with English communication in their teaching. In addition, English teachers should perform some models of good oral English communications to their students since speaking is a difficult skill to master, and it needs more attention to its development (Zhang, 2009). An English teacher would lose his/her identity as a language teacher if s/he could not exhibit excellent communication skills. Accordingly, conducting research in oral communication is still a relevant area and an interesting topic of research nowadays.

Conducting an oral communication is really complicated because oral communication is not only dealing with communicative competence to maintain this activity (Syarifudin, 2019), but it is also affected by other factors. One of the factors that are often associated with oral communication is self-efficacy (henceforth, SE). Self-efficacy is someone's perceived ability to accomplish a behavior in a given task (Bandura, 1993, 1997). Bandura further contended that SE is more about

how someone is confident and trusts their ability to accomplish a task or dealing with something. To date, a growing body of research has been devoted to seeking the notion that SE has a relationship with oral communication (see Abbasi & Nosratinia, 2018; Amirian & Tavakoli, 2016; Demir, 2017; Habibi & Yazdani, 2016).

In performing excellent oral communication, an appropriate level of SE is considered necessary since it can trigger students' confidence to speak since the students have beliefs and trust that they can accomplish the task. By having a trust that they can do excellent oral communication, it will trigger their willingness as well as their efforts to perform oral communication with confidence. Moreover, research suggests that confidence significantly contributes to the learner's willingness to communicate in a foreign language (MacIntyre, D rnyei, Clement, and Noels, 1998) and trigger a positive attitude to enhance language learning (Clement, 1986; Clement, D rnyei, & Noels, 1994). SE therefore plays an important role in successful speaking performance.

Somehow, the success in language learning is not only characterized by intrinsic factors like SE. It is also affected by communication strategies conducted by the students. Communication strategies (henceforth, CSs) are the strategies used by the students to negotiate meaning (Tarone, 1980). CSs are also the strategies conducted by the students to handle difficulties in performing oral communication (Faerch & Kasper, 1983). The more the students can handle and cope with their problems with oral communication, the more successful they will perform it. Meanwhile, the fewer students can handle their issues, the less successful they will do. Even, this condition may lead to anxiety since anxiety is inherent in language learning. As Luoma (2004) and Harmer (2007) claimed, speaking in a foreign language is not easy and challenging. Thus, anxiety may come up as the consequence that students cannot cope with their problems, and they will be more covered by their worries and scares when dealing with oral communication.

For many years, several attempts have been made to investigate CSs intensely (see Cervantes & Rodriguez, 2012; Delamere, 1998; Doqaruni & Yaqubi, 2011; Hua & Nor, 2012; Nakatani, 2006; Putri, 2013). Those studies affirmed the notion that people employ communication strategies as a means to ease communication. Even more, CSs are inherent in every communication since the purpose of communication is to deliver the message. Therefore, any strategy needed to deliver the message will be employed as necessary as possible. As every person naturally conducts CSs, such CSs must also be employed by language learners, including students of the English Education Department as pre-service English teachers in maintaining oral communications.

From the above explanation, and in relation to building a good competency for pre-service English teachers, a notion that a proper level of SE and CSs can then be perceived. However, to the best of my knowledge, studies that examined SE and CSs and their contributions to oral communication could not be found. In addition, SE and CSs are seldom to be investigated in one research at the same time even though they have been theoretically related to the success of oral communication. Limited information about this field would not contribute so much theoretically and empirically to students, lecturers, and institutions which yield pre-service English teachers. Without knowing the

levels of self-efficacy and communication strategies as well as their effects on oral communication skills, it is somehow difficult for the institutions to maximize their efforts to result in qualified pre-service English teachers since there is limited information about it.

Therefore, based on the aforementioned explanation, it is vital to investigate the relationship of SE and CSs of the students of the English education department as pre-service English teachers to speaking performance to fill the gap mentioned above. The involvement of SE and CSs are regarded as the novelties in this study. The result of this study will surely contribute to the literature of SE and CSs in speaking skills / oral communication. This study therefore sought to investigate:

- 1). Does pre-service English teachers' SE significantly contribute to their speaking performance?
- 2). Do pre-service English teachers' CSs significantly contribute to their speaking performance?
- 3). Do pre-service English teachers' SE and CSs simultaneously contribute to their speaking performance?

Literature Review

The importance of speaking skill

Speaking is a productive skill that is essential in English learning (Naibaho, 2019). Speaking is a speech production where words follow words and phrases follow phrases that take place in real-time (Thornbury, 2005). Furthermore, Thornbury contended that utterances produced in speaking are in response to the utterances produced by the person involved in a communication. Therefore, as Hornby (1987) added, speaking is the capability of an individual to use language in communication. Moreover, Burn and Joyce (1997) delineated that speaking is an interactive process where it means that speaking is not only a one-way but also a two-way communication. Speaking skill is really needed by human beings since people use language as a tool for communication and need speaking skill to convey meaning accurately and effectively. Without having a good speaking skill, it is somewhat difficult to express the ideas and to exchange meaning with others.

Among the four language skills, speaking is presumably one of the skills that the learners should focus on and have in their development of language (Haidara, 2016). Haidara's statement is apparently in line with Nunan's (1998), who argued that speaking is the most critical aspect of language learning. Both statements from Haidara and Nunan explain why many people, including pre-service English teachers, intend to master speaking skills. Regarding the pre-service English teachers, by knowing the way of expressing the idea and exchanging meaning in a language, students who are going to be the English teachers in the future are expected to be able to communicate accurately and effectively using that language. Even the pre-service English teachers are expected to be able to give good models of excellent oral communication. Therefore, it results in the attention of many educational institutions to offer many speaking courses in order to build excellent oral communication skills for their pre-service English teachers.

Speaking Elements

Speaking skill is not a skill that can stand alone since speaking consists of many speaking elements/factors, as Ur (1996) stated, speaking deals with many factors during its implementation. Ur's statement then prompted many researchers in second language research to investigate the affecting elements in speaking performance for over two decades. During these decades, many studies have affirmed the notion that speaking consists of some factors such as linguistics knowledge, listening ability, topical knowledge, motivation (Abrar & Mukminin, 2016) role of teacher, use of mother tongue, and classroom environment (Battacharya, 2017), performance condition (Tuan & Mai, 2015), psychology (Schwarz, 2005; Thornbury, 2005), and feedback during speaking (Leong & Ahmadi, 2017). However, when discussing in-depth about the speaking skills as the ability of oral communication and self-efficacy (especially dealing with the level of trust on the ability of the individuals), not all of those components will fit in. Mostly, it will deal with linguistic knowledge (which involve grammar, pronunciation, vocabulary, fluency), topical knowledge, listening ability, and communication skill. Therefore, to get in line with the topic being presented in this article, only such elements were reviewed in this study.

Having good linguistics knowledge will benefit language users in conducting oral communication (Vigoya, 1997). For instance, excellent grammatical competence can help people to apply the structure of the language correctly and convey a meaningful message in communication (Latha & Ramesh, 2012). Pronunciation as an element that affects speaking performance is also essential because mispronouncing a single word will lead to a misunderstanding in communication (Battacharya, 2017). Meanwhile, fluency is also one of the elements that affect speaking performance, where it deals with easiness, rapidity, flexibility, and unhesitant in expressing ideas (Crystal and Varley, 1993). Lastly, vocabulary mastery is critical as it can be applied to productive use (Nation, 2001). Thus, that knowledge can be applied by the language users to produce accurate and useful meaning in communication.

Topical Knowledge is also crucial in determining the success of oral communication. Bachman and Palmer (1966) delineated that having topical knowledge has a great deal with speaking performance. To support this opinion, MacIntyre et al. (1998) described that having enough knowledge will help learners to conduct speaking performance. Individuals might therefore face speaking issues when they have less knowledge on the topic being discussed. Conversely, individuals with good knowledge will readily participate in communication where the topic is being discussed since they know what to say.

Besides the elements mentioned above, communication and listening competencies are also believed as the determinant ones in affecting speaking performance. Communication competence is the art and process of creating and sharing ideas (McPheat, 2010). McPheat further explained that communication involves the perception of the information as much as the delivery of that information. Therefore, the individuals who can comprehend the message being delivered very well, and are able to respond back, tend to be successful in maintaining communication. On the

other hand, the listening ability is also an element that shapes the communication competence itself. Even though they are two different competencies, but they are interrelated. To illustrate this, Doff (1998) contended that individuals would find difficulties in improving their communication ability unless they develop their listening skills. This is supported by Shumin (1997), who argued that individuals could respond to the conversation as the result of their listening ability. Therefore, it explains that listening is a crucial element in determining the success of speaking performance. Someone with excellent listening skills will be able to respond to the conversation as well as expected by the other speakers. On the contrary, an individual who has less listening ability will have issues in responding to communication because the information received is unclear. As a consequence, they might be challenging to respond to.

Self-efficacy

Self-efficacy, as one of the affective factors in language learning, is defined as the levels of confidence that an individual has in his/her ability to do a particular action or achieve specific outcomes in a given situation (Bandura, 1977, 1982, 1997). Someone's efficacy is believed to influence initiating behavior and persistence in overcoming the difficulties in accomplishing the tasks (Bandura, 1997). Therefore, SE is positively linked with a positive performance. Someone with high SE tends to have more positive and better performance in accomplishing the tasks than those who do not.

Excellent performance results from guided actions regulated by high order self-regulatory skills (Bandura, 2006). Self-regulatory skills help individuals to perform some necessary actions as the source of having excellent performance. In line with this claim, Bandura, Barbaranelli, Caprara, and Pastorelli (2001) outline that perceived ability generates or facilitates actions. According to Bandura, those actions include generic skills for identifying task demands, constructing and evaluating actions, setting the goals as the guidance to perform actions, self-incentives to manage stress. Once individuals are successful in maintaining excellent self-regulatory skills, it will contribute to the excellent performance of the individuals in accomplishing a particular task. Moreover, the notion that SE results many studies have affirmed positive performance (e.g., Demir, 2017; Habibi & Yazdani, 2016; Newby-Fraser & Schlebusch, 1998; Sadri & Robertson, 1993).

SE is concerned with perceived capability and persistence in struggling when individuals are facing problems during accomplishing the task (Bandura, 2006). This then leads Bandura to explain how to measure SE where he contended that perceived capability would mostly deal with what individuals can do and not what they will do. Meanwhile, persistence in struggling during the process of accomplishing the task will deal with how persistent individuals to keep doing the actions and overcome the problems even though they are under pressure. Thus, these domains were used in this study as the domains in developing questionnaires to measure SE in speaking.

So far, few studies have developed some instruments to measure SE in speaking skills. However, as reviewed, those instruments were inappropriately developed since most of the instruments only focus on the capability in speaking only without the capability of struggling to finish the task (e.g., Dodds, 2011; Paradewari, 2017). Meanwhile, few studies (see Asakereh & Dehghannezhad, 2015; Sherer et al., 1982) employed inappropriate scales, which were different from what Bandura (2006) has described. Overall, the items in those instruments were not based on the speaking elements. Thus, an inappropriate instrument will result in inappropriate data. The review in this study is supported by Mills, Pajares, and Herron (2007), who argued that the validity of the items to measure SE is somewhat problematic. Maybe it is caused by what has been reviewed previously that many researchers employed inappropriate instruments. Therefore, this current study has developed a questionnaire that was based on two domains, such as confidence and an individual's capability in conducting the speaking skill and capability in struggling during finishing the task and was based on the speaking elements as reviewed above. Furthermore, this questionnaire is also based on the scales, as Bandura proposed. This questionnaire was then named as *Self-efficacy in Speaking Inventory* (SESI).

Communication Strategies

As communication is essential for people to communicate with others, strategies to maintain communication is often employed. It is believed that language learners can enhance the proficiency of using a language by developing an ability to use specific communication strategies (Nakatani, 2006). CSs are the strategies employed by the students in negotiating meaning (Tarone, 1980). Moreover, CSs are also strategies to compensate for language deficiency and to overcome problems during communication (Bialystok, 1990; Faerch & Kasper, 1983).

For many years, researchers have shown an increased interest in investigating CSs and found out that communication strategies are categorized into two types: achievement or compensatory strategies and reduction or avoidance strategies (see Faerch & Kasper, 1983; Nakatani, 2006). However, several researchers also proposed different categories, such as process-based and task-influenced (Blum & Levenston, 1978); L1-based strategies and L2-based strategies (Bialystok, 1983). Among those categories, only achievement or compensatory strategies and reduction or avoidance strategies are specifically discussed in this article since these two categories are the appropriate ones in educational communication activities. Besides, those two categories are the common categories of CSs used by many researchers.

The achievement or compensatory strategies and reduction or avoidance strategies can be specified in specific strategies. Faerch and Kasper (1983) divided them into four strategies, such as formal reduction strategies, functional reduction strategies, compensatory strategies, and retrieval strategies. Conversely, Nakatani (2006) divided those two categories into eight specific strategies, namely social affective strategies, fluency-oriented strategies, negotiation for meaning while speaking, accuracy-oriented strategies, message reduction and alteration strategies, nonverbal strategies while speaking, message abandonment strategies, attempt to think in English strategies.

Moreover, these specific strategies are almost similar to those classified by Faerch and Kasper (1983) but only with little expansion.

Yet, few items in Nakatani (2006) seem inappropriate with the categories and are overlapping with other categories. As Yaman and Ozcan (2015) argued, Nakatani's classifications had a clear factor structure, but some items were overlapping. Therefore, this study adapted those categorizations that Nakatani proposed into new eight categories such as accuracy-oriented strategies, fluency-oriented strategies, negotiation for meaning strategies, planning/organizing strategies, affective strategies, compensatory strategies, time gaining strategies, and avoidance strategies. These categories were used as the sources of developing a questionnaire, which was named *Communication Strategies Inventory* (CSI).

Research Methods

This study belongs to an associational study by employing a quantitative approach where the methods of data collection, methods of data analysis, and data instruments are all quantitative. The design of this study used *Multiple Linear Regression* (MLR) model. MLR was used since there were two variables investigated in this study. As Mendenhall and Sincich (2012) explained, MLR is used because there are two independent variables. Moreover, the variables used in this study were speaking performance as a dependent variable, while the subjects' SE and CS were treated as independent variables.

Subjects and study site

This study was conducted in one of the public education universities in Indonesia, where this university is located in the middle zone of Indonesia. This university has an English education department that yields hundreds of pre-service English teachers every year. The invitation was sent to 200 students who were taking the Speaking I course, including the consent letter to participate in this study. Yet, only 117 students responded and granted their consent to participate in this study. Thus, those 117 students were then recruited to participate in this study.

Instrumentation and methods of data collection

As mentioned earlier, this study developed *Self-efficacy in the Speaking Inventory* (SESI) and *Communication Strategies Inventory* (CSI) due to the importance of this study. SESI and CSI that were developed in this study were based on the theories reviewed above. Thus, this study developed 39 items of SESI and 32 items of CSI. All of these instruments have been validated through a pilot study involving 149 subjects. It was found that scores of all items in SESI and CSI were greater than 0.3, where it means that all items were valid. Moreover, an analysis by implementing *Cronbach's Alpha* has also been implemented to find out the reliability of those two questionnaires. The values of *Cronbach's Alpha* of SESI and CSI were 0.990 and 0.943, respectively, where it means that both questionnaires were highly reliable. In addition, the score of the speaking performance was collected through the implementation of a speaking test in the

form of a performance assessment. Then, the methods of data collection implemented were administering questionnaires and administering the test.

Data analysis and hypothesis

All of the data were analyzed quantitatively using non-parametric and parametric analysis. Furthermore, the data were analyzed to find the variabilities (M , SD , Var , Min , Max) and to test the hypotheses formulated in this study. The regression model used in this study can be drawn as follows.

$$\text{Speaking: } \beta_0 + \beta_1 (\text{SE}) + \beta_2 (\text{CSs}) + \epsilon \quad (1)$$

Meanwhile, the hypotheses in this study can be formulated as follows:

1. $H_{0a}: \beta_1 = \beta_2 = \beta_3 = \dots = \beta_k = 0$

H_{1a} : At least one of the coefficients is nonzero

2. $H_{0b}: \beta_1 = 0$

$H_{1b}: \beta_1 \neq 0$,

Findings and Discussion

Findings

The data in this study were firstly analyzed to find the variabilities (M , SD , Var , Min , Max) of each variable. The results (see table 1) show that minimum score in SE = 121.00, maximum score = 345.00, $M = 262.923$, $SD = 45.994$, and $Var = 2115.399$. Meanwhile, minimum score in CSs = 85.00, maximum score = 160.00, $M = 129.838$, $SD = 14.639$, and $Var = 214.310$. Lastly, minimum score in speaking performance = 50.00, maximum score = 100.00, $M = 81.309$, $SD = 9.065$, and $Var = 82.173$.

Table 1. *Variability of Speaking performance, SE, and CSs*

	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
SE	121.00	345.00	262.9231	45.99347	2115.399
CSs	85.00	160.00	129.8376	14.63932	214.310
Speaking performance	50.00	100.00	81.3087	9.06496	82.173

Furthermore, the analysis was continued into tests of assumption that involved normality test using the *Kolmogorov-Smirnov* test, homoscedasticity for homogeneity group test, linearity test, and multicollinearity. All of the tests showed that all data were normally distributed and came from homogenous groups. Moreover, all data were linear and strongly correlated. Therefore, the analysis could be continued into hypotheses testing.

As the hypothesis testing was conducted, the outputs of the analysis (see table 2) show that H_{0a} was rejected and H_{1a} was accepted where $F(2, 114) = 33.592$ and $p < 0.001$. It means that SE and CSs simultaneously contribute to the pre-service English teachers' speaking performance.

Moreover, the adjusted R square (table 3) = 0.360 where it means that 36% of the speaking score can be explained by SE and CSs. In addition, 36% of the contribution of SE and CSs belongs to the moderate category. Furthermore, the results of table 4 (table of coefficients) show that H_{0b} was rejected, and H_{1b} was accepted where in SE, $t = 5.550$ and $p < 0.001$ while in CSs $t = 2.089$ and $p < 0.05$. It means that SE statistically contributes to the speaking performance of the pre-service English teachers as well as CSs do. Then, from the same outputs (table 4) the linear regression line can be drawn as follows.

$$\text{Speaking: } 41.129 + 0.096(\text{SE}) + 0.114(\text{CSs})$$

The above line tells us that the constant speaking score of every prospective English teacher is 41.129. Then, every one point of SE will contribute 0.096 points to speaking performance. Meanwhile, every one point in CSs will contribute as many as 0.114 to speaking performance.

Table 2. *Anova table*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3534.586	2	1767.293	33.592	.001
	Residual	5997.539	114	52.610		
	Total	9532.126	116			

a. Dependent Variable: Speaking Score
b. Predictors: (Constant), CSs, SE

Table 3. *Model summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.609 ^a	.371	.360	7.25327	1.964

a. Predictors: (Constant), CSs, SE
b. Dependent Variable: Speaking Score

Table 4. *Table of coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.129	6.057		6.790	.001
	SE	.096	.017	.490	5.550	.001
	CSs	.114	.055	.184	2.089	.039

a. Dependent Variable: Speaking Score

Discussion

Maintaining excellent English communication is pivotal for every English teacher. A teacher without the ability to communicate in English will be doubted on his/her credibility and professionalism as an English teacher. A good mastery of speaking performance is necessary to this profession since they will be dealing with English communication activities, which involve doing a monologue, dialogue, and giving models/examples. Therefore, it is a must for pre-service English teachers to spend efforts to acquire speaking skills before entering the real world as real educators.

Nevertheless, to be successful in conducting an English speaking performance is not as easy as many people think since it is affected by many factors. As one of the factors, self-efficacy is recently believed as one of the determinant factors of the success of speaking performance as it is being investigated in this study. From the findings, it was found that SE statistically contributes to the pre-service English teachers' speaking performance. This finding confirmed the other findings found by Asakereh and Dehghannezhad (2015) that SE contributed to speaking performance. In addition, Zahiri, Sibarani, and Sumarsih (2017)'s study supported the finding found in this study. Zahiri et al. reported that SE statistically contributed to speaking performance. Thus, the findings mentioned above, as well as the one found in this study, confirmed the notion that SE seems to have a relationship with speaking skills.

As having the appropriate level of SE has a positive relationship with speaking performance, it is necessary for scholars to understand in-depth what makes SE contributes positively to speaking performance. The more instructors can understand SE, the more they can create efforts for their students to achieve success in language learning, especially in speaking performance. According to Bandura (1997), SE is influenced by four factors such as mastery experience, vicarious experience, verbal or social persuasion, and emotional state. Seemingly, most of the pre-service English teachers involved in this study had those four factors. A speaking course that can maximize the students' experience, providing peer or group speaking activity, giving social persuasion, and providing pre-service English teachers with a good class atmosphere will presumably affect them to have an appropriate level of self-efficacy. Accordingly, every English education department should considerably focus on those four factors due to increasing pre-service English teachers' SE since SE positively contributes to speaking performance.

Moreover, pre-service English teachers' average score in speaking performance shows that mostly the pre-service English teachers had excellent performance in speaking even though speaking skill is considered as a difficult skill to master (Harmer, 2007; Luoma, 2004; Zhang, 2009). Presumably, SE has triggered the pre-service English teachers to make more efforts to achieve this state finally. As claimed by Bandura (1997), SE influences initiating behavior and persistence during the accomplishment of the task. This claim is also in line with the one stated by Pajares (2000) that SE, especially the people who have a higher degree, will spend the effort to perform the required

task. Yet, Pajares (1996) points out that individuals with low SE might perceive that things are more robust than they really are. Then, this condition can lead to a sense of stress and depression. Accordingly, from Bandura and Pajares's claims, it can be inferred that even though speaking is difficult, pre-service English teachers with a high level of SE will always work hard to overcome the difficulties encountered during conducting the task since SE triggers pre-service English teachers to be more persistent in accomplishing the task. Then, this condition is what Bandura (1993) claimed that SE promotes positive changes in cognitive and affective to achieve success during accomplishing the task, which in turn, impact behavior.

Nevertheless, the success of conducting speaking performance is not only affected by SE. As found in this study, communication strategies also statistically play a significant contribution to speaking performance. The strategies implemented by the prospective English teacher could help them to enhance their speaking performance. Moreover, the finding of CSs in this study is in line with the studies conducted by other researchers (e.g., Mistar & Umamah, 2014; Saeidi & Farschchi, 2015; Xu, 2016) which found that CSs positively contributed to speaking performance. Moreover, those studies confirmed the notion that CSs help students to conduct a better speaking performance in English.

When we look back to the mean score gained by the prospective English teacher in this study, likely, the score was not only affected by SE, but also by CSs. Even more, the individual with less mastery of linguistic features possibly conducts a good performance by employing CSs since CSs are good strategies for language deficiency and to overcome problems during communication (Bialystok, 1990; Faerch & Kasper, 1983). In addition, Faerch and Kasper claimed that advanced learners through CSs can predict communication issues and solve them in advance. Therefore, it can be inferred that CSs are necessary for pre-service English teachers since CSs can be the solution to those who have a deficiency in linguistic resources in performing English communication (involving both monologue and dialogue).

The findings in this study also showed that SE and CSs simultaneously contribute to pre-service English teachers' speaking performance. Even though the contribution of this study was only categorized into a moderate contribution, there must be another explanation of the factors affecting speaking performance. As Dörnyei (2010) argued, there must be a system that makes the students' characteristics or behavior (including speaking skills) predictable and researchable. It is therefore expected that scholars will be able to find an accurate formula to enhance speaking performance, especially the performance in English. Nevertheless, until such right formula is devised, the regression model proposed in this study can be taken into consideration that SE and CSs play significant roles in enhancing speaking performance as well as how much they contribute to speaking performance. Thus, individuals with a proper level of SE and good possession of CSs tend to be successful in conducting oral communication than those who do not. Therefore, SE and CSs should be taken into considerations in the future of English language learning.

Implications

As this study has discussed the contribution of SE and CSs to pre-service English teachers' speaking performance, there are some implications that can be drawn. As SE influences initiating behavior and persistence during the accomplishment of the task (Bandura, 1997), English language programs should be able to enhance the pre-service English teachers' level of SE to achieve better speaking performance. These English language programs should be able to facilitate the pre-service English teachers to experience the four factors mentioned by Bandura, such as providing relevant experience, providing peer or group speaking activity, giving social persuasion, and providing pre-service English teachers with a good class atmosphere to get good mental states. Moreover, these four factors are believed as the ones that shape the excellent level of self-efficacy. Thus, pre-service English teachers will get the benefit of having these four factors during their learning in acquiring a target language.

Additionally, many language learners inevitably suffer from their lack of linguistics knowledge when performing oral communication in the target language. As Richards (2002) pointed out, several problems which are faced by weak learners in learning English as a foreign language is likely caused by some factors where the lack of communication strategies is one of them. Perhaps, learning CSs can be a better solution for them to achieve at least a regular speaking performance where they can participate in oral communication or other speaking activities properly. Language programs therefore should provide students a language learning process with CSs as Vigoya (1997) contends that communicative competence is one of the factors in establishing effective and acceptable communication. Thus, CSs are necessary for students to maximize their communicative competence.

Conclusions and Limitations

This article reports the contribution of SE and CSs to pre-service English teachers' speaking performance. Based on the results mentioned above, it can be concluded that SE and CSs simultaneously contribute to pre-service English teachers' speaking performance. Particularly, SE statistically contributes to speaking performance as well as CSs do. As SE and CSs have been empirically and theoretically discussed in this study, SE and CSs should get more attention from English educators, especially in enhancing speaking performance in English. Moreover, the contribution of both factors was categorized into a moderate effect. Even though the effect is moderate, the model proposed in this study can be considerably used to explain how these two determinant factors play essential roles in enhancing speaking performance.

As some findings, discussion, and implications have been made and presented in this study, some limitations will also be addressed here. This study was conducted only to 117 pre-service English teachers in one university. Perhaps, this study could inspire other researchers to develop a similar study by involving more pre-service English teachers from some universities. In addition, the

scope of this study is only limited to pre-service English teachers. It is expected that other scholars could conduct a study by involving general English language learners. Another limitation is that the topic of SE and CSs in the speaking area is relatively new. Thus, it is difficult to find some recent literature to support the findings in this study. It is therefore expected that other researchers could conduct more studies by involving SE and CSs as the determinant factors in speaking skills.

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Appendixes

SELF-EFFICACY in SPEAKING INVENTORY (SESI)

Name :
Class :
Sex :

Rate your degree of confidence in conducting English speaking by recording a number from 0 to 10 using the scale given below:

0 1 2 3 4 5 6 7 8 9 10
Cannot Moderately Highly certain
do at all can do can do

Domains	No	Items	Confidence 0 – 100
Grammar	1	I can implement basic English tenses correctly in my speech.	
	2	I am able to convey a message by using various tenses when I speak in English.	
	3	I am able to minimize errors when implementing basic English tenses in my speaking. Especially, when I am under pressure or in a difficult oral communication.	
	4	How hard conveying the meaning is, I am still able to implement the correct tenses in my speech.	
	5	When I am facing issues with delivering a message with one specific tense, I can use another tense instead in my speech.	
Dictions	6	I can categorize basic English words into several categories such as nouns, verbs, etc.	
	7	I can find some synonyms as well as antonyms of some basic English words.	
	8	I can implement basic English words in my speaking without any problems.	
	9	I am able to use appropriate words when I speak in English.	
	10	How difficult conveying the meaning is, I am still able to find the appropriate vocabulary when I speak in English.	
	11	I can implement English language expressions when I speak in English without any problems.	

	12	I am able to use various English language expressions in communication.	
	13	How difficult conveying the meaning is, I am still able to find the appropriate language expressions when I speak in English.	
	14	I am able to minimize the errors when using vocabulary in difficult communication.	
	15	I am able to minimize the errors when using language expressions in difficult communication.	
Pronunciation	16	I am able to produce correct sounds and pronunciations in English.	
	17	I am able to produce correct intonations in English.	
	18	I can minimize the use of the sounds of my mother tongue when I speak in English.	
	19	I can minimize the errors in English pronunciations when I am involved in difficult communication.	
	20	I can minimize the errors in English intonations when I am involved in difficult communication.	
Fluency	21	I can speak in English easily.	
	22	How difficult the situation is, I am still able to say what I want to say.	
	23	I can speak in English accurately	
	24	How difficult the situation is, I am still able to speak in English accurately.	
Topic Knowledge	25	I can tell others about what I know in English communication.	
	26	My knowledge can support me to speak in English well.	
	27	How difficult the situation is, I am still able to convey my understanding of a topic in English.	
	28	How difficult the situation is, I am still able to relate the topic being discussed with other relevant topics/knowledge I know.	
Communication Skills	29	I can communicate in English very well.	
	30	I can respond to an English conversation very well.	
	31	I can communicate in English without being out of context.	
	32	How difficult the communication is, I am still able to communicate in English without hesitation.	
	33	How difficult the communication is, I am still able to say what I want to say in English.	
	34	How difficult the communication is, I am still able to make my partner of communication understand what I am saying.	
Listening Ability	35	I can listen to English communication very well.	
	36	I can understand the English communication that I am listening to.	
	37	I can focus on the conversation for a long period of time.	
	38	I can still understand English communication for a long period of time.	
	39	How difficult the situation is, my listening ability always supports me when I am involved in English speaking activity.	

Communication Strategies Inventory (CSI)

Name :
 Class :
 Sex :

Rate your degree in conducting Communication Strategies when you are involved in communication by recording a number from 1 to 5 using the scale given below:

1 2 3 4 5
 Seldom Neutral Frequent

Domains	No	Items	Degree 1 – 5
Accuracy oriented strategy	1	I pay attention to my grammar and the structures of my sentences when communicating with people.	
	2	I notice myself on what language expressions I am going to say in a communication.	
	3	I directly revise my sentence(s) when I realize I have made a mistake.	
	4	I try to convey what I want to say correctly.	
	5	I speak loudly in order I can be heard.	
	6	I pay attention to my pronunciation when I communicate with people.	
	7	I pay attention to rhythms and intonations when I communicate with people.	
	8	I use basic English vocabulary that many people know when I communicate in English.	
	9	I repeat what I say to the listener until he/she gets the point.	
	10	I use mimic/facial expressions to support my speech.	
	11	I translate the sentences from my own language into English	
	12	I give example(s) when the listener does not understand my sayings.	
	13	I use simple language expressions that many people know.	
Planning/organizing strategies	14	I think of the vocabulary that I am going to use when I communicate with people in English.	
	15	I think of vocabulary that is appropriate with the topic being discussed/communicated.	

	16	I think of what I am going to say in my own language first and then translate into English.	
	17	I think of English sentences that I have already known and then modify them in my speech.	
	18	I arrange what I am going to say very well and systematically.	
Affective strategies	19	I try to feel relax when I feel anxious before I speak.	
	20	I try to enjoy the conversation that I have.	
	21	I am not afraid of taking risks even though I can make mistakes when communicating in English.	
	22	I never surrender when the listener does not understand my sayings.	
	23	I encourage myself to speak in English.	
Compensatory strategies	24	When I do not know a word in English about a thing/topic, I use a different word which is similar in meaning.	
	25	When I do not know a word in English about a thing/topic, I use gestures to convey it.	
	26	When I do not know how to convey meaning with an appropriate tense, I will use another tense which is similar in meaning.	
Avoidance strategies	27	I avoid conveying some meanings because I do not know how to express them in English.	
	28	I avoid talking about a topic that I do not really understand by not answering or not responding too much.	
	29	I talk about something else to avoid a topic being discussed/ an upcoming topic.	
Time gaining strategies	30	I slow down my sayings to give time for me to think of what I am going to say next.	
	31	I use fillers such as well, like, eh to help me to think of what I am going to say next.	
	32	I give more opportunities to the other speaker to talk in order I have time to think of what I am going to say.	

Unity and Structure of Sentences in Indonesian Text: A Syntax Study

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Abstract. Syntax is a study of patterns that are used as a means to combine words into sentences. A sentence must contain a unity which is characterized by the existence of elements of the subject and predicate. This paper focuses on students' mastery of the aspects of unity and the sentences structure of Indonesian text. The main objectives of this study were (1) to find out students' mastery in identifying sentences in Indonesian texts, (2) to know students' mastery of the unity of sentences in Indonesian texts, and (3) to know students' mastery of sentence structure contained in the text Indonesian. The subjects of this study were seventh grade students in Public Junior High Schools in Singaraja city, while the objects were (1) identified sentences, (2) unity of sentences, and (3) sentence structure found in Indonesian texts. Data is collected by tests. The collected data were analyzed by descriptive-quantitative analysis. The results showed that overall mastery of seventh grade students in Public Junior High Schools in Singaraja city for aspects of the sentence was quite sufficient (meanscore of 62). However, if detailed based on the problems examined in this study, the results show that the ability to identify classified sentences was very good (meanscore: 85); the ability to identify unity of sentences classified as less satisfactory (meanscore: 57); and the ability to analyze sentence structure classified unsatisfactory (meanscore: 45). Based on these results, it is recommended that students need more treatment to understand the nature of the sentence and its aspects, so that they could construct effective sentences better.

Keywords: Sentences, Structure, Syntax, Text, Unity

1 INTRODUCTION

Curriculum 2013 mentioned that the purpose of Indonesian language learning is to equip students with a set of concepts, language skills, thinking skills, emotional maturity, and social maturity in order to understand the surrounding environment (Putrayasa, 2013). The understanding of this set of concepts needs to be taught from the beginning because it is very beneficial for the enhancement of intellectual aspects, especially the learning thinking skills. In addition, understanding of the concept is helpful in raising ideas skillfully, both orally and in writing.

Characteristic of Indonesian subjects, especially the knowledge of the language is an understanding of the concepts concerning the languages themselves. For example, language selection, sentence mastery, and paragraph/essay development. This means that the development of the student's language (sentence mastery) is still worth noting. Given the importance of the understanding of the language, understanding the sentence is very necessary to be improved so that students can make good and correct sentences, can identify sentences when assigned to analyze sentences on a text E.g. Improving students' understanding or mastery of the concept of

the language is believed to be able to deliver students to the goal of Bahasa Indonesia learning, namely skilled language, especially in writing or drafting text.

The results of observations in seventh grade students in Public Junior High Schools in Singaraja city show that students are still experiencing difficulties in making or composing good and correct sentences. The sentences are very long without regard to the writing, the unity of the sentence, and the structure of the sentence. Students are less familiar with writing the correct sentence, which starts with a capital letter and ends with punctuation (point, question, and fun). Similarly, students are less concerned with subject matter and predicate in making sentences. In fact, the two elements of the sentence become determinant of a sentence (Putrayasa, 2010, Nordquist, 2018).

In addition, it seems obvious students are less precise using the rules of the sentence in his writings. The rules of the sentence are related to the type of sentence used in conveying ideas. In conveying the idea, students lack complete disclosure so that the ideas submitted cannot be well understood because of missing information. Similarly, less structured sentences were produced when they were assigned to compose or create paragraphs or texts. It should be emphasized that the text here is only the medium used to mediate students in identifying the sentences in the text. The focus of the study is the unity of sentence and sentence structure in Indonesian text.

With regards to the use of sentences in Indonesian text, the main problem in this study is "how effective are sentences produced by the seventh grade students in Public Junior High Schools in Singaraja city in analyzing the Indonesian language text? " The subject matter will be further broken down into a more specific part: (1) how does the student's mastery in identifying the sentence in Indonesian text? (2) how is the student's mastery in analyzing the unity of sentences in Indonesian text? and (3) how is the student's mastery in analyzing the structure of sentences in Indonesian text? In accordance with the above problems, the purpose of this research is to know: (1) the student's mastery in identifying the sentence contained in Indonesian text, (2) students' mastery in analyzing the unity of the sentence in Bahasa Indonesia, and (3) the student's mastery in analyzing sentence structure in Indonesian text.

2 METHOD

The study uses quantitative descriptive design, which is the business of planning and determining all the possibilities and equipment needed in a quantitative study (Lincoln and Guba, 1985). The source of this research data is the mastery of seventh grade students in Public Junior High Schools in Singaraja city in analyzing the unity of sentences and sentence structure in Indonesian text. The method used in collecting data is a test method. Collected data is analyzed in a quantitative descriptive.

To determine the level of student sentence mastery, the Ministry of Junior High School (SMP) Assessment Guidelines (2015) is used as shown in the table below.

Table 1. Sentence Mastery Assessment Guidelines

Value Range	Predicate
86 – 100	Very Good
71 – 85	Good
56 – 70	Enough
≤ 55	Less

3 RESULTS AND DISCUSSION

The results of research conducted on seventh grade students in Public Junior High Schools in Singaraja city about aspects of sentences can be described in Table 2 below.

Table 2. Summary of Results of the Mastery of Sentence Aspects Grade VII Students in Singaraja

Aspects	Junior High School			Total	Mean	Ket.
	I	II	III			
1	10	5,7	9,9	25,6	8,5	Very Good
2	7,5	3,1	6,4	17	5,7	Less
3	5,9	2,6	5,1	13,6	4,5	Less
Total	23,4	11,4	21,4	56,2	18,7	
Mean	7,8	3,8	7,1		6,2	Enough
Ket.	Good	Less	Good		Enough	

Aspect description:

1. identifying sentences
2. identify the unity of sentences
3. analyze the structure of the sentence

Table 2 above shows that overall mastery (ability) of seventh grade students in Public Junior High Schools in Singaraja city for aspects of sentences is quite adequate (mean: 6,2). However, if detailed based on the problems examined in this study, the results can be presented below.

Students' Ability to Identify Sentences

Students' ability to identify sentences classified: very good (mean: 8,5). The average achievement shows that students have understood very well what and how the sentence was formed. In their understanding, a sentence is a collection of words that contain complete understanding. The sentence can be formed at least with two words. Their understanding is in accordance with the statement expressed by Putrayasa (2011, 2018a); Collin and Stabler (2016); and Osborne, *et. al* (2012) which states that the sentence is a string of words that contain complete

understanding. This complete understanding is characterized by the presence of subjects and predicates (Nordquist, 2018). Their understanding is increasing because they often do the exercises well and correctly given by their teacher.

Nevertheless, there are still 17 students (especially in the seventh grade students of SMP N 2 Singaraja) who are lacking in identifying sentences in the text. The student's lack of ability to identify sentences in the text is caused by his lack of understanding of the sentence itself. The person concerned did not follow the lesson well when explained how the sentence was formed. In addition, the person concerned is also not serious about doing the exercises given by his teacher.

Students' Ability to Identify the Unity of Sentences

Students' ability to identify the unity of sentences classified as: less (mean: 5,7). Student achievement in identifying or determining the subject matter and predicate the sentence in this text is not in line with its ability to identify sentences. This happens because students do not understand the unity of the intended sentence. They know the sentence, but do not understand how to determine the subject and the predicate sentence. It should, theoretically, be able to determine the sentence as well as be able to determine the elements of the subject and predicate, because in the sentence there are elements of the subject and predicate. This is in accordance with the opinion of Putrayasa (2014c) which states that the unity of the sentence in question is the existence of a main idea or a unity of thought contained in the sentence. However, the form of a sentence, both single sentences and compound sentences, in it must be seen the unity of ideas, which is characterized by the existence of elements of the subject and predicate.

This is also supported by other experts who say that the elements of the sentence have harmony between the formers, the harmony of the subject with the predicate, the harmony of the predicate with the object, the harmony of the predicate with the statement (Robert-Burton, 1997; Putrayasa, 2014a). In addition to this harmony, other aspects that must be considered in kalamt are the types of sentences used, functional elements of words in sentences, elements of word categories in sentences, and elements of role words in sentences used in expressing ideas (Clifton & Frevier, 2010; Putrayasa, 2014b, 2018b; Xiang, 2016).

Students' Ability to Analyze Sentence Structure

Students' abilities in analyzing sentence structure are classified as: less (mean: 4,3). This is in line with the ability of students to determine the unity of sentences, because it determines the unity of the sentence in which there are elements of the subject and the actual title indirectly analyzing the structure of the sentence. The sentence structure meant here is the determination of the functions or positions of words in the sentence. The function or position of words in the sentence includes subject, predicate, object, complement, or explanation. However, in sentences not always all these elements are present, sometimes only elements of the subject-predicate, subject-predicate-object, subject-predicate-complement, subject-predicate-statement, subject-predicate-object-statement, subject-predicate-complement- adverbial, or subject-object-complement-description. This is in accordance with the opinion of Robert-Burton (1997) and Batterink and Neville (2013) which states that in a sentence not always complete sentence-forming elements are present. Sometimes only subject-predicate, subject-predicate-object, subject-predicate-complement, subject-predicate-statement.

This is also supported by the results of Putrayasa's research (2015, 2016, 2018c) which show that the sentences formed in composing paragraphs are dominated by the structure of subject-predicate, subject-predicate-object, subject-predicate-description, subject-predicate-object-adverbial. In addition to the structure of the single sentence, there are also compound sentence structures, such as: equivalent compound sentences, compact compound sentence, and multilevel compound sentences.

4 CONCLUSIONS

Based on the explanation above, it can be concluded that overall mastery of the seventh grade students in Public Junior High Schools in Singaraja city for aspects of the sentence was quite sufficient (mean: 62). However, if detailed based on the problems examined in this study, the results show: (1) the ability to identify classified sentences was very good (mean: 85); (2) ability to identify unity of sentences classified as: less satisfactory (mean: 57); and the ability to analyze sentence structure classified also as less satisfactory (mean: 45). Based on the results achieved, it is recommended that students should understand the nature of the sentence and its aspects first, so that in analyzing the text they do not experience difficulties, and when compiling the text, the results become effective.

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Implementing independent reading in the basic education in bilingual context in Bali

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Abstract. This study was aimed at describing the implementation of independent literacy program in a bilingual primary school in Bali, Indonesia. The focus was on how the program implemented in the daily classroom activities, and what was the impact of this on children literacy skills in English language. This study was an embedded design which mixed between qualitative and quantitative data. The instruments include the researcher as the main instrument, observation, interview and literacy scores. The data were analyzed by using Miles and Huberman data analysis theory using t-test formula. The result showed that there were seven independent literacy activities in the program in the schools: novel study, rice-field study, scavenger-hunt, writing newspaper, story writing, book review and social studies. These activities were practiced on daily bases which habituate children to use and think using the language. The literacy test results reveal that the independent literacy program improves the students' literacy skills as indicated by confidence in taking part in class discussion using English language and better initiative to read in English.

Keywords: independent reading, basic education, bilingual context, literacy program

1 INTRODUCTION

Globalization has united every country in the world and also hit all aspects of human life (Wienda, Markamah, Mahfud, 2014). According to Tirtaraharja and Sulo (2005), four aspects become the main target in globalization such as science and technology, economics, environment and education. Education is a process experienced by every individual throughout life, either intentional or unintentional, and to develop self-ability to face various aspects of life (Rianti, 2012). In terms of its relation to globalization, the educational paradigm has begun to shift towards modern education.

According to CISCO (2008), there is a big difference between basic knowledge and knowledge applied in the current era. In primary education, the knowledge taught in English (oral), reading in English, writing by using grammar and spelling in English, mathematics, natural sciences, economics, art, geography, history and other foreign languages. This is different from the knowledge or skills needed in the real world such as critical thinking skills and problem-solving, oral and written communication, cooperation, diversity, Information Technology applications, leadership, creativity and innovation, lifelong learning, professionalism and ethics. In this case, it can be assumed that there is little connection between

what is learned and what is applied in society so that the human resources created do not know and able to handle what happens in the real world.

To cope with the change of the learning trend in this modern era, AACTE (Association of Colleges of Teacher Education) in cooperation with P21 (Partnership for 21st Century Skill) in 2010 stated that academic content that needs to be emphasized in 21st-century learning are : 1) Global Sensitivity, where the need for concern for global issues, other countries and their culture. 2) Literacy in economics, politics and business, where learners need to know how important the role of the economy in the community so that it can make choices if faced in the situation. 3) Societal literacy, in this case, as a student must know the science of society to become later a human being able to live side by side with the community. And 4) Environmental Literacy, in this case, the knowledge of the environment is emphasized because, in the future, there will be many challenges related to environmental issues. Based on those statements, it can be assumed that literacy is one thing which can develop people's competence to survive in 21st era in which conducting literacy studies may provide pedagogical revision as well as reaching curriculum widely (Liardet, 2015: 33).

2 REVIEW OF LITERATURE

According to Artini and Marhaeni (2013), literacy was seen as a unitary process with two complementary aspects, reading and writing. This statement was also supported by Mashuri (2012), which stated that literacy was the ability to read, which can be used as a power to change the social status of the citizen in one country. Another definition of literacy comes from Pamungkas (2017), which is stated that literacy is a skill which is needed to develop by the individual to understand the problem based on our surrounding. Based on those statements, it can be assumed that literacy is the ability to understand the situational problem, which can be enhanced through reading and writing.

There are some principles of literacy according to UNESCO (2003) such as 1) Literacy is a social phenomenon, UNESCO assumes that literacy is a social phenomenon because UNESCO emphasizes the connection and communication are the things that can develop any context of life and connection and communication can be done through text. Because of that, by developing literacy is also about developing connection and communication through text. 2) Literacy promotion can help reducing poverty. Illiterate people are the things which is concerned by UNESCO because illiterate people may affect some aspects of social life such as politic, fertility rates, school rate, child health, etc. Because of that, literacy must be promoted to give appropriate learning to the people. 3) Every child must get a self-sustaining literacy skill by the school. Literacy skill must be obtained because literacy is a bridge between school and communities. The school can use local knowledge from the communities as a local literacy to support the curriculum used by the school. 4) Literacy is about knowledge. Literacy can and must be used as a transmission of knowledge of all aspects of life. As mentioned in point, a connection and communication can develop any context of life. Because of that, literacy can and must be served as universal human values as well as local identities. 5) Cultural context shapes literacy. Literacy program must be relevant to the learner's circumstances. In other words, the context from the society can support the development of literacy program on the school. 6) Literacy is a language-based activity. As mentioned in point a and d, developing communication and connection is needed, and it can be done through text. Text is a part of the language, which means that literacy can help to increase the use of the language in society. 7) Literacy is one of the

more essential tools to give more excellent voice and participation. As mentioned on the previous point, language is needed to develop communication and connection. By increasing the use of language through literacy, the involvement and voice from society can be improved. 8) Literacy is part of spiritual and religious expression. It is part of spiritual and religious expression because literacy deals with all aspect of life, including local people. Besides that, literacy must be one thing which can give power and hope for everyone to achieve what they need. Because of that, literacy must be act as a bridge to help people whatever they need. 9) Early childhood and family literacies are the essential aspects of a learning society and literate development. Parents as the one known by their children for the first time must give an excellent parental education to help children to have a strong fundamental skill and make them ready for their future life. And 10) Literacy must be useful as a part of marketable skill and vocational training. Literacy can be acted like the way of getting information which can be helpful to develop the level of employers and institutions or work sites. By seeing the principles of literacy, it can be assumed that literacy is very essential to survive with the changing of life in this era.

According to Padmadewi and Artini (2017), there are four steps of literacy development model. First, it is early literacy which is focused on brainstorming the students by introducing the literacy by small activities based on the surrounding, for example like spelling their names to make the students know the sound of the alphabet to classify the alphabet and write the name or another simple word. Second, it is primary literacy which is focused on developing student's reading and writing one step ahead, for example, like organizing the word into meaningful sentence and understanding the concept between symbol and picture. Third, it is self-directed literacy. In this stage, the students already find the benefit through reading and interaction through reading and writing occurred a lot during the learning process. The last step is independent literacy which means the students already useful in organizing and creating a meaningful product like a paper or essay. In this stage, the teacher's help decreased to achieve student's independence in learning. It is also supported by National Consortium on Deaf-Blindness (NCDB) (2014) in which there were four Literacy programs based on the students' level. Those stages were early literacy, primary literacy, early independent literacy, and independent reading literacy. Early Emergent Literacy was the early level of literacy development. The characteristic of this level was the students' ability to understand the text/pictures convey the meaning from the text/pictures. In this level, the students were able to make the connection between signed or spoken language and print, understand the picture of the book, recognize and began to read the book—the students began to read some words, such as their names, and also write a specific letter. Second, primary literacy was the literacy level in which the students' ability begins to develop their literacy skill. The characteristics of this level was the students' awareness to speak a particular word that had the same sound but had a different meaning. They could learn to differentiate those words based on the name they said, and they understand about the words pronounce from the text. Next, early independent literacy was the level of students' literacy in which students begin to have a reading desire based on the information they were interested and begin to write an idea that they have through reading. In this level, the students were able to answer questions about the text they are reading and students started reading independently for a long time. Last, independent reading literacy was the higher level of literacy development—the characteristic of this level is the students began to understand what they read from the text through their own understanding. The students tend to increase comprehension about the text that their read, reading in confidently and independently in several models of the text. By seeing this stage, it can be seen that the outcome of literacy is to make the learner achieve independent reader.

Literacy skills of Indonesian people could be categorized as low. According to National Statistics Bureau (2006 as cited by Alfariqh, 2017), 85.9% of Indonesian people tend to watch television rather than listening to the radio (4.3 %) and reading the newspaper (23.5%). Based on this, Indonesian government have done every effort to help children build their reading habit and literacy skills. Under the School Literacy Movement Project, many programs were *Nasional* launched, some of which were : *Indonesia Membaca* (Indonesia Read), *May- Bulan Buku* (May-National Book Month), *September-Bulan Gemar Membaca* (September-Love reading Month), *Hari Kunjung Perpustakaan* Library Visit Day, *TBM Taman Bacaan Masyarakat* (Community Reading Park), and so forth. After a few years of implementation, Pradana, Fatimah and Rochana (2017) found these programs did not show satisfactory impact and teachers' capability to facilitate the students and lack of facilities were blamed as the cause of the failure.

The low rate of reading and writing in Indonesia also can be seen from the book production in the year 2012. Indonesia produces 8000 books/year. It is far from other countries such as Malaysia (15,000 books/year), Vietnam (45,000 books/year) and England (100,000 books/year) (Mashuri, 2012). It could be assumed that literacy in Indonesia needed to be improved because of people with a lower rate of literacy development resulted bad civilization (Teeuw, as cited by Suryaman, 2015). Because of that, literacy is needed to provide rich literacy opportunities (McCabe, Gledhill & Liu, 2015: 2)

The lack of books and facilitation to help students (especially of public schools) improve their reading habit has been addressed in many researches. Not many children have the opportunity to attend a good private school that have much better facilities to support their student's literacy skills (sastrawan, 2015). For this reason, it is important to see a model offered by a school that has an established literacy program. This is the idea of this study came from. The school selected was a bilingual primary school in north Bali. Based on the pre observation in the school, the students had a program to build students' reading habit. Therefore, a study was conducted to describe the literacy activities in the school.

Most studies regarding literacy activities in basic education in the context of Indonesia schools were found to focus on numeracy, and material development. The studies that specifically about reading activities in school settings were hardly found. For example, Pamungkas (2017) developed a literacy material using Research & Development paradigm, and the findings concluded that the materials were ready to use. Similarly, Ratminingsih (2014) developed scripted songs in an attempt to provide young learners with materials to develop their literacy skills in English language and the study resumed with a recommendation that scripted song was a good material to motivate children to learn English.

Studies about reading activities were mostly not in Indonesian school context. For example, Lee and Schallert (2015) conducted a study, in Korean school context, entitled 'Exploring the Reading-Writing connection: A yearlong classroom-based experimental study of middle school students developing literacy in a new language' found that that reading improves writing significantly. Thus, the lack of studies about reading for young learners in Indonesia schools was the main reason for this study to be conducted. Schools need to learn from other schools that have a success story in implementing a reading program.

3 METHOD

The design of this study is embedded mixed-method. Qualitative data were collected from non-participant observation in which the researcher observed the implementation of independent reading

literacy program either in or outside the classroom. Besides observation, an interview was also conducted to enrich the qualitative data. The informants were the teachers and principal of the school. The quantitative data were collected from the scores collected by teachers on their literacy skills at the beginning and the end of the school term. T-test was used to examine the significance of the student's improvement in literacy skills as the results of the independent reading activities.

4 FINDINGS AND DISCUSSIONS

The observations and interviews conducted at the school found that there are several programs of independent reading activities which basically need the students to independently read any resources in order to accomplish the tasks. There were novel study, rice-field study, scavenger hunt, writing newspaper, story writing, book review and social Study. Table 2 explains the programs and their purposes.

Table 2 Kinds of Independent Reading Programs at the bilingual school

Literacy Program	Class	Purpose	Description
Novel Study	3, 4, 5, 6	To make students able to create a text, to response the book with the accurate answer and able to read kind of text	Novel Study is the activity in which the students need to read a novel, do the tasks related to 4 skills in English. The novels given are graded depending on the student's grade.
Rice-Field study	4	To make the students aware of their surrounding and put what they see into a product in a scientific way	Students need to find and read any sources in order to do the task. This study is o project of one semester, where the students have to do a small 'research' observing rice field starting from planting, until harvesting. During the process of data collection, students sometime need to interview local farmers, and after that create a report based on their data collection and present it in front of the public.
Scavenger Hunt	3, 4	To make the students do things based on instructions and understand the instructions in the target language.	The scavenger hunt is the activity in which the students need to read the instructions given and find out the requested items based on the instructions within the time limit provided.
Tabloid NBBS News (writing newspaper)	All students who belong to a journalistic club	To make students create a tabloid and presented events and presented in simple tabloid in English.	Writing newspaper is the activity in which the students must be able to create news based on the data collection, and the students need to know the academic writing first. Independent reading take

Literacy Program	Class	Purpose	Description
			place during the process and after the process. The tabloid is then sent home and read by all students.
Story Writing	5	To read any stories and create story in the students' version, or make study summary.	Story writing is the extension of story reading. Students are asked to make the story in their version, or continuing the story, or can be writing a summary.
Book Review	5, 6	To read any book and write a brief review on what they read.	The book review is the activity in which the students need to review a book/books assigned by their classroom teachers and after that make a review using the blue prints provided by their teachers.
Social Study Gallery	6	To make a joint product and display them in a school gallery.	Social Study is the activity in which the students need to read any related sources based on the topics and theme, and then they make a project. All projects are then displayed in a gallery. The projects can be a diorama and they need to explain to the gallery visitors in both languages (the native language or English).

The programs stated in Table 2 are all related to literacy programs which were conducted as co-curricular activities. Novel Study was conducted either using novel in Bahasa Indonesia or also in English. Novel in Bahasa Indonesia is introduced in Grade 3 as a kind of a way of introducing novel study. In grade 4, very simple English novel is introduced until they are in grade 6. As a novel study, the students are also given tasks related to the novels read.

Rice field study is a thematic activity in which the students do a real observation about rice field for about one semester. The students read references about rice field, and discuss the process and the activities in the rise field and interview the local farmers. After that they make a report based on their data collection and present it in front of public. The presentation is conducted to parents, or other people who visit the school.

The scavenger is the activity in which the students need to read the instructions given and find out the item based on the instruction within a time limit. The activities of scavenger hunts can be in different levels and types, and ranging from simple to complex tasks. The students are needed to use English in real life. The format of the activities is conducted in the forms of a game to make it fun and authentic.

Writing newspaper is another literacy program where students are demanded to use English not only for reading, but also use it for authentic use. The students must be able to create news based on the events. The students need to consult the teachers about the events to be written. After the agreement, the students

then interview people related to the events before they wrote them in both languages, Bahasa Indonesia and English. The newspaper is then printed and shared to all students in the school.

Story writing is another independent reading program conducted as a part of the literacy program. It is conducted in different forms. The English teachers read the story part by part in several weeks, and the last part is not read. The task of the students is to write the unfinished part and make it in the students' versions. Another form can be writing the summary of the story and the students need to publish it as a summary or in the form of a poster.

The book review is also part of literacy program of the school. In this activity, the students need to review a story book/books based on several criteria such as title, the writer, published year, the character and its characteristics. The students are also required to review about the moral values found in the story books.

Social Study Gallery is an activity in the school level. This project requires students to read any books of references pertaining to the theme of the gallery. Based on the theme, the students can create any projects like a diorama or other forms where students can introduce what they read and make a display in the form of gallery. The gallery can be for three days and it can be visited by parents and also students. The students in charge can be asked to inform the projects to the visitors in both languages based on their request.

Table 3 Result of Each Literacy Program Applied in the school

No	Literacy Program	Before			After			Result of Sig (2-Tailed)		
		Class			Class			Class		
		4	5	6	4	5	6	4	5	6
1	Novel Study	73.514	86.809	80.526	90	88.809	87.894	0.000	0.004	0.000
2	Rice-Field Study	76.428			88.333			0.000		
3	Scavenger Hunt	74.76			93.81			0.000		
4	Writing Newspaper	76.667	82	85	79.167	87	85			
5	Story Writing		84.333			86.809			0.000	
6	Book Review		74.285	76.052		81.904	83.684		0.000	0.000
7	Social Study Gallery			84.473			85.263			0.667

At the end of the programs, the teachers scored the students' performances and analyzed the accomplishment of the tasks. The scores were compared in order to see the improvement of the students' use of the language. Table 3 shows the comparison of the students' competencies before and after the programs. It was revealed that the students' literacy improved significantly.

After all, data were gathered, the data were analysed by using effect size testing from Pallant (2010) to test its significance. This is the parameter of effect size.

Table 4. Effect Size Parameter

Size	Cohen's d (standard deviation units)
Small	0.2
Medium	0.5
Large	0.8

Based on the finding in Table 4, it can be seen that if the value of cohen's d is below 0.5, the significance was categorized as small, if it is below 0.8, the importance was classified as medium. If it is above 0.8 or similar to 0.8, the significance was categorized as high. This is the result of cohen's d for each independent literacy program

Table 5 Result of Cohen's d for Independent Literacy Program

Program	Cohen's d	Category
Novel Study for 4th-grade students	3.381672	Large
Novel Study for 5th-grade students	0.240143	Small
Novel Study for 6th-grade students	0.985984	Large
Rice-Field Study for 4th-grade students	2.798571	Large
Scavenger Hunt for 4th-grade students	3.381672	Large
Story Writing for 5th-grade students	0.313098	Small
Book Review for 5th-grade students	1.664511	Large
Book Review for 6th-grade students	1.399142	Large

Based on all the results of each literacy program occurred in the school, it could be concluded that the Independent Reading Program implemented improved the students' literacy skill significantly.

By using Paired t-test for each literacy program and by seeing the scores achieved by the students in doing the activities, it can be concluded that the Independent Reading Program implemented give improvement for the students' literacy skill in terms of general English because the result dominantly showed the significant effect of an independent literacy program on students' literacy skill in which the mean of the post-Test score was higher than the mean of pre-test score for each program.

The impacts of the programs are also evident in terms of their characters values. It is clear from their performances during the presentations to public that the students are very confident, critical and competent in answering and discussing with visitors. Their use of English sometimes is not always fluent but the ways of thinking significantly show that they understand clearly what they do, indicating the real competencies.

The use of independent reading program as a medium of exercising students' literacy skills, it can be reconfirmed that literacy is a social phenomenon is indicated clearly in this study UNESCO (2003). The students are demanded to use their communication and cooperation in doing every task from which they require to use the language authentically as a way of making social interactions. This is line with other statement that literacy is needed to provide rich literacy opportunities (McCabe, Gledhill & Liu, 2015: 2). Literacy skills which basically deal with the ability to read and write are basic foundations of how other advanced literacies can be understood and developed naturally by the students.

Even though the study was conducted in the setting of a school, the findings can be used as a reference for other teachers worldwide who are interested in developing independent reading and literacy programs for primary school students. Other researches which involve different setting and more schools can be suggested to be conducted in the future to see whether similar results are found.

5 CONCLUSION

The independent reading programs found in this study are all introduced in the context of real-life literacy. The students carried out the programs as a part of their programs at the school where they can do it in cooperation with other students. The impacts are clear, not only improving the literacy of the students and their English, but also their character and behavior. They are naturally exercising responsibility, leaderships, cooperation and tolerant with other forms of character educations from which their literacy and English use grow naturally.

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Blended Learning as a Trend of the 21st Century Learning Paradigm: A Meta-Analysis Study

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Abstract. Blended Learning emerged as one of the learning paradigms popularized in early 2000. Several studies revealed the influence and improvement of learning when this paradigm was applied. The emergence of new technological innovations implied in blended learning is able to fill the gap between traditional face-to-face learning and other learning that is spread into the learning environment. This article aims to analyse the trend of blended learning in terms of 40 related articles in 2015-2019. Meta-analysis is used as a technique for reviewing methodologies, fields of study that have applied blended learning, technology or online platforms used, the impact of learning on students, and Blended Learning challenges. The results of the analysis are presented using description, percentage, and frequency analysis. This analysis reveals that various fields of study practiced into blended learning bring a positive influence on learning activities such as improving student learning outcomes, motivation, learning independence, the effectiveness of learning, and student achievement. Several studies in this analysis have implications that can be considered for future education. Some of the challenges found in implementing blended learning, need to be addressed more deeply by researchers in the future. This learning can be an implication of the views of educational institutions or policymakers in government, especially in the field of education, to make blended learning a contemporary learning model that is implemented in the learning environment.

Keywords: Blended Learning, Meta-analysis, Learning Outcomes, Learning Achievements.

1 INTRODUCTION

The 21st century technology places access to information and the internet easily accessible through various technological tools such as computers, laptops, and smartphones. No exception in the field of learning, the use of technology by students to assist in interacting with students and teachers, and access learning content not only in the classroom but also outside the classroom through distance learning (Zainuddin & Halili, 2016).

Distance learning is one of the learning paradigms as an alternative to traditional learning that focuses on instructors as a center of knowledge that is less relevant to be applied in today's digital era. Traditional classroom activities such as learning, laboratories, homework, and examinations can be accessed through web technology that is connected to the internet network, and students can access anywhere outside the classroom. In addition, students can access many lesson contents for free provided on the website as a reference in learning activities. Today's digital age, students can access various types of learning content such as tests, pictures, and videos anywhere conveniently. The positive impact of the emergence of this paradigm has influenced the development of learning structures in education and replaced the use of blackboards with online learning (Zainuddin & Halili, 2016).

The use of online media in the learning process can build professional relationships that are raised through human guidance and collaboration with technology to interact socially from various ideas. Learners can learn at different locations and times through distance learning. Therefore, in the current digital era, it requires students to work independently and collaboratively for all activities in the learning process. The new learning paradigm that has emerged now influences education towards the positive and forms independent learning among students. Technology in education is a process that continues to evolve and requires students and instructors to always update the technology used in the learning process. Blended learning occurs and is seen as a learning technology that is very important to use in learning. Therefore, based on these reviews, the authors believe that it is very important to do a study of the contents of articles / journals that have implemented Blended Learning which continues to grow until now.

The blended learning approach is generally studied and used in various educational institutions throughout the world. Therefore, in this article we intend to contribute more to the important aspects of blended learning in its application in education. This review intends to identify methodologies, fields of study, technological tools, quotations from authors, the impact of learning on students, and blended learning challenges through content analysis of 40 articles in 2015-2019. We hope that this research will encourage future researchers or policy makers to broaden their considerations and obtain publications in the blended learning approach. Thus, the analysis of this study addresses the research questions as follows:

1. What methodology is often used in research on the application of blended learning?
2. What field of study has you studied applying blended learning?
3. Is the technology tool or online platform used to implement blended learning so far?
4. What is the impact of the application of blended learning to students?
5. What are the challenges in implementing blended learning?

2 METHOD

2.1 Research Design

This study was reviewed through an analysis of 40 articles / journals regarding the application of blended learning that were published from 2015 to 2019. Content analysis is a research technique that is usually applied in social sciences and humanities (Zainuddin & Halili, 2016). Zainuddin and Halili (2016) notes that content analysis is a method that studies written text content, images, and recordings. The reason for using content analysis in this study is that this

method is capable of evaluating a number of publications, analytical processes, and interpretations of articles including developing categories, calculating the frequency and stages of interpretation that can be solved carefully (Zainuddin & Halili, 2016). Another reason is that the use of content analysis can link data related to each other and analyze the subject matter of the readings that readers can read easily and efficiently, can also be used by researchers as a reference for potential research in the future (Zainuddin & Halili, 2016).

Content analysis research has been carried out by many researchers in the field of educational technology. For example, Zainuddin and Halili (2016) conducted a study to explore current trends in the field of distance education research during the 2009-2013 period. They reviewed 861 articles from seven scientific journals. In this study, they examined the keywords that were most often indicated, the research fields chosen, emphasized theoretical and conceptual backgrounds, used research designs, used data collection instruments and data analysis techniques, focus variables, target populations or groups of participants, references cited, and the author quoted. The research findings were interpreted using descriptive analysis (frequency) and social network analysis. The findings and discussion in this study can be the basis for potential future research from the blended learning approach and studies in the field of distance education.

Other content analysis was carried out by Zainuddin and Halili (2016) to examine 69 articles on e-learning based adaptive individual learning styles published from 2005 to 2014. The research was categorized with the objectives, characteristics, methods, participant characteristics, level, data collection tools, modeling learners, employed learning styles, subjects, and findings. Data were analyzed by descriptive analysis including frequency and percentage. The results show that in terms of learning styles, more than half of the studies used the learning styles of Felder-Silverman and Kolb.

Thus, the content analysis process in this study is very long and may require researchers to follow certain steps to obtain research validation. According to Zainuddin and Halili (2016), content analysis refers to analyzing material in a step-by-step process. The steps that must be followed are as follows: first, content analysis is done by formulating articles / journals. Second, a number of 40 articles / journals that influence or impact the blended learning class published in 2015, 2016, 2017, 2018 and 2019 selected from various fields of study. Third, the main categories of points to be analyzed include methodology, fields of study, technological tools, the impact of learning on students, and blended learning challenges. The results of the analysis are presented using descriptive analysis, percentages, and frequencies sorted from the categories most often used in blended learning. Fourth, the data are analyzed and presented systematically starting with the most frequently used methodologies, fields of study, technological tools, interpretation of the impact of student learning, and the challenges of blended learning. Then, the researcher concludes and suggests potential future research into the blended learning class that can be done to contribute to the literature on the blended learning class approach.

3. RESULTS AND DISCUSSION

In this study, a number of 40 publication articles / journals were examined in 2015-2019. Descriptive analysis in the form of percentage and frequency is used in analyzing data. Discussions are carried out based on percentages which describe systematically starting with the most frequently used methodologies, fields of study, technological tools, the impact of learning on

students, and the challenges of blended learning. From the articles reviewed, the research findings can be described as follows.

3.1 Research Methodology Used in Blended Learning Research.

The various methodologies used in the blended learning research were taken from 40 articles that have been collected, the first analysis carried out was to examine the related research questions "what methodologies have often been used in blended learning research?". This analysis reveals that the methodology most often used in blended learning is mixed methods analysis (quantitative and qualitative). This analysis is based on the findings of articles / journals used in a number of 40 articles in 2015-2019 that examine the practice of the blended learning model (e.g. Fathoni (2015), Supandi, *et al* (2015), Sulistiyoningsih, *et al* (2015), Hima (2015), Bibi and Jati (2015), Ismaniati, *et al* (2015) , Kiranawati (2015), Kantun and Siswandini (2015), Rizqi, *et al* (2016), Fitri, *et al* (2016), Murni, *et al* (2016), Alfi, *et al* (2016), Lestari, *et al* (2016), Nugroho, *et al* (2016), Herliani and Sibarani (2016), Marini, *et al* (2017) Sudiarta and Sadra (2017), Manggabarani, *et al* (2016), Ningsih, *et al* (2017), Aeni, *et al* (2017), Elmeida and Pranajaya (2017), Sairoji, *et al* (2017), Puspita, *et al* (2017), Divayana (2017), Herliani and Sibarani (2017), Alwan (2017), Hartomo, *et al* (2017), Wijayanti, *et al* (2017), Utami (2017), Suana, *et al* (2018), Akhmalia, *et al* (2018), Susilawati, *et al* (2018), Maryam (2018), Ekawati (2018), Fidiatun, *et al* (2018), Setyoko and Indriaty (2018), Yanto and Retnawati (2018), Rizki and Daniamesino (2019), Wahyudi, *et al* (2019), Yanto and Awaliyah (2019) The instruments used in data collection are mainly tests, questionnaires, documents, and interview Another method that is most often used is the quantitative approach and to test the effectiveness of learning with blended learning based on student perceptions through the responses of students, in this analysis the authors did not find qualitative approaches such as using a single instrument interview, group discussion, or observation, following a description that shows the percentage of research methods in blended learning from 40 articles d selected from 2015, 2016, 2017, 2018 and 2019.

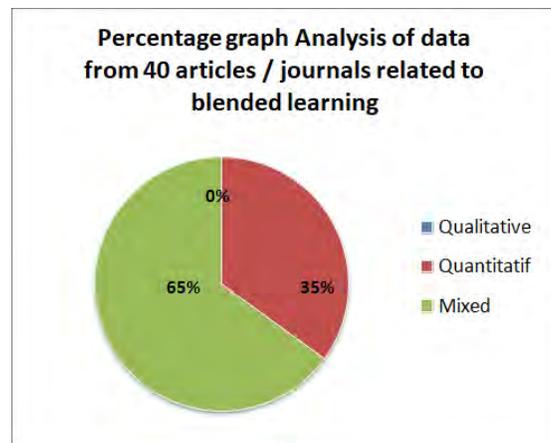


Figure 1. Percentage graph Analysis of data from 40 articles / journals related to blended learning

Based on the methodology used in 2015, there were 3 journals using quantitative methods and 5 journals using mixed methods. In 2016 there were 3 journals using quantitative methods and 6 journals using mixed methods, in 2017 there were 5 journals using quantitative methods, and 7 journals using mixed methods, and in 2018-2019 there were 3 journals using quantitative methods, and 8 journals using methods mixture. Figure 2 summarizes the frequency of the research methods used in each publication year.

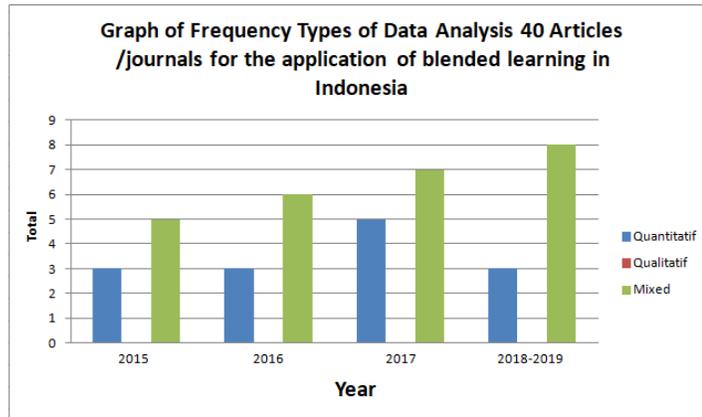


Figure 2. Graph of Frequency Types of Data Analysis 40 Articles / journals for the application of blended learning in Indonesia

In terms of participants or samples, all participants in this study were students from various levels of education. The majority of participants are students, for example. *Fathoni (2015)*, *Bibi and Jati (2015)*, *Ismaniati, et al (2015)*, *Murni, et al (2016)*, *Herliani and Sibarani (2016)*, *Ningsih, et al (2017)*, *Aeni, et al (2017)*, *Elmeida and Pranajaya (2017)*, *Herliani and Sibarani (2016)*, *Hartomo, et al (2017)*, *Wijayanti, et al (2017)*, *Susilawati, et al (2018)*, [40], *Fidiatun, et al (2018)*, *Setyoko and Indriaty (2018)*, *Rizki and Daniamesino (2019)*, *Wahyudi, et al (2019)*, *Yanto and Awaliyah (2019)*.

Whereas participants among middle school students, for example. *Supandi, et al (2015)*, *Sulistiyoningsih, et al (2015)*, *Hima (2015)*, *Kiranawati (2015)*, *Kantun and Siswandini (2015)*, *Rizqi, et al (2016)*, *Fitri, et al (2016)*, *Lestari, et al (2016)*, *Nugroho, et al (2016)*, *Marini, et al (2017)*, *Sudiarta and Sadra (2017)*, *Manggabarani, et al (2016)*, *Sairoji, et al (2017)*, *Puspita, et al (2017)*, *Divayana (2017)*, *Alwan (2017)*, *Hartomo, et al (2017)*, *Utami (2017)*, *Wijayanti, et al (2017)*, *Akhmalia, et al (2018)*, *Ekawati (2018)*, *Yanto and Retnawati (2018)*.

If it is displayed in graphical form, the distribution of participants in blended learning is examined from 40 articles used, so it can be described as follows.

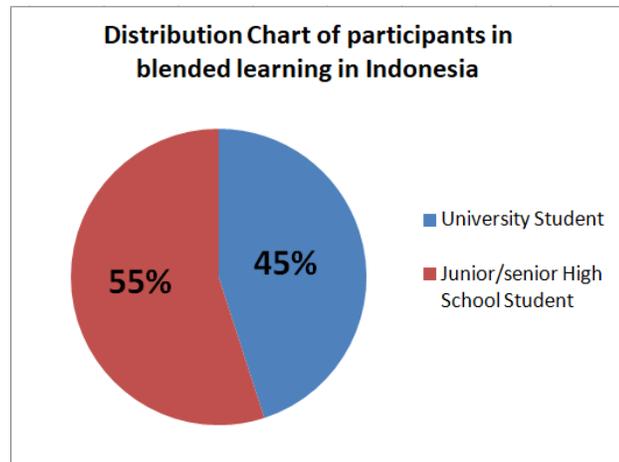


Figure 3. Distribution Chart of participants in blended learning in Indonesia

From the depiction of the graph in Figure 3, the percentage of the application of learning among students is 45%, this shows that the application of blended learning has begun to be introduced and applied in universities in Indonesia. In addition, participants in blended learning among secondary students showed a percentage of 55%. This can be said that blended learning is effectively applied among middle school students. The existence of new innovations in the learning paradigm is very helpful in the effectiveness of the learning.

3.2 Field of Study in Blended learning research

In addition to the analysis of the different methodologies used in blended learning studies, there are also different fields of study that apply blended learning over the past 4 years. This analysis refers to the research questions that arise related to "what field of study examines blended learning?" This study reveals that blended learning has been carried out in various fields of study.

Various studies in the blended learning class in 2015, 2016, 2017, 2018, and 2019 show various fields of study such as Information Systems *Fathoni (2015)*, Mathematics *Supandi, et al (2015)*, *Sulistiyoningsih, et al (2015)*, *Hima (2015)*, *Rizqi, et al (2016)*, *Lestari, et al (2016)*, *Sudiarta and Sadra (2017)*, *Ningsih, et al (2017)*, *Sairoji, et al (2017)*, *Maryam (2018)*, *Ekawati (2018)*, *Yanto and Retnawati (2018)*, Information Technology, Informatics and Computers *Bibi and Jati (2015)*, *Divayana (2017)*, *Utami (2017)*, Educational Technology *Ismaniati, et al (2015)*, [45], *Yanto and Awaliyah (2019)* Accounting *Kiranawati (2015)*, Economics *Kantun and Siswandini (2015)*, *Herliani and Sibarani (2016)*, *Herliani and Sibarani (2016)*, Guidance and Counseling *Fitri, et al (2016)*, Biology *Murni, et al (2016)*, *Setyoko and Indriaty (2018)*, Geography *Alfi, et al (2016)*, *Alwan (2017)*, Medicine [21], *Puspita, et al (2017)*, Chemistry *Manggabarani, et al (2016)*, Computer Systems *Aeni, et al (2017)*, Midwifery *Elmeida and Pranajaya (2017)*, Sociology *Hartomo, et al (2017)*, Physics *Marini, et al (2017)*, *Wijayanti, et al (2017)*, *Suana, et al (2018)*, *Akhmalia, et al (2018)*, Educational Sciences *Susilawati, et al (2018)*, *Wahyudi, et al (2019)*, Office administration *Fidiatun, et al (2018)*.

Based on the analysis of research articles / journals that have been collected, the fields of study in the Mathematics and Natural Sciences learning environment still dominate the application of blended learning. Figure 4 below shows the number of each field of study that has applied blended learning in learning.

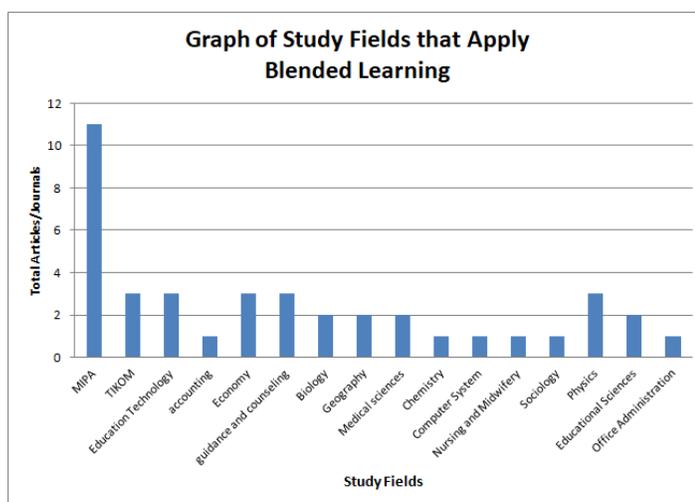


Figure 4. Graph of Study Fields that Apply Blended Learning

3.3 Technology or Online Platform used in Blended Learning

Online technology or platforms have been used in blended learning research. Therefore, this section will refer to research questions related to "what technology or online platform has been used to implement blended learning?" In applying blended learning, there are various website technologies that can be used to interact virtually outside the classroom and be used to work together in solving problems or exchanging ideas. These tools allow users to access sharing text, images and videos with other users as long as the blended learning is opened. This study shows that various online technologies or platforms have been used by students to access learning content online before entering face-to-face classes. Students also use this platform to learn to collaborate online outside the classroom. Staker and Horn (2012) in Zainuddin and Halili (2016) revealed that teaching and learning activities are not only limited to the classroom walls, but can also occur outside the classroom. Therefore, by using various technology media or online platforms, students can learn virtually, access learning content in the form of text and other tutorials for free and interact with other learners outside the classroom at all times. From an analysis of 40 articles / journals, several examples of different technology-based online platforms are used in blended learning. Such online technologies or platforms such as Learning Management Systems (LMS Edmodo), LMS Schoology, LMS Moodle, and other LMS such as google classroom, Blogspot, Quiper School, and others. The percentage of use of the technology or online platform in the application of blended learning that is reviewed from a collection of articles / journals in this paper can be described as follows.

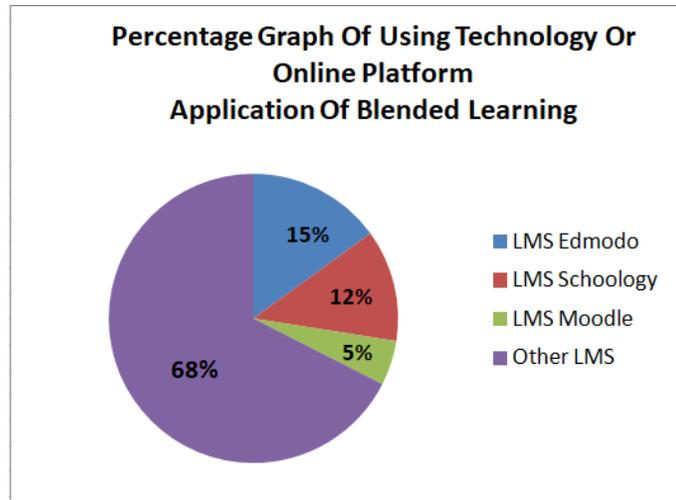


Figure 5. Percentage graph of using technology or online platform Application of Blended Learning

Based on the depiction of the graph in figure 5, the use of technology or online platforms in blended learning is viewed from 40 articles / journals in Indonesia, 15% of the application of blended learning uses LMS Edmodo, 12% uses LMS Schoology, 5% uses LMS Moodle, and 68% uses Other LMS are adapted to environmental conditions where the application of blended learning is applied.

3.4 Impacts on Learning

Some studies show that the application of Blended Learning has a positive impact on teaching and learning practices. This analysis refers to the research question "What is the impact of applying Blended Learning? In this analysis, researchers found a number of positive impacts on Blended Learning learning practices such as improving learning outcomes, learning independence, learning effectiveness, learning motivation, self-confidence and learner achievement.

3.4.1 Learning Outcomes

Learning outcomes can provide an accurate reflection of how well students perform in various subjects in a particular field of study. The structure of an innovative learning environment and pedagogical strategy are the most important factors that will improve student achievement in learning. Therefore, the main purpose of the emergence of blended learning in education is to improve learning outcomes by focusing learning activities involving students rather than focusing on the instructor. Some researchers have applied the blended learning model to examine learning outcomes of various subjects in a particular field of study. The following report shows that blended learning effectively supports student learning outcomes with several motives. Blended learning was previously conducted in the field of mathematics education studies and the results were an increase in mathematics learning outcomes when using blended learning. Ningsih, *et al* (2017) conducted a study to determine the effect of Blended learning on student learning outcomes. The findings show that the increase in the learning outcomes of the statistical methods of students who get Blended Learning is better than students who get regular learning. In addition, other findings also show that blended learning is significantly better in improving student learning outcomes and student learning independence.

Continuing the implementation of blended learning is more effective especially in the field of accounting studies compared to ordinary learning. This was stated by Kiranawati (2015) in his findings stating that the application of the blended learning model had a positive influence on student learning outcomes. The application of the blended learning model takes place effectively in the class if applied in accounting learning. Based on previous findings, the authors can summarize the effect of blended learning on student learning outcomes, which are presented as follows.

Table 2. Learning Outcomes of Students

Researchers Every Year	The Impact of blended learning
Kiranawati (2015)	The application of the blended learning model took place effectively in the experimental class. There are differences in learning outcomes of class XI Accounting 4 students who apply the blended learning learning model to the learning outcomes of class XI Accounting 3 students who do not apply the blended learning model
Murni, <i>et al</i> (2016)	The application of scaffolding-based blended learning has an effect on student learning outcomes on the concept of genetic substance. The results of questionnaire processing show that blended learning is considered to help students understand the concept of genetic substance
Nugroho, <i>et al</i> (2016)	There is the influence of the blended learning approach on the knowledge and attitudes that affect the increase in student learning outcomes of Semarang 1 Kesatrian 1 High School about acne vulgaris.
Herliani and Sibarani (2016)	Student accounting learning outcomes by applying the Problem Based Learning (PBL) based learning model based on Blended Learning on basic competencies in understanding fellowship accounting experience improved learning completeness
Marini, <i>et al</i> (2017)	There are differences in the increase in physics learning outcomes, groups that study with blended learning with students who study conventionally with a significance value of 0,000 ($p < 0.05$). Blended learning classes have improved learning outcomes better than conventional classes
Manggabarani, <i>et al</i> (2016)	Blended learning learning model influences motivation and learning outcomes of class X students of SMA Negeri 1 Pitumpanua in the subject matter of the periodic system of elements
Ningsih, <i>et al</i> (2017)	Improved learning outcomes Statistics Method students who get blended learning are better than students who get regular learning.
Aeni, <i>et al</i> (2017)	There are significant differences in learning outcomes between conventional blended learning and classroom classes. The benefits of research to add scientific knowledge in learning technology

	about blended learning especially the use of Edmodo on problem-based learning to improve student learning outcomes.
Sairoji, <i>et al</i> (2017)	Activities of students in the jigsaw cooperative learning model on trigonometric material in class X Pharmacy 1
Puspita, <i>et al</i> (2017)	The blended learning approach influences the level of knowledge selected from the learning outcomes and attitudes of Semarang State High School 9 students about sexually transmitted infections and increased knowledge and attitudes towards sexually transmitted infections in Semarang 9 High School students who are given the same blended learning approach compared to those given lectures and higher compared to those not given health education
Herliani and Sibarani (2017)	Student accounting learning outcomes by applying the Problem Based Learning (PBL) learning model based on blended learning on basic competencies in understanding partnership accounting has increased student learning completeness by 29.43%, from 52.94% in the first cycle to 82.35% in the cycle II
Alwan (2017)	The effectiveness of the blended learning model is proven by increasing student learning outcomes from 55.29 to 88.65. Student responses generally respond positively.
Fidiatun, <i>et al</i> (2018)	The application of the blended learning learning model based on the application of schoology can improve student learning outcomes with a class average in the cognitive domain of 85.29 or with a percentage of completeness of 100%, an affective domain with a percentage of 100% completeness, the average value, B, the average psychomotor domain is 85.03 100% completeness percentage.
Setyoko and Indriaty (2018)	Significant student cognitive learning outcomes have increased through Blended Learning based Problem Based Learning. Student learning motivation has a very high motivation category

3.4.2 Motivation of Students

In addition to the effectiveness of learning and improving student learning outcomes, student motivation also becomes an important role in carrying out learning. Motivation is an inner force that encourages people to take action or move towards the goal (Zainuddin & Halili, 2016). Learning motivation of students is defined as the enthusiasm, initiative, and willingness of students to attend and study a material. In education, motivation is recognized as one of the most important elements that supports the performance and achievements of students.

Learning motivation of students consists of intrinsic and extrinsic motivation. Intrinsic motivation refers to the actions of individuals involved in the individual itself. While extrinsic motivation refers to individuals involved in actions outside the individual itself. Likewise, this analysis shows that blended learning has been able to introduce, empower, develop, and train the ability of students to learn independently or at their own pace.

Some studies show that the impact of the application of blended learning is to increase students' motivation in learning activities. For example, research conducted Bibi and Jati (2015)

revealed that students' learning motivation in Information and Computer Technology Education Program at STKIP PGRI Pontianak for Algorithm and Programming courses had significant differences between classes using blended learning models and classes using conventional models. Another study conducted by Fitri, *et al* (2016) said that blended learning methods effectively improve student learning motivation.

Information services equip students with knowledge of data and facts in the fields of education, employment, and social development so that students are able to organize and plan their lives. By understanding various information can be used as problem solving experienced by students to develop and maintain the potential that exists. Based on the results of these studies, it can be implied that the learning environment created with blended learning tends to meet the needs of students in terms of learning achievement. Another view that shows the effect of blended learning on students' learning motivation is contained in the following Table 3.

Table 3. Learning Motivation of Students

Researchers Every Year	The Impact of Blended Learning
<i>Fathoni (2015)</i>	The strategy of using blended learning in ERP courses as part of the learning process can increase motivation and learning outcomes that have been done
Hima (2015)	The application of blended learning is proven to be able to
Bibi and Jati (2015)	improve student learning motivation in participating in mathematics learning
Fitri, <i>et al</i> (2016)	Motivation for learning students of the Information and Computer Technology Education Program at STKIP PGRI Pontianak for Algorithm and Programming courses had significant differences between classes using blended learning models and classes using conventional models.
Manggabarani, <i>et al</i> (2016)	Blended learning method effectively increases student learning motivation. Information services provide students with knowledge of data and facts in the fields of education, work and social development so that students are able to organize and plan their lives. By understanding various information can be used as problem solving experienced by students to develop and maintain the potential that exists
Elmeida and Pranajaya (2017)	Blended learning learning model influences the motivation and learning outcomes of class X SMA Negeri 1 Pitumpanua students on the subject matter of the periodic system of elements
Setyoko and Indriaty (2018)	There are differences in learning motivation significantly between classes using conventional learning models with classes

3.4.3 Learning Independence

The next positive impact of the application of blended learning is the increased independence of learning from students. The independence of learning is explained by Yusufhadi Miarso (2007:

251) in Ismaniati, *et al* (2015) as a regulation of learning programs organized in such a way that each student can choose and determine the material and progress of his own learning. Martinis Yamin (2012: 141) in Ismaniati, *et al* (2015) describes learning independence as a learning activity that is free to determine direction, plan, source, and decision to achieve academic goals, but not free from religious rules, state rules, customary rules or society. Mandiri does not mean learning alone without the help of others, but learning on your own initiative either with or without the help of others. People who have learning independence, know when to need help and when they don't need help from others in learning. The concept of learning independence rests on the principle that individuals who learn will arrive at the acquisition of learning outcomes. Therefore, learning independence must be possessed by every student in learning.

Several studies have shown that the impact of the application of blended learning is to improve students' learning independence. For example, research conducted by Ismaniati, *et al* (2015) shows that the use of blended learning models can improve learning independence and instructional attractiveness in student lectures at TP FIP Study Program in the subject of Learning Multimedia Development. In detail, other studies that show the effect of blended learning on student learning independence are contained in table 4. below.

Table 4. Learning independence of students

Researchers every year	The Impact of Blended Learning
Ismaniati, <i>et al</i> (2015)	The use of the blended learning model can improve learning independence and instructional attractiveness in the lectures of students of the Faculty of Science Faculty of Science and Technology in the course of Multimedia Development Learning
Marini, <i>et al</i> (2017)	There is a difference in student learning independence, which learns with blended learning with students who study conventionally with a significance value of 0.017 ($p < 0.05$). Classes that study blended learning are more independent than conventional classes.
Ningsih, <i>et al</i> (2017)	Increased learning independence of students who get Blended Learning is better than students who get regular learning, for all students, the level of early and high math ability. Whereas in the initial ability of mathematics is low, the increase in learning independence of students who get Blended Learning is no better than students who get regular learning.
Susilawati, <i>et al</i> (2018)	The use of constructivist-based blended learning models in Civics courses is beneficial for FKIP UISU students. The development of constructivist-based blended learning learning models in Civics courses can improve student learning independence which encourages student-centered learning that is not limited to space and time.
Yanto and Retnawati (2018)	The learning with the blended learning model can influence the independence of students' mathematics learning.

3.4.4. Effectiveness of Learning

Effectiveness is the ability to choose the right destination or equipment for achieving the goals set. Effectiveness can be interpreted the level of success that can be achieved from a particular way or business in accordance with the objectives to be achieved (Ping and Guo, 2019). The effectiveness of learning is a broader concept to cover various factors inside and outside a person. Blended learning in addition to influencing individual learners, whether students, teachers, or others involved in learning activities, also affects the effectiveness of learning (Agustini, 2019).

Divayana (2017) in his research related to the application of blended learning revealed that the effectiveness of the implementation of blended learning in Udayana IT Vocational School went well, including the component of the assessment system obtained an average effectiveness rate of 86.7% so that it included the level of effectiveness of the high category, program planning component obtained an average effectiveness level of 85.6% so that it includes the level of effectiveness of the high category. Several other studies also revealed the same thing in learning with the application of blended learning. Therefore it can be implied that the learning environment created with blended learning has an effect on learning effectiveness. In detail other studies that show the effect of blended learning on student learning effectiveness are contained in table 5 below.

Table 5. Effectiveness of Learning

Researchers every year	The Impact of Blended Learning
Sulistiyoningsih, <i>et al</i> (2015)	Mathematical learning of opportunity material using the Problem based learning (PBL) model using blended learning and PBL with adiwiyata nuances using blended learning is declared effective
Kiranawati (2015)	The application of the blended learning model took place effectively in the experimental class. There are differences in learning outcomes of class XI Accounting 4 students who apply the blended learning learning model to the learning outcomes of class XI Accounting 3 students who do not apply the blended learning model.
Aeni, <i>et al</i> (2017)	The problem-based blended learning model is effectively used in learning based on the results of the post test control class 77.33 and the average post-test experimental class 81.11. The results of the t test analysis obtained the value of $t_{count} = 2.161$ with $pvalue = 0.03 < 0.05$, which means that there are significant differences in learning outcomes between the experimental class and the control class. The benefits of research to add scientific knowledge in learning technology about blended learning especially the use of Edmodo on problem-based learning to improve student learning outcomes.
Divayana (2017)	The level of effectiveness of the implementation of blended learning in Udayana IT Vocational School has been running well, including the component of the assessment system obtained an average effectiveness level of 86.7% so that it includes the level of effectiveness of the high category, the program planning component obtained by the average

	level effectiveness of 85.6% so that it includes the level of effectiveness of the high category
Alwan (2017)	The effectiveness of the blended learning model is proven through increasing student learning outcomes from 55.29 to
Hartomo, <i>et al</i> (2017)	88.65. Student responses generally respond positively.
Wijayanti, <i>et al</i> (2017)	The results of the final model effectiveness test with the Wilcoxon pretest and posttest test show that this model is very effective by obtaining the pretest percentage of 58.47 and the percentage value of posttest 94.40 so that an increase of 35.93%.
Akhmalia, <i>et al</i> (2018)	The results of the expert validation test show that the product developed has very valid and feasible quality to be used with the acquisition of the percentage of feasibility in each aspect of the appraisal which is 83.7% and 84.8%;
<i>Rizki Daniamesino</i> (2019)	LMS-based blended learning with inquiry learning model has a significant influence on students' conceptualization compared to conventional learning (lecture method). so that LMS-based blended learning with inquiry learning models is more effective to improve students' mastery of concepts.
Wahyudi, <i>et al</i> (2019)	The learning model developed has the effectiveness of learning based on the difference in the mean value of the pre-test and the test post in the trial class with the comparison of the gain values of the learning outcomes showing significant differences
Yanto and Awaliyah (2019)	This model is effectively used to enhance student creativity in making elementary school mathematics learning designs that creatively fulfill three creative aspects, namely flexibility, novelty and elaboration.

3.4.5 Learning Achievements of Students

Learning achievement is one measure of the success rate of a student in learning activities. Thus, students get minimal learning achievement within a certain ranking limit, often said these students succeed (Agustini, 2019). Learning achievement can be determined by several factors in learning activities, such as students, instructors, learning environments, or others. Blended learning as a modern learning that combines face-to-face learning and online learning can influence students' learning achievement. This is in line with the research conducted by Ekawati (2018) in his research which shows that the application of blended learning with the edmodo application based on PDEODE learning strategies can improve the learning achievement of class VIII F MTs N Magelang. Therefore, blended learning can improve student achievement.

3.4.6 Level of Understanding, Critical Thinking Ability, and Problem Solving Strategies for Students in Learning

Understanding can be intended as a process or way of understanding. In learning, understanding is intended as the ability of students to be able to understand what has been conveyed by the teacher. In other words, understanding is the result of the learning process. So that it can be understood that understanding is the process of the occurrence of adaptation and transformation of science. The ability to think critically can be interpreted as a process and ability that is used to understand concepts, apply, synthesize and evaluate information obtained. Critical thinking is one of the competencies to be achieved from educational goals, even as one of the goals to be achieved. Problem solving strategy is a learning strategy that is based on the many problems that require investigation that require real solutions to real problems. In the learning process it is very important that students want to have problem solving strategies to overcome the problems faced in learning. The blended learning paradigm is examined from the articles / journals that have been collected that can influence the level of understanding, critical thinking skills, and problem solving strategies of students in learning. This finding can be presented in the following table 6.

Table 6. Level of Understanding, Critical Thinking Ability, and Problem Solving Strategies for Students in Learning

Researchers every year	The Impact of Blended Learning
Level of understanding	
Supandi, <i>et al</i> (2015)	Blended learning has a positive influence on trigonometry learning, where students can repeat trigonometry lessons at anytime and anywhere outside the hours of face to face with the teacher in class. This causes students' understanding to be continuously developed and academically better student achievement.
Bibi and Jati (2015)	The increase in student learning motivation due to the application of learning to the blended learning model averaged an increase of 11.705 and there was an increase in students' understanding of the average increase of 30.288.
Rizqi, <i>et al</i> (2016)	Students' mathematical communication skills in blended learning are good. Offline and online learning that is carried out alternately can express students' mathematical ideas through oral and written correctly. It is shown that students are able to understand and write what is the information of the questions, write down what is asked and can find ideas to solve the questions given
Murni, <i>et al</i> (2016)	Blended learning based on scaffolding has an effect on student learning outcomes on the concept of genetic substance with a significance of 0,0001. The results of questionnaire processing show that blended learning is considered to help students understand the concept of genetic substance
Sudiarta and Sadra (2017)	Understanding of mathematical concepts and the ability of problem solving students who follow the BLBVA model is better than understanding mathematical concepts and the ability to solve problems students who take conventional learning

Critical Thinking Ability	
Alfi, <i>et al</i> (2016)	The application of problem-based geography learning with blended learning influences students' critical thinking skills. The average value of critical thinking skills of students in the experimental class or the class given the treatment is higher than the control class that uses conventional learning. Problem-based geography learning with blended learning as one of the contextual learning models is very well applied because it can improve students' thinking and reasoning abilities in recognizing problems, analyzing, finding solutions, and evaluating population problems around students
Lestari, <i>et al</i> (2016)	Learning tools in the application of blended learning are effective, this can be seen from 97.5% of students who have critical thinking skills with high or very high criteria and students who complete cognitive learning outcomes are as much as 80%.
Suana, <i>et al</i> (2018)	The difference in the average critical thinking skills of the experimental class students with the application of schoology-based blended learning has a significant effect on students' critical thinking skills.
Maryam (2018)	Microsoft mathematics' assisted blended learning strategy has a significant influence on students' creative thinking abilities.
Problem Solving Strategies	
Sulistiyoningsih, <i>et al</i> (2015)	Mathematical learning of opportunity material using the Problem Based Learning model using blended learning and Problem Based Learning with adiwiyata nuances using blended learning is declared effective.
Sudiarta and Sadra (2017)	The results of the research and discussion that have been described previously, it can be concluded that understanding mathematical concepts and the ability of problem solving students who follow the BLBVA model is better than understanding mathematical concepts and the ability to solve problems students who take conventional learning

3.5 Challenges in Blended Learning

Even though blended learning is quite clear the effect is in the application of learning, but there are some challenges that must be faced both in terms of educators and students (Hellystia, 2019). The main success of the implementation of blended learning in several educational institutions, must be able to face these challenges (Agustini, 2017). Some challenges in applying blended learning are:

1. The success of blended learning in educational institutions is substantially dependent on how to deal with the main challenges, namely awareness of how the benefits of blended learning, the use of blended learning methods by educators or students, and the technical challenges related to blended learning.
2. The challenge that is also faced is how students let go of dependence on learning that is oriented towards educators so that they will try to learn independently, learning orientation is centered on learners. The ability of students to use technology is also one of the

challenges in this learning. Students are expected to be able to use computers and the internet. If this is ignored by students, it will make the e-learning process not optimal. So that strong motivation is needed so that students want and are interested in using technology

3. There are challenges in the infrastructure sector of each region, increasing the laboratory for the introduction of technology-based learning technology.
4. It takes the support of students in conducting learning activities, the flexibility of the teaching and learning process, teaching and learning process activities, access to teaching and learning activities, the confidence of students in the teaching and learning process, attitudes of students and instructors in blended learning, and how student satisfaction in the learning process using blended learning.
5. Readiness of human resources, supporting facilities and infrastructure. The learning process can be carried out maximally if the challenges can be mutually supportive.

Challenges that must be faced in the use of blended learning as a learning paradigm is about how the readiness of educational institutions in using blended learning media (Rahman, *et al*, 2019). The readiness also includes teaching staff who must always be creative in determining the theme of learning in order to attract students to continue to be enthusiastic in the learning process. How to overcome cheating in the evaluation process in learning, so as to make students grow awareness about honesty. The challenge is also how the facilities provided by educational institutions and the government in helping the learning process use the blended learning method.

4 CONCLUSIONS AND IMPLICATIONS OF FUTURE BLENDED LEARNING

This study aims to analyze the trends and content of research in blended learning based on 40 articles that discuss blended learning in 2015-2019. It was found that research in blended learning uses different methodologies, fields of study, technological tools or online platforms, the impact for learning and the challenges of blended learning. Blended learning also provides benefits to learners academically and motivation to learn, students can learn at their own pace and have self-confidence during classroom learning activities. In other words, this learning instruction contributes to student achievement, motivation, involvement, and interaction.

The findings of this study are also in line with the revised bloom taxonomic theory for the cognitive domain. This means that this research has major implications for learner learning where they are able to perform lower levels of cognitive work (gain knowledge and understanding) at home or outside the classroom, and focus on higher forms of cognitive work (application, analysis, synthesis, or evaluation) in class with direct activities or practices. This model is different from the traditional model where students practice the ability to remember and understand classroom learning by listening to instructor talks, while other levels are practiced outside the classroom such as doing homework or other assignments.

Several issues in this discussion have implications that can be considered for future research. Some of the challenges found in implementing blended learning need to be addressed by researchers in the future, such as the suitability of blended learning for less interactive media and

instructors in poorly trained media. Therefore, this research must be continued and developed in future research to fill the literature on the blended learning learning approach.

Besides that, instructors should not ignore other significant factors that influence the success of learners such as improving student learning outcomes, student motivation, student independence, and learning effectiveness of students. It may also look more specific to various pedagogical strategies and designs such as reverse learning strategies and student types or learning styles. We believe that instructor's teaching strategies such as blended learning are always integrated and synchronized with the learner's learning style. Therefore, instructors can develop various strategies in blended learning by adjusting the learning styles of students without ignoring the existing content or syllabus. We also believe that all domains of student learning styles can be applied in blended learning practices, which lead to active and effective learning and high-level thinking of students.

In the same way, future learning may not only focus on activities outside the classroom, but also activities in the classroom. Class activities are very important for direct student activities, group discussions, or inquiry-based learning to build their critical and creative thinking. In addition, blended learning is also needed to be applied in informal and non-formal learning environments and for part-time students who have limited time to prepare content outside the classroom. Therefore, blended learning in the future is not only practiced at the level of higher education or college, but also for other learning environments. We believe that if blended learning is practiced correctly and considerably, it will be an excellent learning model.

Clearly, this research has clearly demonstrated that the application of blended learning has changed the learning culture of students from teacher-centered to student-centered, with more classroom activities held by students. This research has implications for student learning activities, learners learn through direct and project-based learning activities. With limited time dedicated to face-to-face learning, students have more opportunities to learn learning content with their friends through online learning. The results of this study have contributed to a better understanding of the use of technology in learning activities. For governments or policy makers, they must determine blended learning as a contemporary model to be implemented in learning activities. Thus, the findings and discussion of this research will contribute to a deeper understanding of future research in the Blended Learning learning area.

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