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OBSTACLES OF IMPLEMENTING STUDY FROM HOME PROGRAM IN ONE JUNIOR HIGH SCHOOL: TEACHERS' AND PARENTS' EXPERIENCES

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Abstract

The global pandemic in the last two years forces the education practitioners in Indonesia to transform the face-to-face learning to distance learning which is a massive change in a sudden time. This article discusses one study that address the phenomena. The study was a case study of one junior high school which was conducted to find the obstacles faced by the EFL teachers and the students' parents when they applied study from home program during the pandemic. Phone interview and WhatsApp chat were used to investigate the implementation of two teachers, one mother, and one student's guardian. The findings reveal that the teachers faced obstacles in students' attitude evaluation, integrity evaluation, limited teaching-duration, students directions, students' readiness and uncooperative parents. Whereas, the parent or guardian's obstacle was that they could not participate in the learning process maximally due to work schedule. The various obstacles imply inactive cooperation between the teachers and the parent or the guardian during the program. The findings are directed to provide information to the teaching literature and to improve EFL teaching practice.

Keywords: study from home, distance learning, EFL teaching.

1 INTRODUCTION

The online activity, the distance learning, nowadays, is not a new one. In these last two years, we have experienced a massive transformation of our activities including the learning activities due to the global issue of pandemic covid-19. In Indonesia, a country where there are still many regions that the internet connections are unstable, the transformation changes the habit of learning with face-to-face model to distance model in a sudden time.

Responding to the significant change, study from home program was decided to be one program applied by all levels of education in Indonesia. The program brings two models of learning which are *daring* or online learning and *luring* or offline learning. As the learning activities in the program was run in home, not only the teachers and the students were required to participate in the program, but also the students' parents/guardians.

Learning models in study from home program are basically distance learning models as the teacher is physically located in a different place from the students Ref. [10]. Both models offered in the program use the assistance of advanced technology. When applying *daring* method the teachers can give the instruction using an online media e.g. WhatsApp, while when they apply *luring* method they use the assistance of printed media e.g. Modules and Books.

Distance learning is not a new method applied in Indonesia although it is implemented massively in these last two years as a result of the pandemic. Since 50s, the concept of distance learning has been applied in Indonesia Ref. [15]. Distance learning became popular when Indonesian Open University applied it for high school graduates who have economical issue or geographical barriers Ref. [17]. Furthermore, according to the information informed by Ministry of Research, and Technology Ref. [20], there are other education institutes that frequently used the method in online form before the pandemic, three of them are Bina Nusantara University, Poltekkes NTT, and Universitas Pelita Harapan.

The frequent use of distance learning method by many education institutions proves that the concept is applicable in Indonesia. However, the implementation of the distance learning concept is mostly

applied in higher education. Thus, the study seeks to reveal the distance learning concept that was applied through study from home program in junior high school.

In study from home program, teachers and students' parents/guardians have vital roles in guiding students Ref. [12]. Teachers act as a facilitator, while students' parents/guardians act as a guide. Teachers facilitate students through online, offline or with the combination of both models, while the parents/guardians guide students in home. Teachers are required to cooperate with the parents/guardians to organize the students' need or any difficulty faced by the students during the learning process [12]. The important roles of the teachers and the students' parent/guardian in the program is another reason of why the study was conducted to see if either or not they find any obstacle when applying the program.

The implementation of study from home program is also discussed by other studies. Several studies uncover that teachers found difficulties when applying the program. Their obstacles are when dealing with class management, technical issue, and parents' absences. Whereas, other studies show that parents' barriers are difficulty of using smartphone, work schedule, uncooperative children, and children boredom when learning online. Various findings of the previous studies contribute to give rich data to the literature focusing on obstacles of implementing distance learning concept during the pandemic. Nevertheless, they focus on different learning situation and different target of research.

Hence, the current study is believed to add more valuable information because it was for providing an insight about the implementation of study from home program done in one junior high school in one small city called Sengkang, in Wajo regency, South Sulawesi Province. The school was chosen in the study as it can be taken as one example to other schools in rural areas. Many students taught by the two teachers interviewed in the study are from the rural areas, thus it specifically shares more information about the real situation faced by the teachers and the parents/guardians when applying the program for the students who are in rural areas. Then, as it focuses on investigating the program in EFL teaching situation in one school, it is expected to contribute in the improvement of English teaching in the era of advanced technology.

1.1 Literature Review

1.1.1 Study from Home Program

Study from Home program is a program from the government to be applied by all education institutions in Indonesia. The program was conducted as a result of a global pandemic Covid-19. In Indonesia, the program is called Belajar Dari Rumah program that means the students study from their home. The main principle of the program is the safety, the mental and the physical health of those who follow the program Ref. [12].

Study from Home program is basically a distance learning program describing the learning that is implemented in a distance Ref [10]. The program offers two modes of learning which are *daring* and *luring* Ref. [12]. *Daring*, an acronym of *Dalam Jaringan*, is a term for an online learning, another model of distance learning Ref. [2]. *Luring*, an acronym of *Luar Jaringan*, is a term for learning without internet connection or mostly known as offline learning. In the program, *luring* is in two modes, *luring* with modules, books or other sources and *luring* through TV or radio. *Daring* is followed by the students who have smartphones, while *luring* is for the students who don't have smartphones and were not able to participate in *daring* sessions.

The program requires all educational practitioners who take part in the program such as those from the Education Office, the Headmasters, teachers, and students. The students' parents/guardians also take part in the program. Each of these elements has a vital role and each of them is needed to actively participate during the program.

From all the elements mentioned in the program concept, the teachers and the students' parents/guardians seem to be the figures of the program as they are the ones who directly teach and guide the students during the program. The teachers take part in teaching the students online and the parents/guardians are the ones who guide the students in home. In dealing with several things regarding the students' need or issues, the teachers and the parents/guardians are needed to cooperate for finding the solution.

In detail, the teachers need to manage the class' activities as usual, the different thing is it is managed in three methods. The teachers have to facilitate the students with the learning through online mode, offline mode, or with the combination of both modes situated with the students' condition and the

facilities needed for the learning sessions. They have to make sure that the learning is followed by the students and run smoothly with the assistance of the parents/guardians.

For the parents/guardians, they are needed to guide their children in home. They have to ensure that the learning method is suitable to their children's condition or ensure that their children are ready to follow the learning sessions. Then, they are required to support their children by helping them preparing the learning tools and giving advice to actively participate in the class discussion or any other things that their children need regarding their learning activities. Finally, they need to discuss with the teachers if they found any difficulty faced by their children.

1.1.2 *Distance Learning*

Distance learning in the study follows several perspectives. First, it is seen as one way of learning without attending the school/college/university, and is usually taught over internet Ref. [5]. Second, it refers to the delivery system of learning that use print or electronic media Ref. [9, 14, 22]. Third, with the involvement of the advanced technology in the delivery system, distance learning evolves to be many newest models including online learning, virtual learning, web-based learning, etc. [Ref. 2, 6].

The development of distance learning in Indonesia has three phases Ref. [15]. The phases are introduction phase that was from 1950 to 1983, socialization phase which between 1984 and 1993, and innovation phase which was from 1994 until now. Distance education model applied in Indonesia since 50s are correspondence study, satellite Palapa, communication system through radio, audiocassettes, program slide tape, video, TV, electronic communication system Nusantara 21, and video-conferencing technology.

1.1.3 *Studies on Study from Home Program during Covid-19*

The phenomena of covid-19 pandemic that forces the government to decide study from home program to be applied nationally in Indonesia take major interests. Huge numbers of studies discuss the implementation since the beginning of its application. Various aspects were investigated about the program to see its realization in the real situation. However, the studies are mentioned below only share the relevant topic as the current study discussed in this article.

Four studies conducted in Indonesia shares different findings about the obstacles of the teachers and the parents Ref. [1, 4, 11, 19]. The teachers' obstacles are unstable internet connection, limited internet data quota, inability to apply the curriculum optimally, uncooperative students and parents, and class management. The parents' obstacles are incapable of using smartphone, conflicting work schedule, uncooperative children, and children boredom during the online learning.

The four studies can be considered to give rich data to the literature about the obstacles found by the teachers and the students' parents/guardians. However, the current study is believed to give more information about the obstacles of applying distance learning concept through the implementation of study from home program. The current study has the characteristic that it shares the obstacles faced by the teachers and the parent/guardian of junior high school while the previous mentioned studies mostly focus on elementary schools. Moreover, the current study focuses on EFL teaching situation while the previous studies share other fields.

2 **METHODOLOGY**

2.1.1 *Research Design*

The study is a case study of one junior high school located in Sengkang city, Wajo regency, South Sulawesi province in which study from home program was applied. The school was chosen by considering that the implementation of study from home program in the school can be taken as one example to other schools in rural areas in Wajo regency. It is because the school is chosen to be *sekolah percontohan* or pilot school in the area.

2.1.2 *Instrument*

The instrument that was used to gain the data is interview through phone call and WhatsApp chat.

2.1.3 Participants

The participants are 2 EFL teachers of junior high school. In the next chapter, one teacher who used *daring* is referred as Teacher 1 while the other teacher who used *luring* is referred as Teacher 2. The other participants are 1 student's mother and 1 student's guardian.

The interviewees were selected with purposive sampling technique. The criteria of choosing the interviewees are: (1) the teachers used either *daring* mode or *luring* mode; (2) the parent or the guardian whose child follow either *daring* mode or *luring* mode.

To avoid misinformation, the interview was done using Indonesian and Bugis, the local language of the interviewee, as they usually use both languages in daily activity. The interview question is "*apa kendalata mengajar daring/luring?*" or "do you have any obstacle when applying *daring/luring* mode?"

2.1.4 Data Analysis

The data were analyzed with analysis data concept in Ananda and Rafida Ref. [18] in their book *Pengantar Evaluasi Program Pendidikan*. The first three techniques are data reduction, data display, data interpretation. The last techniques are conclusion and verification.

3 FINDINGS AND DISCUSSION

3.1 FINDINGS

3.1.1 Teachers' Obstacles

When asking the questions to teacher 1 and teacher 2 of either or not they found any obstacle during the implementation of the program. They stated that they have several obstacles. Further explanation of the obstacles is explained below.

Teacher 1 said:

"...penilaian masalah sikap...."
(... The evaluation of the attitude)

Teacher 1 mentions that attitude evaluation was their obstacle when applying *daring*. As the learning was conducted online, the class activities were run online. The class discussion and the communication between the teachers and the students that were in face-to-face before the pandemic were done online during the pandemic. The online activity made the teacher felt difficult in evaluating the students' attitude which was usually judged directly in the face-to-face class.

The other issue faced by the teacher is integrity evaluation. Teacher 1 then added that:

".... Cuma masalahnya tidak bisaki lihat apakah betul dia yang kerja [tugasnya] atau bagaimana."
(The problem is we could not see that the students finished it [their assignment] by themselves or not.)

Teacher 1's statement means that it was difficult to judge whether or not the students did their tasks by themselves because they could not see the students did the assignment directly. The problem of this facet is because every task was given and finished online.

The last issue experienced by Teacher 1 was that many students were not ready to learn online. Teacher 1 said that:

"Kusuka sekali sebenarnya [mengajar daring]. Cuma masalahnya dari siswanya yang kayaknya belum siap."
(I actually enjoyed [online teaching]. The problem is probably because the students are not ready yet.)

Then, Teacher 2 also found difficulty, Teacher 2 stated that:

“...Waktu pertemuan kurang dengan siswa. Tadinya dua kali 1 minggu, pertemuan per kelas, dalam daring 1 kali 1 minggu, jadi berkurang waktu yang dipakai untuk proses belajar mengajar, itu kesulitannya. Kemudian, kalau anak-anak tidak punya kuota, dia tidak bisa lagi menerima materi saat itu, dengan alasan tidak ada lagi kuotanya, Biasa anak-anak kan dikasih kuota pemerintah, dia pakai main game, jadi alasannya habis, padahal seharusnya dipakai hanya untuk belajar.”

(The meeting time with the students is insufficient. It was twice a week, per meeting per class. With online mode, it was only once a week, so the time for the teaching and the learning process was shorter.)

Teacher 2's statement means that the teaching duration was very limited. The teaching duration was shorter than the learning session before the program implementation. The teacher only had one session and had about two hours of teaching in one week. Thus, it was difficult for Teacher 2 to arrange the activities of many classes with about hundred students in the limited time.

The other issue that can be a barrier to the teaching is an uncooperative parent. This issue was found by Teacher 2. The teacher stated that they contacted the parents when their children did not finish the assignment. Yet, the parents asked the problem directly to their children after working. This proves that the children were unguided during the learning session as they were not informed directly by the parent after receiving the information.

“Sebenarnya kalau orang tua dihubungi, selalu direspon, cuma karena kadang di tempat kerjanya orang tuanya, anaknya di rumah, walaupun ada respon nanti pulang baru dikasih tau anaknya bahwa “gurumu menelpon, kenapa kau tidak kerja”.

(The parents always responded if they were contacted. It was just because they were in their work place while their kids were in home [during the learning session]. So, even if they responded it, they asked their kids after work by saying “your teachers called, why didn't you do it [your assignment].)

There was a situation found by Teacher 2 that one student was absence for several sessions and was unable to be contacted by the teacher. The causal factor of the issue was the student's father that took the smartphone. The student's father probably had a reason to take the smartphone. Yet, the parents or the guardian should communicate their problem to the school counselor or the teacher, so they could find the solution to their child's situation. However, they only let their child be absence or not attending the sessions until midterm exam without confirming the teacher.

“Ada [yang tidak aktif]. Biasa sampai tengah semester. Kita tanya [guru] BK, dia bilang HPnya diambil bapaknya.”

(There was one student who was not active until mid-semester. I asked the school counselor and found that the student's father took the hand phone.)

3.1.2 *The Parent and The Guardian's Obstacle*

The interview that was done with one mother and one guardian shows that their children were unguided during the learning session because the parent and the guardian were in their work place. In the interview, both parent and guardian said “*dia sendiri*” which means their children followed the learning session without their direct assistance. They did not accompany their children as they have to work at the time.

Teacher 1 confirmed that the parents' obstacle is their work schedule. The parents could not accompany their children because they have to go to their work place. Teacher 1 said,

“... faktor pekerjaan karena biasanya ada yang menjual di pasar. Kalau sudah di rumah, mereka merasa lelah. Jadi tidak bisa menemani anaknya belajar.”

(... the causal factor was the work because some parents work in traditional market. When they were back from working, they felt exhausted. So, they could not accompany their children to study.)

3.2 DISCUSSION

The findings show that the teachers' obstacles are in six aspects while the parent's or the guardian's obstacle is one aspect. The aspects of teachers' barriers are students' attitude evaluation, integrity evaluation, teaching duration, students' readiness, students directions, and uncooperative parents. The parents' obstacle is conflicting work-schedule.

From all the aspects, the most apparent aspect is the parents' work schedule. Two previous studies from Ref. [1] and Ref. [11] refer the problem as the busy parents. In International level, the aspect is mentioned as the working parent in the study shared by Ref. [21]. The work schedules that could not be avoided by the parents made their children unguided when their children followed the learning session.

The conflicting work schedule or any term referred to it can be one big factor that makes the teachers difficult or unable to manage the students' activities in any mode of distance learning. If the parents were unable to balance between their work schedule and their children learning guidance as found by Ref. [19], the students would be difficult to follow the learning session seriously as found in the current study. This has to be taken seriously when applying the distance learning model as the teachers' difficulty in directing, managing and controlling students in a distance can be resulted by less cooperative between the teachers and the parents/guardians who shall guide the students directly in home. It is as found in the current study and previous studies Ref. [1, 19].

The parents are busy due to their work schedule is understandable, but they have to consider the importance of their children learning progress when their children have to follow online learning due to the current condition. The children especially adolescents in their ages need to be guided directly when they conduct online learning because it involves the use of smartphones. Smartphone has many benefits Ref. [8, 13, 16], yet it also has risks that cannot be underestimated.

Smartphone has many social media applications that can give risks to the adolescents' mental health and well-being Ref. [7]. The risks can be content risk e.g. violence words or action risk e.g. murder Ref. [3]. Another potential risk is sexting which refers to sexual message in text Ref. [7]. These negative impacts are real problems that potentially affect the students when they are unguided. Therefore, not only the participation of the teachers, but also the active participation of the parents/guardians is needed to prevent such negative effects Ref. [23].

Another factor that is important to discuss is the students' readiness. As study from home program has been applied for about two years, the unexpected factor to find is the students' readiness. Experiencing the distance learning concept in two years shall be enough for the students to be ready in dealing with distance learning models. If the students are still not ready after the long implementation, the teachers and the parents must investigate the problems to find the applicable solution.

These various obstacles show that the teachers and the parents have less cooperation during the program implementation and these two figures, especially the parents have to get training as suggested in study from home concept Ref. [12]. These obstacles shall be taken into discussion among those who have responsibility in this implementation. The teachers and the parents can be the first figures to share the problems as they personally teach and guide the students and experience the real condition and situation during the program implementation. Letting this problems may affect the students' progress because although the pandemic Covid-19 do not exist, the demand of the current era where the technology is in a fast improvement will still force the education practitioners to follow the trend including moving the class to the virtual world. Thus, the students have to be ready or are trained to be ready in following the distance learning.

4 CONCLUSIONS

The current study discusses the obstacles faced by the teachers and the students' parents when applying study from home program during the pandemic. Through the study, it was found that the teachers have six obstacles, while the parent and the guardian has one. Teachers faced difficulties on attitude evaluation, integrity evaluation, teaching duration, students directions, students' readiness and uncooperative parents, whereas the parents' barrier was conflicting work schedule.

The most appealing factor is the parents' conflicting work schedule as it is considered to trigger the students to not following the learning process maximally. Another issue highlighted in the study is the students' readiness which is unexpectedly found because the program has been applied for two years. The various issues imply that the teachers and the parents have to build active cooperation for teaching and guiding the students. These problems have to be discussed and taken seriously by those who have roles in applying this program for effective implementation in the future.

An essential challenge to further study is to critically investigate the obstacles faced by the EFL students and the advantages of implementing distance learning in English classroom. This can provide valuable information for the next implementation of distance learning. It is also expected to contribute to the ELT practice in Indonesia.

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THE EFFECT OF ACHIEVEMENT MOTIVATION ON COMPETENCY ELEMENTARY SCHOOL TEACHER IN AMBON CITY

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Abstract

This study aims to determine the effect of achievement motivation on the competence of elementary school teachers in Ambon City. This research includes quantitative research with 224 elementary school teachers who have taken the teacher competency test in 2015. This study used two types of data, namely primary data and secondary data. Primary data, is data about teacher achievement motivation obtained directly from respondents using a questionnaire. While secondary data is data on the results of teacher competency tests in 2015 obtained from North Maluku Province Education Quality Assurance Institute. Data analysis used simple linear regression with SPSS Version 24. The study found that achievement motivation (X) had a positive effect on the competence of elementary school teachers (Y) in Ambon City as indicated by the t-test result of 0.456. The effect is very significant because the significance value is 0.000, less than 5% alpha. Thus, it is suggested to teachers in order to increase achievement motivation. And also, it is hoped that the government will make policies that can increase motivation

teacher in achievement.

Keywords: *achievement motivation, and teacher competence*

1 INTRODUCTION

The implementation of education in Indonesia is still experiencing various technical problems, as Munirah said^[1] that the education system in Indonesia seems to have a gap between desire and reality. This gap is caused by political, economic, socio-cultural factors and so on. Amir and Saifuddin^[2], found that the ineffectiveness of teaching and learning in schools was caused by the limited ability of teachers, resources to support the learning process, and the absence of tools to measure the effectiveness of the teaching and learning process.

Teacher competence in Indonesia also raises many problems, especially regarding pedagogic standards. In response to this, the government conducted a teacher competency measurement known as the Teacher Competency Test (TCT). Minister of Education and Culture Regulation Number 57 of 2012 Article 1 explains that TCT is a test of mastery of professional and pedagogic competencies in the cognitive domain as the basis for determining continuous professional development activities and part of teacher performance assessment. Gultom^[2], TCT to become the basis for effective teacher professional development and development.

In 2015, the Directorate General of Teachers and Education Personnel conducted a national online TCT which was attended by 34 provinces. The results of TCT Maluku Province are very concerning because they are ranked 33. Of the total 32,786 teachers in Maluku Province recorded in the Education Quality database in 2015, only 26,939 teachers participated in the TCT with an average score of 47.38. This value is below the minimum competency standards set by the Ministry of Education and Culture, namely; 55.00. Most of the teachers who participated in the TCT in 2015 were elementary school (ES) teachers, namely 14,037 people or 52.10% with an average TCT score of 45.40.

Wulandari & Hendriani^[3], stated that the low pedagogic competence of teachers in Indonesia is caused by several factors, one of which is educational background. Nadeem, et al^[4] said that the low socioeconomic status of teachers affects teacher performance and teacher competence. According to Nahari^[5] the low competence of teachers is caused by the lack of teacher activity in scientific activities such as research and seminars. Tambunan^[6] connects the low competence of teachers with mastery of information technology. Bakri and Raharjo,^[7] stated that the lack of creativity in designing student-centered scientific learning led to low teacher competence.

Suyidno dan Moh. Yamin^[8] explained that the implementation of the TCT experienced technical and teacher problems. The most dominant technical obstacle is an inefficient online system, and lack of computer skills. This is in line with the results of research by Paidi et al.^[9] mastery of information technology is part of pedagogic competence. Therefore, Khvilon and Patru^[10] suggest that a teacher must master information technology tools because it is part of pedagogic competence. Meanwhile, the teacher's obstacles were caused by the relatively rare teacher conducting Classroom Action Research (CAR). If the teacher has mature experience in CAR research, then the experience will automatically shape pedagogic competence as said by Silyvier, et al,^[11] that experience has an influence on teacher competence.

The low competence of teachers is influenced by many variables and one of them is motivation^[12]. Motivation comes from the Latin word "Movere" which means to move. Motivation is an energy within a person which is characterized by the emergence of feelings and reactions to perform an action in order to achieve a goal^[13]. This understanding shows the importance of motivation for everyone, because motivation determines how much effort will be devoted to carrying out work^[14]. Achievement motivation is defined as an attempt to improve one's own abilities in all activities where standards of excellence are considered to apply and where the implementation of these activities may or may not be successful^[15]. Achievement motivation is a person's tendency to achieve success or obtain what is the desired final goal. Achievement motivation is defined as something that exists and characterizes a person's personality and is brought from birth which is then grown and developed through interaction with the environment. Achievement motivation is the desire and drive of individuals to do something well and to succeed by believing in their own abilities. Thus, achievement motivation is the desire and drive that exists within a person to achieve the best performance.

The relevant theory to explain achievement motivation is the Need for Achievement (N.Ach) theory proposed by McClelland. This theory states that motivation varies, according to the strength of a person's need for achievement^[16]. According to McClelland, the characteristics of high achievers have three general characteristics, namely: (1) a preference for doing tasks with a moderate degree of difficulty; (2) prefer situations where their performance arises because of their own efforts, and not because of other factors, such as luck for example; and (3) want feedback on their successes and failures, compared to low achievers. Motivation is a combination of many factors that direct people to achieve goals. Martin V. Covington (1992) proposed the theory of "Self-Worth Theory". This theory explains that one of the driving aspects for achievement is to achieve standards of self-esteem. Someone is moved to achieve achievement on the basis of consideration of self-esteem^[17]. So, each individual tries to maximize his academic competence because it results in success. Success is something that is valuable, while incompetence results in failure which gives rise to feelings of worthlessness^[18]. The basic premise is that "a person's sense of self-worth depends largely on his accomplishments"^[19]. The four main elements of Self-Worth Theory are ability, effort, performance, and self-esteem^[19]. Furthermore, Self-Worth Theory diperkuat oleh teori "*Self-Determination Theory*" bahwa : "*Self-determination theory is concerned with the nature and nurturing of those basic needs thought to support intrinsic task engagement, including a need for autonomy, a need for affiliation (relatedness), and a need for competency*"^[20].

Based on the description above, it can be concluded that achievement motivation greatly affects teacher competence. This is evidenced by the results of research by Rubayhan and Sowiyah,^[21] on elementary school teachers in Muaradua District that achievement motivation has a positive and significant effect on pedagogic competence. Tambunan research results,^[6] shows another factor that mastery of information technology affects teacher competence. This is as a result of the progress and use of information technology including the internet for the development of the world of education^[22]. Achievement motivation is a variable that is thought to be very influential on the low competency test results of elementary school teachers in Maluku Province. Thus, this study aims to analyze the effect of teacher achievement motivation on the results of elementary teacher competency exams in Ambon City, Maluku Province.

2 METHODOLOGY

This research belongs to the type of quantitative descriptive research. This research was conducted in 2021 in Ambon City. The research sample was 224 elementary school teachers in Ambon city who had taken the 2015 Teacher Competency Exam. Primary data was collected using a questionnaire and

secondary data was collected using the documentation of the TCT results for elementary school teachers. Hypothesis testing using simple regression with SPSS version 24. The models and hypotheses of this study are as follows.



Figure 1. Research Model

Research hypothesis:

Achievement motivation has a positive and significant effect on the results of the ES Teacher Competency Test in Ambon City.

3 RESULTS

Based on the overall classical assumption test, it can be concluded that the regression model used in this study is free from the symptoms of Normality, Multicollinearity, Heteroscedasticity, and Autocorrelation. Furthermore, hypothesis testing is carried out to prove whether the hypothesis is accepted or rejected by looking at the Test of significance t test, F test and the value of the coefficient of determination (R²).

Tabel 2. Hasil Uji t

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.160	5.112		-.031	.975
Achievement motivation X	.456	.044	.567	10.264	.000

Sumber: Olahan Peneliti 2021

1. Table 1 presents the results of the t-test of the regression equation as follows:
2. The obtained model is: $= -160 + 0.456 X + e$
3. The constant of -160 means that if the achievement motivation variable (X) is considered non-existent or zero, then the Teacher Competence variable (Y) is -160.
4. The regression coefficient (X) of 0.456 states that each addition of one score due to the (+) sign of the achievement motivation variable will increase the teacher's competence by 0.456.

Conclusion of Hypothesis Testing

The research alternative hypotheses are as follows:

Ho : Achievement motivation has no significant effect on the TCT of elementary school teachers in Ambon City.

Ha : Achievement motivation has a positive and significant effect on TCT Elementary School Teachers in Ambon City.

Based on the results of the t test (Table 1), conclusions can be drawn based on the following criteria:

If the significant value is 0.05 then accept Ho and reject Ha.

If the significance value is 0.05, then reject Ho and accept Ha.

The results of the hypothesis test obtained that the significant value was 0.000, smaller than 0.05, so Ho was rejected and Ha accepted, which means that achievement motivation has a positive and significant effect on the TCT of Elementary School Teachers in Ambon City.

Achievement motivation is related to the encouragement of Ambon City Elementary School teachers to achieve achievements in competency tests. The results of the t-test indicate that the achievement motivation variable has a positive effect on the TCT variable which is indicated by a value of 0.367. That every increase in teacher achievement motivation by number + 1, can increase teacher competence by 0.367. The effect is positive and significant because the significance value (0.000) is smaller than 0.05. In this case, the achievement motivation of elementary school teachers in Ambon City is high, followed by

high competence. This strengthens the theory of Need for Achievement (N.Ach) that a person is motivated to improve higher self-performance because he is driven by the need for high achievement.^[21] The findings of this study are in line with the research of Rubayhan and Sowiyah,^[21] that achievement motivation has a positive and significant effect on the pedagogic competence of elementary school teachers.

4 CONCLUSIONS

Achievement motivation has a positive and significant effect on the competence of elementary school teachers in Ambon City. The higher the teacher's motivation for achievement, the higher the teacher's competence. This study suggests to the Education Unit, Teachers, Education Office of Ambon City, and the Education Quality Assurance Institute of Maluku Province, to develop the skills, knowledge and competence of teachers through seminars, training, technical guidance and workshops.

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EFL LEARNERS' WILLINGNESS TO COMMUNICATE, COMMUNICATION STRATEGY, AND TEACHER COMMUNICATION BEHAVIOR OF STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI

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Abstract

This current study conducted to investigate any significant relationship between students' willingness to communicate and communication strategy as well as any significant relationship between students' WTC and each component of teachers' communication behavior. Descriptive quantitative design was used in this study. 87 Intensive Course (IC) students of IAIN Kediri were participated. They were the first semester of English department students. For collecting the data, the students were asked to fill out three questionnaires; WTC questionnaire consist of 10 items, oral communication strategy consist of 58 items, and teacher communication behavior questionnaire consists of 40 items. Pearson Product moment correlation was applied for calculating the data to know any possible correlation between the variables. From the data analysis showed that any significant correlation between students' willingness to communicate and their communication strategies as well as any significant correlation between students' WTC and each component of their teacher communication behavior. The result of the study can be important information for the teacher consider the way they teach and communicate with their student in the class and outside the class.

Keywords: willingness to communicate, communication strategy, teacher communication behavior

1. INTRODUCTION

Developing communicative competence, performance and exchange of information are essential [1]. Communication is an essential goal in itself, not necessarily as a means for facilitating second language learning [2]. Therefore, this growing focus on L2 use as an integral part of L2 learning has made researchers investigate Willingness to Communicate (WTC) increasingly. Mostly, in the university context in Indonesia, some foreign language learners are not willing to speak in English in their classrooms. Moreover, when they are outside of the classroom, they prefer to speak local language (Javanese language) to English. This phenomenon supported by Javanese culture that chromo language (level of Javanese language) seemed more polite when we speak to the elder.

There are some learner variables which give significant effect on learners' decision to speak such as gender [3], major, age, and personality types [4]. Since, Indonesian EFL learners are near from the native context and most of their interaction in English occurs within the classroom, it seems that teachers' communication behavior and students' communication strategy can play a key role in motivating the learners to communicate in English. Furthermore, with the world becoming more globalized and competitive, EFL students are facing new challenges in communicating with the world.

Due to the lack of enough research in EFL Student contexts for investigating why EFL students are not willing to communicate in their L2, the present study sought to find out whether teacher's communication behavior and students' communication strategies could have any significant relationship with their WTC. It is worth mentioning that these two variables have not been investigated so far in terms of WTC in an academic environment in Indonesia, where English is still becoming the foreign language. The first semester students of English education Department of IAIN Kediri were chosen as the participants of this present study. Since in their first semester, they got an Intensive Course class with different lecturer in different class. Every class in IC was taught by

different lecturer with different communication behavior. Therefore, this present study aimed at investigating how teacher communication behavior affected the students' willingness to communicate. As every student also has different communication strategy, it might give different effect on their willingness to communicate. Therefore, this study also aimed to investigate how communication strategy affected the students' willingness to communicate.

1.1. Willingness to communicate

The term of Willingness to communicate (WTC) proposed by McCroskey and Baer [5] was firstly introduced in the first language (L1) communication context and acquisition. In L1 context, WTC considered as a personality trait which showed that a person has the same WTC tendencies in every situations [6]. However, WTC in the context of second language learning is different in first language context.

Individual differences that interact in more complex communications manner cause the difference WTC in L1 and L2 context [7]. L2WTC defined students' willingness to participate into communication in speech or writing at a special time with a particular person or persons who uses a second language in their communication persons [7].

1.2. Communication strategies

One of the individual characteristics that may influence how learners perceive and participate in communication is the communication strategies that they employ. The term *strategies of communication* was first appeared in Selinker's [8] paper entitled "Interlanguage" to expound certain classes of errors made by L2 learners [9]. The most working definition of a CS is provided by Corder [9]: "a systematic technique employed by a speaker to express his meaning when faced with some difficulty." In addition, Dörnyei [10] classifies CSs broadly into two types: avoidance strategies and compensation strategies. First, avoidance strategies can be subdivided into message abandonment and topic avoidance. Using this type of strategy, L2 learners avoid conveying their messages, and these strategies affect negotiation negatively [11]. Second, compensatory strategies can be subdivided into 10 categories: circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, and stalling and time-consuming strategies [10]. L2 learners employ this type of strategy to compensate for missing knowledge and to resort to an alternative plan to convey their message [11].

1.3. Teacher communication behavior

Teacher communication behavior as one of the situational (environmental) factors may influence learners' willingness to communicate. Over the past 35 years, classroom as a major learning context has received substantial attention by researchers, teachers and school systems [12]. Previous research has confirmed that a positive classroom atmosphere can be helpful for science teaching [13]. In this regard, teachers can play a major role to create a positive learning environment in science classes, particularly through communication with learners in the classroom ([14]. [15]Wubbels, Levy, and Brekelmans stated that creating a positive classroom environment depends on teachers' interpersonal skills to develop and maintain a positive teacher-student relationship. Wubbels et al. worked in the area of teacher-student relationship from a system theory perspective ([16]. System theory emphasizes the connections between a group of individuals and the feedback mechanisms by which the individuals mutually influence each other.

Social situations are considered as systems due to the fact that a change in one aspect of the system will cause a change in another aspect. According to this perspective, it can be concluded that teacher-student relationship is not unidirectional. In other words, teacher's and students' behavior are mutually determined by each other. Therefore, there is always a need to be able to help teachers create this positive classroom environment. In order to meet this need, teacher communication behavior should be analyzed and distinguished primarily. For this purpose, some models are provided in the literature to map interpersonal teacher behavior. [17]Wubbels, Creton and Hooymayers (1985) developed a model extrapolated from the work of [18]Leary to form eight sectors each describing different behavior aspect: (a) leadership (b) friendly/helpful, (c) understanding, (d) freedom/student responsibility, (e) uncertain, (f) dissatisfied, (g) admonishing, and (h) strict [19]. Based on this model, [20] Wubbels and Levy (1991) developed a 77-item Questionnaire on Teacher Interaction (QTI) in order to measure each type of behavior. Later, based on She's (1998, 1999, 2000) studies of teacher-student interactions in Taiwanese science classrooms, She and Fisher [21]

developed another Teacher Communication Behavior Questionnaire (TCBQ) to measure students' perceptions of science teachers' communication behavior with five scales: (a) challenging, (b) encouragement and praise, (c) non-verbal support, (d) understanding and friendliness and (e) controlling [21].

There are two forms of TCBQ in the literature, one for teachers to analyze themselves and another for students by which teachers can gain insights into how teachers' communication behavior is perceived by the students [21]. In this study, the focus was on the student version of TCBQ. Classroom learning environment dimensions (e.g., grade level, size of class, and subject matter) have been used by researchers in various studies in classroom environments as independent variables. For example, the effectiveness of the gender of the students has been a matter of research particularly in Asia [22], indicating the following results: (a) girls perceive their learning environments more positively compared to boys [23], (b) girls perceive their teachers as providing more encouragement and praise and showing greater understanding and friendly behaviors [24].

2. METHODOLOGY

2.1 Research Design

The research design of this study was descriptive quantitative design which the research data can be statically computed. The descriptive method was used to describe the three variables of this study. The objective of this study was to find out the correlation between students' willingness to communicate and teachers' communication behavior and the correlation between students' willingness to communicate and communication strategy among EFL learners. Finally, the data were correlated by using Pearson Product Moment Correlation which was computed with SPSS 21.

2.2 Participants

Eighty-seven (87) of Intensive Course (IC) students of IAIN Kediri who participated in this research were 24 males and 63 females. The students' age ranged from 18 to 24. They were divided into 6 classes, A-F. These IC students were chosen as sample because in every class was taught by different lecture whose communication behavior was also different. Obviously, it would give different affect to their willingness to communicate. However, this current study also was aimed to know the relation between students' communication strategy and their willingness to communicate.

2.3 Instruments

Tree instruments were used in the present study:

1. *Willingness to Communicate Scale*: the WTC scale derived from the studies by [6] is used in order to measure the EFL students' self-reported WTC in their classroom. It includes 10 items and each item represents a situation for communication during class-time. These items were arranged in a five-point Likert scale, ranging from never to always. The obtained Cronbach's alpha was .878 which is an acceptable coefficient for internal reliability.
2. *Teacher Communication Behavior Questionnaire (TCBQ)*: TCBQ was developed by She and Fisher [23], and it was based on She's (2000) *observations* of teacher-student interactions in Taiwanese science classrooms. TCBQ has 40 items which indicates science teacher communication behavior in 5 different scales, including: (a) challenging, (b) encouragement and praise, (c) non-verbal, (d) understanding and friendliness, and (e) controlling (She & Fisher, 2000, 2002). Before the questionnaire was distributed among the participants, it was translated into Bahasa and validated by the panel of experts. To check the reliability coefficient of the questionnaire, Cronbach's alpha is used, after it is piloted among the same 35 students. the reliability statistics showed .940 which could be concluded that the questionnaire is reliable
3. *Oral Communication Strategy Inventory (OCSI)*: OCSI was developed by Nakatani [11]. This questionnaire was first administrated to a total of 87 students in first-semester EFL class. OCSI includes 58 items. It was used to investigate the communication strategies used by the students. It was 5-point Likert-scale strategy items. The categories for speaking strategies were as follows: social affective, Fluency-oriented, Accuracy-oriented, Negotiation for meaning

while speaking, and Compensation strategies. To answer each item, the participants were required to select one out of the following five replies, ranging from Always or almost always true of me marked as 5point, Usually true of me marked as 4 point, Slightly true of me marked as 3 point, to Usually not true of me marked as 2 point, and never or almost never true of me marked as 1 point and. For this questionnaire, the obtained Cronbach's alpha showed .968 which could be concluded that the questionnaire is reliable.

2.4 Data Collection Procedure and Analysis

The data was collected for the first semester students of English department of Islamic institute of Kediri. It was obvious that the researcher conducted the research after the she got permission from the head of English Program and knowing the schedule of the students' class. The researcher also made appointment to the lecturers in order to get into their class to distribute the questionnaire to the students. First, the respondents were informed about the purpose of the study by coming to class a moment before administrating WTC questionnaire, TCBQ and OCSI. Afterward the tree questionnaires were administrated to 87 students of first-semester EFL class in an hour.

The SPSS version 21.0 was used to analyze the descriptive statistics of the questionnaires. The mean and standard deviation for the participants were calculated. In addition to descriptive statistic, the researcher used a product moment correlation to answer the first question, whether there is any significant relationship between WTC and each of the components of teacher's communication behavior. And the second question, whether there is any significant relationship between WTC and each of the components of students' oral communication strategy.

3. RESULTS

3.1 Descriptive Statistic

1) Students' Willingness to Communicate

Students' willingness to communicate score is the result of students' willingness to communicate levels which were obtained from the questionnaire. Here is the descriptive statistics result of the students' willingness to communicate score.

Table 4.1
The Descriptive Statistic of Students' Willingness to Communicate Score

Statistics		Willingness to communicate
N	Valid	87
	Missing	0
Mean		35.29
Median		35.00
Mode		33
Std. Deviation		6.065
Variance		36.789
Range		28
Minimum		21
Maximum		49
Sum		3070

Based on data above (table 4.1), there can be found that the mean of students' willingness to communicate score from 87 students is 35.29 with 35.00 as the median and the mode existed from the data is 33. The lowest score is 21 while the highest is 49. The data interval of students' willingness to communicate score is 28. From the calculated table above, it also can be seen that the standard deviation of the data is 6.065 while the variance is 36.789.

2) Teachers' Communication Behavior

Teachers' communication behavior score is the result of students' point of view about teachers' communication behavior level obtained from questionnaire.

Table 4.2
The Descriptive Statistic of Teachers' Communication Behavior Score
Statistics

		Teacher communication behaviour
N	Valid	87
	Missing	0
Mean		144.03
Median		144.00
Mode		120
Std. Deviation		22.171
Variance		491.569
Range		107
Minimum		91
Maximum		198
Sum		12531

Based on the table above (table 4.2), it can be seen that the mean of the teachers' communication behavior score is 144.03 with standard deviation score is 22.171. It indicates that the spread of the data is good enough because the mean score is higher than standard deviation score. The mode of the data is 120 and the median is 144. The minimum value of students' listening self-efficacy score is 91 while the maximum value is 198. The range of the data is 107.

3) Students' Communication Strategy

Table 4.3
The Statistic of Students' Communication Strategy
Statistics

		Oral communication
N	Valid	87
	Missing	0
Mean		212.74
Median		209.00
Mode		234
Std. Deviation		32.409
Variance		1050.360
Range		141
Minimum		148
Maximum		289
Sum		18508

Based on the data above (table 4.3), it can be illustrated that the mean score of the communication strategies used by the students is 212.74. The number of the lowest score is 148 while the best of students score is 289. The interval between both the lowest and the highest is 141. For the standard deviation value of the communication strategies used by the students is 32.409 which is lower than the mean. This means that the data spread is good.

3.2 Statistical Analysis

1) Normality Test

To compute and analyze the normality of the data collected, the researcher utilizes *Shapiro-Wilk* test using SPSS 21.0 statistic computational program. Priyatno (2018) states that the data is spread normally if the significance (sig.) number of data obtained is greater than 0.05 ($p > .05$), but if it is lower than or equal to 0.05 ($p \leq .05$), it can be concluded that the data distribution is abnormal

Table 4.4
Normality Test of All Variables

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
teacher communication behavior (Y1)	.073	87	.200*	.986	87	.459
oral communication (Y2)	.068	87	.200*	.975	87	.085
willingness to communicate (X)	.066	87	.200*	.985	87	.433

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the table above (table 4.4), the significant value (sig.) of *Shapiro-Wilk* is higher than .05. Starting from the score of normality test of X (willingness to communicate) (.433>.05), teachers' communication behavior (Y1) (.459>.05), and communication strategy (Y2) (.085>.05) are beyond the target number. Refers to the facts, it can be inferred that the data distribution is normal.

Due to those normal distribution, the researcher uses *Pearson Product Moment* to find the correlation between EFL students' willingness to communicate and each component of their teachers' communication behavior and their communication strategies with the determination if significance value $> \alpha=0.05$, H_0 is accepted. In the opposite, if obtained significance value $\leq \alpha=0.05$, H_0 is rejected (Priyatno, 2018).

3.3 The Correlation between EFL Students' Willingness to Communicate and Each Component of Their Teachers' Communication Behavior

Here is the result of the correlation between EFL students' willingness to communicate and each component of their teachers' communication behavior.

Table of Correlation between EFL Students' Willingness to Communicate and each Component of Their Teachers' Communication Behavior
Correlations

		Willingness to communicate	Teacher communication behaviour
willingness to communicate	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	87	87
teacher communication behavior	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	87	87

** . Correlation is significant at the 0.01 level (2-tailed).

The table above points out that the result of the correlation between EFL students' willingness to communicate and each component of their teachers' communication behavior which shows that there is a significant correlation between both variables. According to the data above, the value of Sig. is lower than 0.05 (sig. value = $0.00 \leq 0.05$). As a result, the null hypothesis is rejected. From the table above, the correlation coefficient of both variables is 0.573 ($r=0.573$). According to correlation coefficient index, the correlation of both variables is strong enough.

Next, the researcher tests the correlation among each component of teacher's communication behavior with students' willingness to communicate (WTC). Here is the result of the correlation.

Correlations between Teacher Communication Behavior and WTC

Teacher Communication Behavior * WTC	Pearson's Value (R)	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Challenging	.594	.076	6.803	.000 ^c
Encouragement & Praise	.410	.107	4.142	.000 ^c
Non-Verbal Support understanding & Friendly	.353	0.09	3.483	.001 ^c
Controlling	.383	0.109	3.827	.000 ^c
Controlling	.498	0.089	5.295	.000 ^c

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

As the table above shows, the value of significance for the correlation of the students' WTC with each factor of teachers' communication behavior are lower than .05. Therefore, it can be sum up that there is a significant correlation between teacher's communication behavior and students' WTC. The value of communication behavior of the teacher at challenging factor and the students' WTC indicates significantly strong enough correlation ($r= .594, p< .05$). At same principle, the correlation coefficient for encouragement and praise behavior ($r= .410, p< .05$) and the coefficient value ($r= .498, p< .05$) for controlling communication behavior of the teacher and the students' WTC indicates a strong enough positive correlation between communication behavior of the teacher and the students' WTC. In other words, it shows that as the teacher challenges, encourages and praises the students, the EFL students tend to become more active toward communicating in the English foreign language in classroom activity. While, the correlation coefficient for non-verbal communication behavior ($r= .353, p< .05$) and understanding and friendly behavior of the teacher ($r= .383, p< .05$) confirms a weak positive correlation between this behavior of the teacher and the students' WTC. Those indicate as the non-verbal and teacher understanding and friendly communication behavior influence the students' perception to communicate as not intent as the other factors. Based on the obtained results, it can be concluded that students' WTC in flipped class EFL learners associate with teacher communication behavior. As the challenging, non-verbal supporting, controlling, encouraging, praising, understanding and friendly communication behavior of the teacher increases within the classroom, the EFL students' WTC also increase.

3.4 The Correlation between EFL Students' Willingness to Communicate and Each Component of Their Communication Strategies

Here is the result of the correlation between EFL students' willingness to communicate and each component of their communication strategies.

Table of Correlation between EFL Students' Willingness to Communicate and Each Component of Their Communication Strategies Correlations

		willingness to communicate	oral communication
willingness to communicate	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	87	87
oral communication	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	87	87

** . Correlation is significant at the 0.01 level (2-tailed).

According to the table above, the result of the relation between EFL students' willingness to communicate and each component of their communication strategies is strong. It can be inferred from the significance value which shows .00 which is lower than .05. From the table above, the correlation coefficient of both variables is .695 ($r=.695$). Then, it gives evidence to the researcher to reject the null hypothesis which means there is a significant correlation between EFL students' willingness to communicate and each component of their communication strategies.

3.5 The Correlation between EFL Students' Willingness to Communicate and Each Component of Their Teachers' Communication Behavior

The result of this present study revealed that there is a significant correlation between students' willingness to communicate and each component of their teachers' communication behavior. In accordance to the result, the teachers can be said that their behaviors become a contributor in affecting students' perspective to learn to talk, since students' willingness to communicate is increased when the teachers give positive behavior to the students. They need to increase their awareness of what strategies that should be employed in order to raise the student's level willingness to communicate [25]. The good awareness of teacher to encourage and understanding the learners will lead to the improvement of the students' willingness to communicate.

As the result of the study suggests, all of teacher's communication behavior were significantly have relation with students' WTC. There are three factors that mostly influence EFL learners' WTC namely challenging factor, teacher's encouragement and praise behavior, and controlling communication behavior of the teacher and the students' WTC indicates a strong enough positive correlation between communication behavior of the teacher and the students' WTC. The, those were followed by non-verbal communication and understanding and friendly behavior of the teacher which confirmed that they are not as intent as the other factors in influencing the students' WTC. These facts contrast to the previous study with found that non-verbal and challenging communication behavior of the teacher didn't influence the students' WTC significantly. Moreover, the previous study confirmed that the controlling behavior had opposite direction with students' WTC (Heidari, Farrokhlagha et.al (2017).

The type of communicational behavior of the teachers used in the classroom teaching and learning activity was effective in affecting the students' willingness to communicate in their foreign language (Heidari, Farrokhlagha et.al (2017). . The positive atmosphere that made by teacher communication behavior can ease the students' in classroom. In this case, the students' help and sponsorship is also important in creating students-teacher relationship. By that teacher-student relationship, good teaching and learning environment can be created. So, it is very important to involve the students in classroom activities as active or co-participants to foster their level. According to their result of the study, the teachers' role in the class is very important in creating positive circumstances of teaching and learning among EFL learners. Moreover, they also stated that teacher interpersonal skill can be a prominent factor in determining whether the students will be more communicative or not. Nazari & Allahyar [25] have investigated some ways related to the teachers' behavior in contributing to

students' willingness to communicate such as teacher should create active opportunities participation to the students by shaping the curriculum in direct application in teaching and learning with concern to the topics and he strategy which determine who talk, how they talk, to whom they talk to, and the duration of students' talk.

3.6 The Correlation between EFL Students' Willingness to Communicate and Each Component of Their Communication Strategies

From the result, there could be stated that if the students are good in their willingness to communicate level, they also tend to have good communication strategies. Therefore, the students' awareness in using the appropriate strategy in negotiating with the problem affects their compliance and readiness to communicate with others. Mesgarshahr and Abdollahzadeh [26] in their research in relation to communication strategies and students' WTC found out that the WTC level improved dramatically after the students received communication strategies training. The importance of communication strategies training will affect to the students' willingness to communicate in order to help them and overcome their problems as well because they have treated to think and choose the strategy which has to be use that match to the problems. Then, it will lead them to be more confidence and gratified learners.

Yousef, Jamil, and Razak [27] suggest that communication strategies in language learning have indirect correlation with students' willingness to communicate. According to those previous studies, the researcher can point out that communication strategy has important role in affecting and initiating students' willingness to communicate to be expressed. It can be used as the tools to maintain the conversations when they are having conversation and discourse with each other. The stimuli of communication strategies employ the students to recall their knowledge to overcome the problem [28].

4. CONCLUSION AND SUGGESTION

The current study intended at investigating the possible relationship between IC students' willingness to communicate (WTC) and communication strategies and the teachers' communication behavior. The results suggested that the teacher communication behavior affects the students' WTC. If the students are good in their willingness to communicate level, they also tend to have good communication strategies level. In other words, the students' awareness in using the appropriate strategy in negotiating with the problem affects their compliance and readiness to communicate with others.

In accordance to the result, the teachers can be said that their behaviors become a contributor in affecting students' perspective to learn to talk, since students' willingness to communicate is increased when the teachers give positive behavior to the students. As the result of the study suggests, all of teacher's communication behavior were significantly have relation with students' WTC. There are three factors that mostly influence EFL learners' WTC namely challenging factor, teacher's encouragement and praise behavior, and controlling communication behavior of the teacher and the students' WTC indicates a strong enough positive correlation between communication behavior of the teacher and the students' WTC. Those factors were followed by understanding and friendly behavior and non-verbal communication of the teacher which confirmed that they give little effect on the students' WTC.

The results of this study still have some limitations and are far from conclusive. Firstly, there are only 87 participants participated in this study; therefore further studies are suggested to carry out on larger samples with more male students. Secondly, due to some limitation and weakness of the questionnaires, the next researchers are recommended to use more accurate and valid sources for the data collections. Thirdly, the present study suggest for further research on how different students variables such as students' orientation in studying English, and other teacher variables such as teaching method and teaching style affect the students' WTC.

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TEACHING ENGLISH LITERARY WORKS: INVESTIGATING THE CHALLENGES AND POSSIBLE STRATEGIES IN EFL CLASSROOM

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Abstract

The implementation of English literary works; short stories, drama, and poetry as school materials is a part of the national curriculum, particularly at the high school level. A case study design was employed to investigate how the challenges of learning literary works are faced by students and what strategies the teacher might use in teaching English literary works. The observations, interviews, and lesson plan analysis were used as instruments to collect the data. The research was supported by the participation of two teachers and six students in an EFL classroom. The findings revealed some challenges existed in EFL classrooms related to teaching literary works, such as the students' understanding of those who lack literary appreciation and reading interest. However, teachers considering using literary works as English materials might increase students' comprehension through strategies on language models such as paraphrastic, stylistic, and language-based approaches. The findings also indicate that additional research should be conducted into the variations of strategy and whether it occurs in a larger number of EFL students.

Keywords: teaching English, literary works, student's challenges, teacher's strategies

1 INTRODUCTION

Teaching literary works has implications at the school level which cannot be separated from various types of genres in the English language. Teaching literary works applies understanding in the form of theory and practice so that students can understand the essence of the literary work. Literary works have an essence that can work best to help build students' evaluative and creative abilities, which are underestimated and ignored [18]. In addition, at the high school level, there is a regulation of the Minister of Education and Culture of the Republic of Indonesia Number 64 of 2014 is concerning the rules for Specialization in Language and Culture as referred to in paragraph (1) letter C containing subjects of English language and literature. The implications for literary works in addition to providing knowledge to students about literature also foster pleasure in literary works which leads to literary appreciation [14].

Long and Carter (1991) argued not only for the value of teaching literary works in the language classroom but for the necessity as well of re-inventing a different pedagogical approach for non-native speakers of English [1]. According to the above statement, as non-native speakers, teachers can innovative strategies for teaching literary works and enhance by incorporating literary works. Those strategies introduce English through literary values by using several genres such as learning short stories, poetry, and acting in a drama. Then, literary works may help learners improve their language skills while also increasing their creativity, imagination, and creativity. Furthermore, it can influence students' interpretation of the underlying meaning. Many literary works have high values of morality and wisdom lessons in many different places at different times [12]. Meanwhile, integrating literary work in EFL teaching because of its rich potential to provide an authentic model of language use in learning [10] [16]. Besides, literary works are divided into three main important points: authenticity, personal growth through presenting a broad spectrum of ideas and values and presenting the cultural ideals and social values relevant to the needs and interests of students [10].

As a subject with theoretical and practical skills, learning often experiences obstacles in the learning process to achieve the expected competencies. Barriers to learning literature in the classroom are challenges that involve students in their understanding. Several challenges faced in learning literary works resulted in students still having a low appreciation of literary works and low interest in reading.

However, the role and benefits of literary works can challenge students in their weaknesses in studying them. In addition, the teacher's role in the implementation of teaching becomes more focused and can adapt to those listed in the lesson plan as a learning guide in the classroom. Teaching literature can be motivating and interesting when the right teaching strategies are used by the teacher in the classroom [11]. The literary works used in ESL/EFL classes have attracted more interest among teachers, and more studies on how to use literary works in EFL/ESL classes are conducted [16]. The teacher can apply the strategy of teaching literary works by using the language model; stylistic, paraphrastic, and language approaches. The use of this language model also allows teachers to utilize language teaching methodologies to dissect literary works to achieve certain linguistic goals [5].

This study refers to the implementation of the teaching of literary works delivered by EFL teachers and students. Therefore, this research has a focus on the problem statement, namely: 1) What are the students' challenges faced in literary works in the EFL class? 2) How does the teacher use strategies in teaching literary works in the EFL class? This study shows that students' problems in studying literary works in the classroom can be overcome by teaching strategies implemented by the teacher in the classroom.

2 METHODOLOGY

The types of data in this research focus on a qualitative case study. The researcher highlighted an issue with this method regarding the implementation of teaching literary works in EFL classrooms in senior high schools in East Jakarta. The researcher gained the data from two English teachers and six students in the tenth and eleventh grades. In this research, the data will be collected through observation reports, interview transcripts, and lesson plans as documents. It aims to gain a deeper understanding of teachers' and students' perspectives regarding the challenges and strategies for the implementation of literary works in the EFL classroom.

3 RESULTS

The results of this study were taken from the activities of teachers and students in the teaching process of literary works in the classroom when observations were made. The perspectives of teachers and students were based on the results of interview transcripts and analyzed with the lesson plan as a reference for teaching literary works in the EFL classrooms.

3.1 Students' Challenges in Literary Works

Based on the researcher's observations in senior high schools, some students have challenges in understanding literary works, such as a lack of interest in reading, and they do not have a great appreciation for the learning process. The researcher collected six samples from two classes, including three students in tenth grade learning short stories and drama and three students in eleventh grade learning poetry as a literary work. Based on observations, some students in the tenth grade were enthusiastic about responding to teacher-asked questions, such as responding to social functions and generic structures in narrative texts in the form of short stories. The use of short stories in English teaching should be promoted to motivate students to apply what they have previously learned. By doing this, the learning process will be student-centered [16]. At that time, students were assigned to read the short stories that had been provided in the textbook. Some students are less interested in reading. This is found when the teacher's activities ask students questions such as characterizations, time and place settings, storylines, and the moral value of stories that have been read by students. The researcher found that some students were less interested in reading the text. This is because the students still do not understand the vocabulary, meaning, and essence of the story text that has been provided.

"I find it difficult to understand the text because the text is too long and I don't understand the meaning." (Student 1)

The problems that may come up in implementing that teaching technique include, for example, the limitations on students' vocabulary [4]. This is supported by Arono's statement that most students find it difficult to do translation because of a lack of vocabulary [3]. These students have not been able to

interpret the story well because they are still experiencing obstacles to vocabulary mastery in the short story text.

“Sometimes the learning is too boring, for example when I read short story, I feel it is not very interesting for me.” (Student 2)

Students lack the necessary skills to use and process relevant information and to analyze and appreciate literary works independently [18]. However, some students understand the essence or plot of the story that can be retold, although the obstacle remains in mastering English vocabulary that is not yet known.

“If it is interpreted as a sentence, there are some vocabulary words that are difficult and I don't understand, so when I read the text in the book, I just take the essence of the story.” (Student 3)

In addition, teaching short stories in the EFL class has difficulties that have an impact on students' understanding of how to master the learning material. The English teachers explain literary works only based on the theory in the book because they have limited time to practice the examples directly with students. Meanwhile, the student's mastery of narrative texts is further implied in the form of drama, which is also part of the practical assessment by the teacher. Students prefer drama assignments that are carried out in groups because they involve fun activities in enjoying and understanding literary works. The challenges faced by students when studying drama are a lack of confidence when appearing in front of the class and finding it difficult to memorize scripts.

“Drama is great fun for me, but the problem is when I memorize the script because I have to remember the sentences that must be said and the order of the roles of the players. At first, I wasn't confident either, but after mastering the stage I became confident.” (Student 2)

The researcher discovers the outcome of the students' challenges on the poem as literary works material in the eleventh grade. The challenge of students in writing poetry is a problem faced by students in expressing their imagination in writing in the form of poetry. Students who have not been able to use figurative language as a characteristic. The imagination used is still at the basic level, because students at the senior high school level do not have more experience in writing poetry that is rich in imagination.

“I find it difficult to find poetry that contains completely foreign words that I have never encountered in daily reading and then put them together into poetic sentences.” (Student 4)

“The challenge when studying poetry is that I find unfamiliar words.” (Student 5)

When learning to write poetry, students still have many difficulties in finding words and developing ideas. Students are not used to expressing their feelings, thoughts, and imagination in poetry. The students seem to be frustrated in understanding the elements of the work because they do not have any idea of the words or sentences that they must encounter [15].

I have problems when writing poetry because I have limited ideas and do not know how to correctly arrange words.” (Student 6)

3.2 Teacher Strategies in Teaching Literary Works

In the teaching process, teachers are not only required to convey subject matter but must be able to actualize their strategic role to shape students' character through understanding literary works and the values contained in the material. Teaching literary works can become motivating and interesting when appropriate teaching strategies are employed by the teacher in the classroom [11]. The strategies of teaching literary works are very important because it contains a comprehensive plan to present language subject matter regularly. The application of a method in language learning is carried out through regular and gradual steps, starting from the preparation of teaching plans, presentation of teaching, teaching and learning processes, and assessment of learning outcomes to achieve the objectives of teaching more effective literary works and on target. The strategies can be applied based on the language model by Carter and Long (1991), which comprises of paraphrastic approach, stylistic approach, and language-based approach. It integrates language and literature as a source to improve students' language proficiency while learning the language [8].

3.2.1 *Paraphrastic*

The paraphrastic approach primarily consists of paraphrasing and rewording the text to a simpler language or using other languages to translate it [9]. The core concept of this approach is to focus merely on the meaning and re-writing of the information found within the text in a much simpler [2]. The paraphrastic approach consists mostly of paraphrasing and rewording the content in a simpler language or translating it into another language. To make the original material easier to grasp, teachers employ simple vocabulary or less complicated sentence structure. In the narrative text material contained in the short story genre, it has been listed in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 69 of 2013 concerning the Framework for Basic and Structure of the SMA/MA Curriculum in subjects where there are basic competencies related to short stories, namely: understanding the structure and rules of short stories; comparing texts to short stories; analyzing short story texts; evaluating short story texts; interpreting texts meaning short stories; producing short stories; editing short stories; abstracting short stories, and converting short stories [13]. The EFL teachers are tasked with allowing students to develop their appreciation skills and helping provide a conducive environment and atmosphere, for example, by providing literary reading materials and encouraging students to enjoy reading.

“First, I explained the generic structure and grammar utilized in the given narrative text, which we read together. Then I use the paraphrastic strategy with students to help them comprehend the plot by translating the readings into groups that will be discussed with other groups.” (Teacher 1)

The teacher uses this strategy to make it easier for students to understand the content of the story. Besides, student-centered roles are involved in the learning process. The researcher observed that the teacher had carried out the procedures for the activities in the teaching of literary works in these short stories and had achieved the learning objectives. Dramatic and literary works are also used in paraphrastic strategies. The teacher assigns students in the form of groups to find or make drama scripts with their creativity using English.

"The application of the narrative text will be made into a practical assessment, where students perform dramas in class in groups. Students are free to choose stories such as folklore, fairy tales, fantasy, and others. Before the performance starts, I help sort out the appropriate text scripts and storylines. After that, students will make dialogues from narrative texts that have been chosen creatively but still within the context and storyline. When making dialogues, students are allowed to make Indonesian texts and then translate them into English for discussion together. I implement group discussions so that all students are active and can express their opinions on the roles that will be played in the drama. " (Teacher 2)

3.2.2 *Stylistics*

Stylistics is the study of linguistic features in works of literature [17]. It may be the best strategy for learning a foreign language through a stylistic method since it provides a close look at the target language. Using imagination while reading poetry triggers creative thinking on the part of the students, and this ascertains the significance of employing stylistic methods for students who are meant to be imaginative, creative, and independent interpreters of poetry [17].

“Students are directed to read the previous poem before analyzing the sentence. After students absorb the reading, they will think about the message or reading content implied in the poem. Because every student has almost the same opinion and sometimes even differs when interpreting the meaning of the poem that is being read, students' imaginations will be stimulated in this section.” (Teacher 2)

Based on the basic competencies contained in poetry learning in grade eleven, students interpret social functions, text structures, and linguistic elements of special texts in the form of poems, spoken and written, by giving and asking for information related to adolescent life, according to the context of their use. They will learn to link a piece of literary writing to their own experience with language, so expanding their knowledge.

"Not only reading but students are also asked to analyze the diction and rhyme contained in the elements of poetry." In addition, there is a difficult vocabulary because students are taught to create literary works whose language is different from everyday language. Therefore, students also translate, memorize, and interpret the vocabulary. Then I also ask students to analyze what grammar is being used in the poem. For example, when students use the present tense, they know when to use this sentence. " (Teacher 2)

3.2.3 *Language-Based Approach*

The language-based approach helps students pay attention to the way language is used when studying literature by providing instruction to students in class [6] [9]. The language-based approach is not a conventional method used in teaching literature in the classroom [5]. By incorporating it into literature classes, the text becomes an interesting piece of work to be analyzed, as the approach allows students to go one step further in analyzing its content. In addition, in process-based teaching, a close reading of the literary work is a must because it needs familiarization with the text's structure to grasp the meaning [7]. Students should be encouraged to get acquainted with literary works, make direct contact with them, and engage in dialogue with them by reading and enjoying them.

"I also use a language-based approach strategy in drama texts, namely when reading dialogues in drama scripts. Students know the sentences that refer to the use of expressions so that they can make interpretations and take meaning from the texts they make." (Teacher 1)

This literary teaching strategy serves to build language skills so that it has the benefit of creating students' awareness of the essence of literary works.

"..... by using drama, students have a better understanding and enthusiasm for literary works. They are happy with this learning so that it creates a fun learning environment in the classroom. Not only they learn the text or characterizations from their assignments, but they also observe and understand of performances from other groups. So every time the staging session is over, the group that performs will ask other groups about the message or moral value that has been obtained." (Teacher 1)

This strategy is also applied to learning poetry in the eleventh grade. Based on the students' challenges in understanding the poetry texts that have been read, the teacher asks students to discuss in groups which students are selected based on their characteristics and abilities in studying poetry. This activity is in the form of students' retelling with interpretations in the form of short stories or summaries of what they have understood. After the teacher takes this approach, students can work well together and answer the questions posed by the teacher.

"I have a treatment when the students still don't understand because they feel that they are learning on their own. Then, I form them into several groups and I adjust the grouping according to the student's character. In this section, active and passive students must be combined. Hence, students who are passive or do not understand will be directed by their friends to think critically and learn together. Just like studying poetry, those who have limited understanding to make meaning from the contents of the poem will understand because it is retold in the form of a short story or summary." (Teacher 2)

4 CONCLUSIONS

Some students have challenges in understanding the literary works (short stories, dramas, and poetry) that are studied, such as a lack of interest in reading and they do not have a great appreciation of the learning process. This is found when the teacher asks students questions such as the social function and generic structure of the text that has been read by students. This challenge involves English teachers who sometimes explain literary works only based on the theory in the book because they have limited time to practice examples directly with students. However, the teacher has a strategy for teaching literary works that include paraphrastic, stylistic, and language-based approaches. The literature teaching strategy is very important because it contains a comprehensive plan to present language course material regularly. EFL teachers are tasked with enabling students to develop their appreciation skills and helping to provide a conducive environment and atmosphere, for example, by providing

literary reading materials and encouraging students to enjoy reading. The researcher observed that the teacher had carried out the procedures for activities based on the basic competencies in the lesson plan so that the learning of literary works had achieved the learning objectives. With the strategy that has been implemented, students are more motivated to learn English through a literary work strategy approach as a learning goal.

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PERFORMING AUTHENTIC ASSESSMENT TOWARD STUDENTS' READING SKILL IN EFL CLASSROOM: CHALLENGES IN INDONESIAN CONTEXT

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ABSTRACT

Reading is an essential ability in language acquisition. Reading provides the reader with the opportunity to assimilate a variety of knowledge and facts that might be useful in everyday life. A person's competence of reading ability may be tested using a variety of evaluations in the form of assessments, and one of those is authentic assessment. The use of authentic assessment may assist instructors in determining the degree to which students are eligible to utilize the information and skills they have acquired in a way that is appropriate for the settings of real-world situations. This is due to the fact that authentic assessment is centered on actions or tasks that are carried out by students after all of the information and abilities that are being lectured have been adjusted to the real situation. The researcher's primary emphasis in this study is on authentic assessment for evaluating students' reading abilities in the English as a Foreign Language (EFL) classroom. Within the scope of this research, the researcher discusses the constraints encountered while attempting to establish authentic assessment for students in Indonesian settings as L2 learners, especially in extensive reading. This study employs a qualitative methodology by using a library research approach. This method was selected in order to gather preliminary library data in the form of books, journals, and articles from both online and offline sources to support the research discussion. Furthermore, besides the constraints during the implementation of authentic assessment, this research will show the benefits of using authentic assessment in EFL classes.

Keywords: authentic assessment, reading skill, EFL learner

1. INTRODUCTION

When we discuss about testing, we are referring to a collection of methods that are used to evaluate the level of knowledge that a student has acquired on a certain topic or material. According to Brown [1], a test is an approach that is used to assess an individual's ability, knowledge, competence, and performance in a certain area. In addition, a test may be broken down into its component parts. One further definition of a test is "an instrument, technique, or thing that involves performance on the part of the individual taking the test." In order for a technique to be considered a test, it must first be clear and organized into a logical format. At the same time, some examinations are designed to evaluate the students' overall capacity, while other tests focus on evaluating students' mastery of certain particular skills or accomplishments. In most cases, the exam is given over the course of a certain amount of time. One of the functions of a test is to assess the performance of students so that results can be compared, or students may be selected. An excellent test will be helpful in determining the exact areas of challenge that a group of students or an individual student is encountering [2].

Assessment is not the same as testing; testing is an administrative operation that is planned ahead of time, but assessment is a process that occurs continuously throughout the learning process and occupies a more expansive field [1]. Assessment is the act of acquiring information about students using a range of techniques or sources, such as knowledge, abilities, behaviors, and beliefs, by a teacher, parents, or the student itself. This information may be used to make decisions about the student's educational process [3]. The objective of the evaluation is to offer constructive feedback on a student's progress, as well as on their strengths and shortcomings, as the student continues through the process of learning. Although the test is a component of the assessment, it is not the only type of evaluation that could be administered. Assessment is more than just taking a test; it also involves receiving feedback and making

adjustments based on that input. Assessment may take several forms, including reports written by students, observations made by teachers, unscripted questions and responses given by students during class time, and the implementation of authentic tasks [4].

Assessment is a crucial part of the educational system since it is fundamental to the educational process and allows teachers to evaluate their students' progress, capabilities, and responsibilities. In general, assessment discussion is categorized into two types: traditional assessment and authentic assessment. An assessment is said to be authentic if it is conducted in a setting that represents real-world circumstances [5]. Authentic assessment refers to the process of assessing students' competence or abilities in a setting that is as similar as possible to the actual world or to real life. Hargreaves [6] stated that in contrast to standardized testing, authentic assessment is "intended to create strong, productive learning among students themselves." Whereas traditional assessment methods entail the use of written examinations on paper and pencil with multiple-choice types of answers, which are often unrelated to situations that may occur in the real world [7].

The usage of authentic assessment methods has seen a rise in popularity over the last several decades. This trend may be associated with two issues. The first challenge is that the existing methods for assessing students do not cover the whole domain of critical student outcomes, and the second challenge is that educators struggle to put the information they get to appropriate use in the process of lesson planning and effective teaching in order to acquire high order thinking skills, which are regarded as an essential component of the curriculum used today [5]. Widodo [8] implied that high-order thinking students are capable of differentiating between different thoughts, communicating persuasively, finding solutions to problems, generating explanations, formulating hypotheses, and comprehending complex topics. In addition, Varella and O'Malley [5] added that existing traditional methods of evaluating students do not adequately demonstrate the skills that students will need to function in the technologically advanced and diverse world of the future. Meanwhile, authentic assessment plays important roles, such as providing students with the capabilities to overcome complex issues, communicating significant concepts, convincing others, managing information, and maintaining human resources to work cooperatively.

Reading becomes one of the abilities that students are expected to have acquired by the time they graduate from high school or college in English. Students are required to have the ability to carry out verbal communication and writing form using linguistic variants to refer to context fluidly and correctly via interaction. Students who are learning English as a foreign language (EFL) should develop good reading behavior in English, which is described as a pattern of repetitive, desirable reading behavior that eventually becomes a second language to the EFL students. Fluency, persistence, correctness, and the quantity of practice read every day are all indicators of a strong reading behavior [9]. Students are expected to demonstrate mastery of reading and comprehension abilities in English, as well as an understanding of the significance of the meaning provided by the surrounding context.

Reading has no function other than to allow one to comprehend the material that is being delivered. Students will gain a significant amount of knowledge about the world via their reading experiences. Because of this, they will have a better chance of comprehending the material in its full context. This indicates that the reader will pick up several new information or knowledge as a result of their reading. Students who have an enthusiasm for reading have a greater capacity for learning than those who do not possess this enthusiasm, according to several educators who teach reading subjects [7]. Even though the ability to read well is critical to a student's success in school and in life in general, many students struggle to comprehend written English despite the fact that reading is an essential skill [10].

According to several of the statements above, it is possible to summarize that assessing students' English reading skills is critical, and one method that may be used is an authentic assessment. It is in accordance with major concerns in the newest curriculum (K-13) in the education sector in Indonesia, which consider authentic assessment as the way to promote students' critical thinking and autonomy in the learning process [11]. Unfortunately, in its implementation, authentic assessment, particularly in the area of reading English, still confronts various challenges that make its use less than desirable. The goal of this paper is to investigate some of the challenges that may be encountered while using authentic assessment, particularly in the reading skills of EFL students [7].

2. METHODOLOGY

This research employed library research as the main methodology. Library research is a sequence of actions connected to the ways of acquiring library data, reading, note-taking, and examining research resources. These activities are all part of the research process. When doing library research, researchers make an effort to locate information on anything that is pertinent to the subject at hand [12]. This includes theories, expert views, and research that is pertinent to the problem that is being examined. The process of doing library research includes reading from a variety of sources that are considered acceptable by the science establishment. These reading sources may include books, research reports, scientific publications, newspapers, scientific papers, and other types of reading material [13].

In addition, Ramdhani and Herdi [14] stated that the data that was utilized in library research came from secondary sources. Data that is collected in a method that does not involve direct observation is known as secondary data. On the other hand, these facts were assembled from the findings of prior academics who had already conducted their study. The documentation method was chosen as the approach to the collection of data for this study. The documentation method is a method of collecting data that has been obtained from a variety of works of literature and is collected as a single document that is used to answer the problems that have been formulated.

3. RESULTS AND DISCUSSIONS

In this part of the paper, the researcher will discuss about the authentic assessment and the implementation toward reading skill in the Indonesian context based on several prior studies.

3.1 Authentic assessment for EFL learners in ELT context

When we talk about English as a Foreign Language, we cannot discuss it in isolation from the context of English Language Teaching as a whole. This includes the analysis of student needs, the circumstances, the learning management, the goals, the implementation, and even the assessment stage [15]. To better assist the academic accomplishments of English language students, Indonesia, which is one of the nations that have students who are classified as L2 learners, has to pay attention to the aforementioned aspects. Assessment is a continuous procedure that incorporates a considerably broader scope of the teaching and learning process that should be a consideration for the teacher [16]. In addition, Martika and Zaim [7] stated that assessment is an essential component of the academic environment since it is key to the learning process and enables instructors to assess the students under their attention in terms of students' development, skills, and responsibilities toward their learning process.

A successful assessment does not simply evaluate one aspect; rather, it must also cover, in a comprehensive manner, all aspects of the learner's development, including cognitive, emotional, and psychomotor aspects [15]. Kinay [16] stated that a successful assessment must be in keeping with the primary aims of education, which are to cultivate persons who are capable of solving issues, whether those problems pertain to the themes or material covered in school or to challenges they encounter in their everyday life. Recently, due to the fact that the new curriculum was implemented in 2013, in Indonesia as an L2 country, there has been a rise in the popularity of a particular kind of assessment known as authentic assessment, which places emphasis on the aforementioned three aspects. Aliningsih and Sofwan [17] added that authentic assessment has emerged as an essential component of the educational system now in existence in Indonesia. Subsequently, instructors began becoming involved with the assessment strategy to accomplish the learning objectives and meet students' needs, especially in four major language skills, namely speaking, reading, writing, and listening.

While we discuss the term authentic assessment, it is actually referring to the meaning of the word "authentic" itself as the original, reflective, genuine, to the real-world situation or cases as the characteristic for the process of assessing by using authentic assessment [17]. This term is first appeared and stated by Wiggins in 1991 [18] as a synthesis between learning and evaluations to make sure that the requirements of the pupils are being fulfilled. Authentic assessments can be developed by instructors by first determining the criteria for student performance, then selecting authentic tasks and splitting them from traditional tasks, then determining the criteria for the task itself, and finally

developing a rubric to evaluate student performance. Students have the chance to strengthen their critical thinking abilities via participation in productive assessment activities such as writing and speaking when they take part in authentic assessments.

According to the Herrington [19] statement, there are four core areas in authentic assessment. The first is the context, which should represent the actual world situation. The next is student's involvement in executing their learned information and crafting a product utilizing that understanding, the next is real activity that corresponds to the assessment should be effortlessly connected with the activity, and the final one is indicators that offer a measuring system on the students' development throughout the assessment. An authentic assessment will also contain the significant activities, which will allow for a complete evaluation of the students' knowledge as well as their abilities [20]. This sort of assessment has effectively become the alternative for educators and teachers to complete their evaluation process since it is assessing based on the cognitive, emotional, and psychomotor aspects of the students while they are engaged in the process of learning. That is the most notable difference between an authentic assessment and a traditional assessment, which exclusively focuses on evaluating the cognitive aspects of pupils. Authentic assessments are more in-depth than traditional assessments. Imagine we as a teacher taught our students to play soccer and then we assess their competency level by using a pencil and paper test in the form of multiple choice instead of asking them to perform the real activity, that is playing soccer game in the field.

Those three aforementioned aspects play an important role and should be considered when evaluating the outcomes of EFL students' learning processes. The cognitive aspect implies the implementation of the brain functions as an intellectual tool, including remembering, recognizing, identifying, understanding, and creating something. This aspect indicates the students' competence to grasp the meaningful context of their learning process and their ability to apply their understanding based on what they have obtained during the learning process [21]. Kasilingam [22] and Kinay [16] stated that This aspect might be assessed by conducting a number of different approaches or activities, such as having students discuss and debate topics, administering quizzes, and focusing on problem-solving-focused tasks. He also argued two other aspects, the emotional aspect and psychomotor aspect. The emotional aspect is the domain that concentrates on response, motivation, the willingness to engage, and appraisal of what has been learned so that it may subsequently be related to values in real life. This is in contrast to cognitive domains, which are domains that focus on thinking and brain function. While the psychomotor aspect refers to the physical skills involved in doing tasks with precision, fluency, and rapidity. The stages that occur inside the psychomotor aspect begin with the actions of acting, coordinating, forming, and producing [21], [22]. Based on those motives, EFL learners will have an enormous chance to take account of their own learning and become independent language users and learners since they were exposed to various teaching aspects in authentic assessment [15].

3.2 Teaching reading in the Indonesian context

Reading is a highly significant activity that both teachers and learners are required to engage in over the course of their academic careers. The function of the instructor as a mediator between the students in their capacity as readers and the reading text in its capacity as their educational resource is frequently crucial. Reading is considered to be a receptive skill since it does not need the direct production of linguistic expressions from the learner, in contrast to speaking and writing. Learners start a process of acquiring a new language by reading linguistic elements and absorbing the information in their brains [23]. According to Bambang [24], there are two distinct types of reading: the first is initial reading, and the second is reading comprehension. Readers who are just starting out in the reading process are said to be "initially reading," which refers to the efforts such readers put out. The ability to read letters and words, symbols, phrases, and sentences is something that beginning readers are still gaining. On the other hand, reading comprehension is often an activity that is designed to grasp a certain text, beginning with the literal interpretation of sentences and moving all the way up to the interpretive meaning of the complete text.

People are equipped to gain at least one language as a natural part of their social development so that they can communicate with one another, but they are not necessarily taught to read. People are not going to be able to read once they do never learn how to read. Thus, reading is something that has to be

taught to them and learned on purpose. Because of this, starting reading instruction at the youngest age is very important and should not be ignored [9].

However, we need to recognize that teaching reading in the L1 and L2 contexts are different. Grabe [25] argued several differences that should be a consideration for the teacher when it comes to teaching reading in the L2 context, (1) When learners first start reading in their second language, they have a significantly more limited linguistic knowledge base. They have a narrower vocabulary, grammar, and understanding of the structure of conversation (2) Reading in a second language will feel quite different to students of a second language due to the fact that they have already read in two languages and that their cognitive processing will include two language systems (3) When reading in the L2, readers of the second language depend on a variety of various combinations of previous general information. Reading experiences in L1 and L2 may often be quite different when it comes to drawing on knowledge about "how the reality of the world." (4). When they read L2 literature, readers of the second language will come across many social and cultural beliefs which they may not be acquainted with or find rather challenging to accept. In fact, the basic cognitive processes engaged in L1 and L2 readings are typically the same. Language limits and processing training limitations will result in significant L1 – L2 gaps [25].

The majority of schools and colleges in Indonesia demand their students to be able to grasp the English language better and continue to enhance it throughout the course of their education. This responsibility was necessary for the student to be able to grasp the instructional material as well as academic texts, which were mostly written in English. Masduqi [23] stated despite the fact that reading is required at every level of instruction, there has been a consistent downward trend in students' reading levels over the last few decades. This is due to a number of factors, some of which are the level of anxiety that students have when learning English as a foreign language [26]; a lack of motivation in reading [9]; a limitation of students' vocabulary [27]; a lack of practice; and an inadequate resources and methodologies used by teachers to involve students in the process of learning English, particularly reading [28]. Because of this, it is expected that the implementation of authentic assessment would be able to alleviate some of the difficulties encountered by EFL students in Indonesia when they are in the process of acquiring English language skills [1], [5], [29].

3.3 Authentic assessment of reading

When we discuss authentic methods of evaluation, we will likely come across a wide variety of approaches, each of which has the potential to be included in various aspects of education. For the purpose of determining the level of reading proficiency possessed by the student, we will be given a variety of authentic assessment options such as self-and peer-assessment [1], scaffolding model [30], [31], text-based method [32], and by using reading proficiency [7]. The purpose of these various types of evaluation is to get students into the habit of reading on a regular basis, which will make it simpler for them to comprehend material that is more challenging in future occasions [9].

The self-evaluation principle is the capacity to define one's own objectives both inside and outside of the framework of a teaching curriculum and to autonomously monitor that achievement that stands out as one of the fundamental core elements of effective learning. The formation of intrinsic motivation is critical in this kind of evaluation. On the other hand, peer evaluation formed with essentially identical principles, the primary difference being the growth and focus placed on learning in collaboration with peers. The advantage of participating in this community of learning is that it expands the options available to students for expressing their thoughts and doing evaluations, and it also enables students to learn from one another. This evaluation strategy places emphasis on student-centered and on collaborative learning among the students [1].

Scaffolding is inexorably related to the ZPD, and the ZPD is inexorably connected to the scaffolding. The ZPD, or Zone of Proximal Development, is the gap that exists between the capacity to accomplish activities independently and the inability to complete tasks independently. Students may improve their reading comprehension via the use of scaffolding in one of six different ways: modeling, contextualization, schema formation, textual representation, and metacognitive strategies development. Scaffolding is also articulated as assistance that instructors are equipped at the moment that students are incapable of performing their assignments on their own. As long as the students are capable enough, the teacher will let them decide what they are going to do with their assignment. Furthermore, students

learn how to become more self-sufficient in the process of finding information from teacher-assigned tasks via the use of this method [30].

The text-based method is actually a combination of several different assessment techniques, such as asking students to make a summary based on the types of texts such as poetry, short stories, dramas, novels, or academic essays, and then having students present the results of their summary in front of the class, while the teacher observes through the text, question and answer and students' responses, as well as their understanding of the text. An assessment rubric may be used as a measuring tool for student success while carrying out this kind of evaluation of the student's work [32].

Reading proficiency is linked to a number of activities, some of which require skimming and scanning techniques. This approach allows for the implementation of three primary tasks, which are as follows: (1) relaying or exposing meaning from the literature; (2) analyzing the relevant context from the text; and (3) commenting on and assessing what they have read [7].

3.4 Challenges in performing authentic assessment toward reading skill in the Indonesian context

Although authentic assessment provides a more thorough assessment model on crucial components or areas that must be assessed for students, such as cognitive area, emotional area, and psychomotor area, we cannot dispute that both conventional and authentic assessments have flaws that must be recognized and addressed in their implementation. Several prior research have identified some of the difficulties of authentic evaluation, particularly in EFL classes for both students and teachers.

The first obstacle that teachers have when adopting authentic assessment in their classroom is that it is a time-consuming activity that requires them to do more work [33]; they must prepare all of the content as real as possible and also the scoring rubric. Not only that but the instructor is still required to assess students' work individually using a rubric. It will be easy if there are just a few students, although it will be quite different if there are more than 50 students. Tono [15] and James [34] mentioned in their study that the worst situation is when the instructor has 12 classes with 432 pupils, which will generate evaluator bias since a lot of time and energy is spent. The possible move to overcome these issues is by giving a teacher only a few classes, if possible, less than five classes so that it will be easier for the teacher to implement authentic assessments.

Inadequate support from the circumstances also becomes the next challenge in implementing the authentic assessment. Abdul Aziz et al. [33] clearly stated the worst effect of inadequate support from the school administration for the authentic assessment would lead to the teachers' frustration because they also need to do school administration and scoring students' results. On the other side, the students' parents also say that their children got low scores even though the teacher already showed them the students' portfolios with a satisfying outcome. The frustrated teacher may lead to their interest in creating and implementing conventional assessment as long as it is simpler instead of authentic assessment.

In relation to previous challenges, the inadequacy of supporting resources will become a burden for both teachers and students in implementing the authentic assessment. The resources here refer to time and cost during the preparation and implementation until the finalization. Hart [35] stated that authentic assessments might need, or give the impression that they necessitate, a higher contribution of time and money is needed than conventional forms of evaluation. Furthermore, this issue can be overcome by choosing activities on a smaller scale, for which there is comparatively less time and financial assistance, and presenting a breakdown of the tasks at hand together with distinct timelines for their completion [34].

Authentic assessments sometimes include working in groups and placing a greater focus on language; this might be difficult for certain students to manage because of the nature of the evaluation. Students could also believe that their varied skill sets and degrees of experience in the actual world can have an effect on the result they get [34]. Inadequacy of practices by students because lots of school activities during the weekends also causes an effect in the form of students' lack of mastery in some language aspects that lead them to difficulty in understanding the assignment [7], [33].

4. CONCLUSIONS

Following the topics that have been presented so far, we are able to draw the conclusion that authentic assessment is the alternative kind of assessment that can be used by instructors to test the amount of comprehension that their students have in relation to the nature of the world. Unlike conventional assessments, which solely concentrate on students' cognitive abilities, authentic assessments take into account the students' emotional and psychomotor functioning as well as their cognitive abilities. This allows for a more comprehensive evaluation of each student. The authentic evaluation may also inspire students to acquire several abilities, particularly reading skills, which can be very beneficial for the students.

However, it is important to keep in mind that the method of instruction and evaluation for students learning a second language will be different from that used for students learning the first language. Although their cognitive processes could be the same, the constraints they face when learning a language will be different. In addition to that, the instructor is responsible for paying attention to a number of factors, including the following, that may provide difficulties in the process of executing authentic assessments: the activities of authentic assessment will be time-consuming for both teacher and students, the inadequacy of support both the stakeholder and resources will lead into teacher interest in using authentic assessment and their frustration. Also, the students need more practice and exposure to this kind of assessment during their learning process.

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APPLYING ONLINE FLIPPED LEARNING IN TEACHING SPEAKING FOR UNDERGRADUATE EFL STUDENTS

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Abstract

Teaching speaking for EFL students has its own challenges since English is not their first language. It even happens to undergraduate students as well. Moreover, the development of technology, especially digital devices, requires teachers and students to shift their learning activities to online platforms. It reduces the interaction between the teachers and the students which makes the teachers are difficult to monitor and give corrective feedback to their students. Therefore, it is necessary to find a method that can increase students' ability in online self-learning but keep covering teachers' role in supervising their students. Flipped learning is a learning method where the teachers give some pre-class activities such as looking for the material or watching recorded lecture videos and on the day of the class, they meet only for discussing the topic further. In online flipped learning, the traditional face-to-face meeting is replaced by a virtual classroom. The purpose of this article is to reveal the ways of teaching speaking for undergraduate EFL students using the online flipped learning method effectively.

Keywords: online learning, flipped learning, teaching speaking, undergraduate EFL students

1 INTRODUCTION

The rapid development of digital technology changes the way people doing something including in teaching activity. Teachers start to shift their teaching platform from conventional classroom to online classroom. It can encourage students' independence and activeness in their learning process which is important to strengthen students' skills in facing the fierce global competition. However, teachers and students find some problems in the practice since online learning reduces interaction between the teachers and the students. Lack of interaction makes teachers are difficult to monitor their students and give necessary correction or feedback. As the result, students will have low understanding and learning objectives are not achieved.

The problems also happen in teaching English especially speaking. In a conventional classroom, the teachers and the students can interact with each other easily since they are in the same place and time. Moreover, it will be more difficult in teaching speaking for undergraduate EFL students since they are at a higher level which needs a higher speaking mastery. Therefore, it is essential to find a method that can encourage students' ability in online self-learning and increase teachers' involvement in the online class. Considering the issue, the author feels that flipped learning method is an appropriate method to overcome the need.

Flipped learning, or also known as the flipped classroom, is a learning method where the teachers give pre-class activities such as watching video from the lecturer or looking for some sources of a particular topic and at the day of the class, classroom time is not used for giving a lecture, but it is used for an engaging discussion about the topic ([1]).

Many studies have reported the effectiveness of using flipped learning in teaching speaking. Two studies ([2], [3]) found the effectiveness of using flipped learning in teaching speaking to elementary and secondary students. However, both of the studies only discuss conventional flipped learning and have lower students' grades. Based on the gap, the objective of this article is to give the concept of teaching speaking for undergraduate EFL students using online flipped learning effectively. This article will define the concept of online flipped learning compared to conventional flipped learning and give some procedures or strategies that can be applied by the teachers in teaching speaking for undergraduate EFL students.

2 SPEAKING SKILL AND ITS COMPONENTS

Speaking is one of the language skills that have to be mastered by students in learning English. It is categorized as a productive skill besides writing. Bailey stated that speaking is the productive oral skill that is used to convey meaning through systematic verbal utterance production ([4]).

Speaking skill is claimed as the most important skill to be acquired by students among other skills in learning English ([5]). The claim is not too excessive because having good speaking skill is important for students to signify students' language competence. It happens because most of the communication is spoken. Moreover, in this globalization era, there is a need for people to speak English well because English is used all over the world as a global or international language in every field such as education, business, technology, entertainment, and others.

Mastering speaking skill well requires mastery of its components. According to Harris ([6]), there are five components of speaking skill that are essential for students to master as follow:

1. Pronunciation
Pronunciation is the way how speakers can produce the words clearly when they speak. It is related to phonological process and has a function to make the process of communication easier and clearer to understand.
2. Grammar
Grammar is the set of rules or systems in a language. By understanding grammar, speakers will know how to make a correct sentence by making a good arrangement of words and using a proper tense.
3. Vocabulary
Vocabulary is the list of words that are used in communication. By having sufficient vocabulary, speakers can communicate effectively and explain their idea using proper diction based on the context.
4. Fluency
Fluency can be defined as the way how someone speaks clearly and continuously without any pause and stop.
5. Comprehension
Comprehension is ability to understand something. By having good comprehension, speakers will be able to respond other's speaking appropriately.

3 TEACHING SPEAKING FOR UNDERGRADUATE EFL STUDENTS

Teaching speaking is a very important part of language learning. Nowadays, teaching speaking must improve students' communicative skills because it is the only way for students to express themselves and follow the social and cultural aspects in each communicative environment. According to Nunan, teaching speaking is to teach the students to acquire the components of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension as well ([7]).

The higher objectives of teaching speaking make higher challenges that are faced by teachers in teaching speaking especially for students who use English as a foreign language (EFL). In the EFL context, English is not the language of the community. EFL students have very few opportunities to practice English outside the classroom. EFL students have four main problems, they are inhibition, nothing to say, low or uneven participation, and mother tongue use ([8]).

The challenges increase in the context of teaching speaking for undergraduate students. Undergraduate students are categorized as adult students. Adults have higher cognitive abilities to think about something abstract. The vocabulary is increased especially the use of academic language based on students' respective fields. The form of teaching is also changed. Unlike young learners who learn through story and play, adults prefer the systematic structure that rules of grammar give ([9]).

However, teaching speaking in every context and level has the basic principles that are used to overcome the challenges. Bailey gives some principles of teaching speaking that is necessary to be concerned as follow:

1. Give students practice with both fluency and accuracy. Fluency is the ability to speak without any pause and stop while accuracy is how match the speaking to what people actually say. Teachers should give students fluency and accuracy-building practice instead of continually interrupt students for correcting their oral errors.
2. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Teachers must reduce their time in speaking and giving the time to their students. By using group work or pair work, students will have opportunities to talk English more.
3. Plan speaking tasks that involve negotiation for meaning. Negotiating for meaning is a process that is done by students about checking if they have understood what someone has said, clarifying their understanding, and confirming that someone has understood what they say.
4. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional speaking concerns communication to make a transaction in a specific field, especially trade, including the exchange of goods and services. Interactional speaking is speaking with someone for a regular social purpose such as making and keeping social relationships ([10]).

4 ONLINE FLIPPED LEARNING

Online learning is related to the use of technologies such as the world wide web, email, group chat, or audio and video conferencing over computer or smartphone network to provide education ([11]). There are many advantages of online learning such as accessibility, self-pacing, and personalized learning ([12]). A research from Nurohmat to the students of vocational high school in West Jakarta shows that after the implementation of online learning, students get higher English learning achievement than using face-to-face learning ([13]).

Mohan defines flipped learning as a pedagogical approach in which traditional lectures or instructions are given before the class through video or other forms, then the class is transformed into a dynamic and interactive learning environment for students to apply the concept of a material and engage creatively in a discussion ([14]). In flipped learning, teachers take the role of a facilitator who accompany and guide students' learning process ([15]). However, one thing that should be emphasized is the point of this method is not just flipping the classroom and simply making an explanation video before the class. The real point is how students can have more time exploring information to develop their understanding and make active communication with others ([1]).

There are three stages of flipped learning, they are pre-class stage, in-class stage, and post-class stage ([16]). First, the pre-class stage is the time for students to construct their knowledge before the class by watching videos from their teacher and exploring other resources. Next, the in-class stage provides the opportunity for students to group discussion as well as consultation with the teacher. The last is the post-class stage where the students apply their knowledge after the discussion by doing exercises or quizzes and have evaluation even from the teacher or by themselves.

Flipped learning has many benefits for learning activities. A research from Kvashnina & Martynko to 4 groups of 42 ESL students in Tomsk Polytechnic University in Russia reveals that flipped learning increases students' activeness and independence in learning as well as getting higher results in their final test. Flipped learning can give more time for students to interact with their teachers and friends as well as to practice and apply their knowledge which can lead to the development of students' learning performance and higher-order thinking abilities ([17]).

The term online flipped learning is a combination of two terms, online learning and flipped learning. It is related to the term synchronous and asynchronous learning. The difference between online flipped learning with the conventional flipped learning is in the synchronous part. In online flipped learning, the physical classroom is replaced by a virtual classroom using video conference applications such as Zoom or Google Meet. Although it looks like a simple thing, applying online flipped learning needs particular treatments that are different from conventional flipped learning because not all treatments can be used in online flipped learning and vice versa.

5 FORMS AND MEDIA IN OF ONLINE FLIPPED LEARNING IN TEACHING SPEAKING FOR UNDERGRADUATE EFL STUDENTS

Forms related to the kind of activities that can be implemented in online flipped learning. The activities are the same as teaching speaking in a regular classroom. However, the activities which need two or more people who perform at the same time and place as a whole such as drama should be avoided. Teachers can use other activities that involve students' activeness and participation to speak English in the class as an individual or in small groups.

Bailey promotes three effective activities in teaching speaking they are information gap, role-plays, and simulations ([10]). The information gap is an activity in which the students complementing other's lack of information on some topics using English. Role-plays is an activity where the students play as imaginative figures and speak based on their characters. Simulation is the higher form of role-plays by providing a realistic environment.

Budiyanto & Haryanto gives a presentation as the best activity for teaching speaking for adult students ([18]). Group discussion is also suitable for online flipped learning. Zyoud claimed that group discussion is one of the best methods of learning English as a foreign language ([19]). It can be a small group discussion that consists of several students or a big group discussion that consists of the whole students in the class. For the small group discussion, it can be done individually by the group outside the class then students will report their discussion orally to the big class in the virtual synchronous session. Debate and making individual videos are also appropriate to be applied in online flipped learning.

Media related to the technologies or applications that are used by the teachers to support the learning activities. The central media in online flipped learning is video conferencing application and e-learning. Teachers can make video material for the students using a screen recorder and video editors such as Kinemaster, Viva Video, or Filmora. After that, teachers can upload the video on Youtube to save students' internet quota and device storage.

If the teachers need additional resources, they can easily look for videos on Youtube that are spoken by English native speakers to familiarize students with the English environment. After that, teachers can directly attach the link in e-learning or share it with the chatting group. Since the limitation of Zoom and Google Meet, teachers can keep interacting asynchronously with their students through chatting applications such as Whatsapp and Telegram. For the synchronous session, teachers can use Zoom or Google Meet to have a virtual class with their students. For the tasks, teachers can ask students to make a speaking video and upload it on social media such as Youtube, Instagram, or Facebook.

6 FORMS AND MEDIA IN OF ONLINE FLIPPED LEARNING IN TEACHING SPEAKING FOR UNDERGRADUATE EFL STUDENTS

The author uses the three stages of flipped learning and adapts the Discover, Learn, Practice, Collaborate, and Assess (DLPCA) strategy that is used by Lapitan et. al. to develop online flipped learning in Chemistry Courses at the University of Santo Tomas, Filipina around 2019-2020. The strategy is considered manageable and effective to a full online instruction ([20]). The three stages are explained in the following subsections:

6.1 Pre-class stage

In the first meeting, teachers should make a pre-test to measure students' speaking ability. The test is varied. It can be an interview, impromptu speech, or explaining a topic. For the pre-class stage, teachers will upload the video explanation and other additional resources that are necessary to the e-learning website. After that, the process of Discover is begun. Students are asked to discover all learning materials from the teachers. Since it is, autonomous learning, students can search for other resources to comprehend their understanding. Next is the step of Learn. In this step, students can learn from the material that is gained. This activity includes the small group discussion with their friends to practice their speaking related to the material.

6.2 In-class stage

The in-class stage provides the virtual synchronous session using Zoom or Google Meet. The teacher will make the meeting room and share the link with their students via chatting group. Students will join the virtual synchronous session and do the Practice step. It is a real opportunity for students to apply their knowledge and perform their previous practice in small group discussions. Here, teachers give students the most opportunity to speak related to the task or topic. Next is the step of Collaborate. In this step, teachers lead the forum and also enhance and motivate students to speak up more and more. Students should engage actively in the forum and combining knowledge and feedbacks from fellow students and teachers. Teachers can give comments and oral corrective feedback after a performance of one student or one group or before the end of the session. Teachers also give opportunities for students to share their problems in learning speaking or ask everything difficult to understand.

6.3 In-class stage

The post-class stage allows students to apply their knowledge and experience in speaking. They will do assessment components that are given by the teachers such as doing some projects, making speaking videos, or others. In line with that, teachers will do an evaluation and assessment of the students speaking ability. Therefore, the Asses step is applied here. Teachers should assess how successful students are in mastering the five components of speaking skills they are pronunciation, grammar, vocabulary, fluency, and comprehension. Teachers also enhance students to do self-assessment by asking some questions such as how satisfied they are with their speaking and what deficiencies of their speaking are. By doing self-assessment, students can have a better improvement.

7 CONCLUSION

Global development demands us to familiarize with technology and be skillful in every field that we are interested in. In the term of English language teaching especially speaking, online flipped learning can be a solution for to enhance students' activeness, independence, and skills as well as to keep supervising their development. This method is very suitable for undergraduate EFL students to train them to improve their abilities independently. It depends on three stages, they are pre-class stage, in-class stage, and post-class stage. The key to the success of this method is how much the involvement of teachers and students in the synchronous process through virtual meeting applications such as Zoom and Google Meet. However, the activities in pre-class stage such as giving video material and evaluation in post-class stage cannot be ruled out. It is also important to choose the right form of speaking activities because not all of them can be applied. If all aspects are fulfilled, it will be possible to achieve good mastery in both speaking and technology.

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AN ITEM ANALYSIS OF MULTIPLE-CHOICE TEST FOR THE FOURTH GRADE STUDENTS OF AR-RAHMAN ELEMENTARY SCHOOL KEDIRI

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Abstract

This study aims to analyze the quality of daily tests it consists of validity analysis, reliability, and item analysis for four-grade students at Ar-Rahman Elementary School Kediri. The type of data was descriptive quantitative data. The data was taken from the tried-out of the test that was held on May 24, 2022. The subjects are the Fourth-grade students of Ar-Rahman elementary school with the gender of 14 Male, and 12 Females. The research instrument was 15 questions about Food and Drinks materials. The analysis of data using SPSS 26. The findings show that: based on the validity analysis there were 6 items "Valid", and 9 items were "Invalid". Based on the reliability analysis 12 items were "Acceptable" in reliability analysis with Cronbach Alpha 0.706 and the 3 items were cannot be computed for items number 1, 13, and 14 were missing variables because they have zero variables. Based on the difficulty level items show that: 13 items categorize as "Easy" and 2 items categorize as "Moderate". Based on the discrimination level items show that: there were 4 items that categorize as "Poor Item", there was 1 item that categorizes as "Marginal Item", there were 2 items that categorize as "Reasonably Good Items", and there were 7 items that categorize as "Very Good Item".

Keywords: item test, analysis, multiple-choice test, validity, reliability

1. INTRODUCTION

An item is the basic unit of language testing. The item is sometimes difficult to define. Some types of items like multiple-choice or true-false items are relatively easy to identify as the individual test questions that anyone can recognize as discrete units. Item analysis is the systematic evaluation of the effectiveness of the individual items on a test. This is usually done to select the "best" items that will remain on a revised and improved version of the test. Sometimes, item analysis is performed simply to investigate how well items on a test are working with a particular group of students [1]. The information relevant to evaluation can be either qualitative (non-measurement) or quantitative (measurement). Qualitative information can be obtained from observation in a wide variety of ways, including performance checklists and observation schedules, as well as from narrative accounts of class performance of students' self-reports (for example [2] [3]). Quantitative information can include measures such as class rank, teacher ratings, and self-ratings (for example, [2] [4] [5] [6]), as well as tests.

An instrument is needed in obtaining information for assessment. It is a process where information is produced to observe the improvement of students' abilities. Arikunto in his book identified two types under the term assessment which can use as an instrument: tests and non-tests [7]. Frost elaborates on various types of testing questions such as error correction, open-ended questions, true or false, and multiple-choice [8]. Generally, Indonesian teachers apply tests, specifically summative tests to assess students at the end of the learning process. Brown states that a test is a set of equipment to measure an individual's proficiency within particular criteria, he also explains the summative tests themselves can assist teachers to assess students' comprehension when the learning process ends [9]. It is one of the ways to discover the students' competencies at the end of the learning process in the school. Automatically, teachers should construct a good test.

As one of the most prevalent forms of the question, multiple-choice is widely used inside classrooms for some reason. As stated by Harris in his book *Testing English as a Second Language* due to its nature that is "highly structured" (p. 7), multiple-choice question enables test developers to test a wide range of English skills and sub-skills [10]. Weimer states in his paper that Multiple-

choice tests usually come with a fixed key answer, and scoring can be done with speed and objectively without any test raters' bias [11].

The quality of multiple-choice tests is defined by the level of their validity, reliability, and discrimination ability. The validity of the multiple-choice test refers to the test's ability to measure what the test is proposed to measure [12]. On the other hand, the reliability of the test measures the test taker's ability [13]. The difficulty level refers to the level of easiness that a multiple-choice item possesses [9].

Studies on analyzing the quality of multiple-choice tests have been done over several decades in Indonesia. For example, in Academic Year 2018/2019 that had done with the title 'Item Analysis of English Summative Test at The Eleventh Grade Students of SMA Negeri 9 Kota Jambi City' by Ardhan Khariri, Suyadi. This study is focused on the summative test method to measure students' comprehension of the material learned. The purpose of this study is to find out the level the English on the summative test. The subject of the study was one class of XI IPA 1 which consisted 32 members of students. The result of this study of the item analysis was categorized as medium interpretation, and only a few in easy and difficult interpretation with the total of I index 0,59 [14]. Another study of multiple-choice tests analysis had been done in 2021 in Jakarta with the title 'An Item Analysis on Multiple-choice questions: a case of a junior high school English try-out test in Indonesia' by Rohmatul Jannah, Didin Nurudin Hidayat, Nida Husna, and Imam Khasbani. The result of this study discovers that the level of difficulty on the question items is varied. Some questions tended to be easy and moderately difficult while the students are difficult to answer. In the discriminating power, some questions are well constructed while the others are ambiguously worded which can potentially cause the questions to fail to evaluate the students' ability. The analysis of distractor efficiency presents information on how the chosen multiple-choice questions were frequently constructed with less effective distractors that caused more high achieving students to choose the wrong answers [15].

Based on the studies before, the researcher chooses the title '*An Item Analysis of Multiple-Choice Test for The Fourth Grade Students of Ar-Rahman Elementary School Kediri*' on this research, the researcher tried to find out the validity analysis, reliability analysis, and also difficulty level of items test, based on the result of the test that was held on May 24, 2022.

2. RESEARCH METHODOLOGY

The design of this study used descriptive quantitative research. Descriptive quantitative research aims to portray the data as a whole by grouping and representing the data in tables or figures [16]. The data were getting by arranging the multiple-choice questions based on the material that has been studied by students the focus material is food and drink. After arranging the questions, the researcher analyzes the questions and trying out the questions to the students. The 15 questions that trying out to the students are in appendix 1. The students must be answering the questions and the result of the tried out of the test were in table 1.

The population of this study was the fourth-grade elementary school students with a total number of 26 students with the specific gender of 14 male and 12 female students. The sample in this study was 26 in the form of student answer sheets for English daily tests for fourth-grade students in the academic year 2021/2022.

The instrument of this study used a question paper that was distributed to the 26 fourth-grade elementary school students on May 24, 2022, as the daily test. After getting the question paper, the students must be answered the questions in the question paper after finishing the paper the students give the paper back to the teacher. For getting the research instrument, the researcher arranged the questions based on the material that was used in the class before. The daily test is used to know the understanding of the students about the material and to evaluate the topic that cannot understand by the students.

An analysis of data on this research used IBM SPSS Version 26. To analyze the data researcher inputted the data test result to the IBM SPSS Version 26. After that researcher interprets the test result from the SPSS with the interpretation table index, based on the validity, reliability, and item analysis. That was adopted from Brown 2004. An analysis of the data was done after the result of the data labelled by the researcher and the researcher analyze the data using SPSS 26. The researcher input the data to the SPSS getting some results that would be described above.

3. RESULT AND DISCUSSION.

Quantitative analysis was conducted to identify the quality of validity, reliability, and item difficulty level. Based on the test the researcher got the result that displays in table 1 which shows the result of the test. In this section the, results of the study are presented in three main subtitles validity analysis, Reliability analysis, and Item Analysis.

3.1 Result of the test

There were 15 items in the form of a multiple-choice test with 4 options in the English daily test for fourth-grade students of Ar-Rahman Elementary School. After arranging the assessment and trying out the test, the researcher got the result of the data. The result of the test is shown in table 1.

Table 1: The test result

NO	NAME	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL
1	ATP	L	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	11
2	ARS	L	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
3	BVN	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
4	CAP	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
5	FML	P	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
6	GJF	L	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	13
7	GAM	L	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	14
8	MSA	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
9	NAA	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
10	NMM	P	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	11
11	PWK	L	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
12	WAR	L	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
13	ABF	L	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	13
14	ADS	L	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	13
15	AAS	P	1	0	0	1	1	1	1	0	1	0	0	0	1	1	1	9
16	DUW	L	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	9
17	KAY	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
18	KAP	L	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	13
19	MLA	P	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
20	MSA	L	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	12
21	MII	P	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	11
22	NAY	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
23	NBS	L	1	0	0	1	1	0	0	0	1	0	0	1	1	1	1	8
24	RYF	P	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
25	RND	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
26	WAM	L	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	12

3.2 Validity analysis

'Validity' is used to measure accurately the level of what it is intended to measure in testing and assessment (Hughes, 1989:22), or to measure the appropriateness of the components parts of the test that was given (Henning, 1987:170) [9]. Validity analysis is the analysis of the data to find the items that tested valid or not. The validity of data can be interpreted in the index table of validity based on the result of the Pearson Correlation that has been analyzed using IBM SPSS Version 26. The items will be categorized as "valid" if the significant score is lower than 0.05. And if the significant score is more than 0.05 the test item is "invalid". To know the

interpretation will be gained from the Pearson Correlation score for each item, and here are the interpretations of the validity:

- 0.800-1.00 : Highest
- 0.600-0.799 : High
- 0.400-0.599 : Enough
- 0.200-0.399 : Low
- 0.000-0.199 : Lowest

Based on the interpretation of Pearson correlation data of the validity and analysis of the SPSS the research result was, that there were 6 items in the categorize are "valid" and the 9 items in the category are "invalid".

Table 2: The validity test interpretation using IBM SPSS Version 26

TEST ITEMS	PEARSON CORRELATION	SIGNIFICANT SCORE (Sig.)	CATEGORY	INTERPRETATION
QUESTION 1	a.	-	INVALID	-
QUESTION 2	0.739	0.000	VALID	High
QUESTION 3	0.725	0.000	VALID	High
QUESTION 4	0.198	0.332	INVALID	Lowest
QUESTION 5	0.475	0.014	INVALID	Enough
QUESTION 6	0.352	0.077	INVALID	Low
QUESTION 7	0.495	0.010	INVALID	Enough
QUESTION 8	0.571	0.002	VALID	Enough
QUESTION 9	0.099	0.630	INVALID	Lowest
QUESTION 10	0.581	0.002	VALID	Enough
QUESTION 11	0.775	0.000	VALID	High
QUESTION 12	0.387	0.051	INVALID	Low
QUESTION 13	.a	-	INVALID	-
QUESTION 14	.a	-	INVALID	-
QUESTION 15	0.396	0.045	VALID	Low

3.3 Reliability analysis

This is the result of the multiple-choice reliability test. To know the reliability using the Cronbach's alpha scale [1], here is the interpretation of the reliability of the multiple-choice test:

- >0.9 : Excellent
- >0.8 : Good
- >0.7 : Acceptable
- >0.6 : Questionable
- >0.5 : Poor
- <0.5 : Unacceptable

Based on the result of the total Cronbach's Alpha score is 0,708 in the total item 12, so the 12 multiple-choice tests are categorized as "Acceptable". And the three items for items number 1, 13, and 14 were "Missing Variables" because they have zero variables. The detailed information is shown in table 3 above.

Table 3: The data test result of Reliability analysis using IBM SPSS Version 26

Warnings
Each of the following component variables has zero variance and is removed from the scale: N_1, N_13, N_14

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.706	.708	12

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N_2	9.1538	3.255	.640	.	.640
N_3	9.1923	3.202	.610	.	.642
N_4	9.0385	4.118	.104	.	.711
N_5	9.1538	3.655	.319	.	.691
N_6	9.3846	3.766	.118	.	.735
N_7	9.0385	3.878	.418	.	.687
N_8	9.5000	3.300	.367	.	.688
N_9	9.0385	4.198	.004	.	.718
N_10	9.1538	3.495	.443	.	.672
N_11	9.1154	3.306	.699	.	.638
N_12	9.1923	3.762	.203	.	.710
N_15	9.0385	3.958	.311	.	.695

3.4 Item difficulty analysis

Item difficulty analysis or what we can call item facility analysis is the numerical analysis to analyze the student's correct answer by using the index of difficulty level [1]. There is the index table of item difficulty analysis, table 4 shows the classification of the item difficulty analysis adopted from Arikunto Suharsimi [17].

Table 4: The classification of item difficulty level adopted from Arikunto Suharsimi (2013)

Index	Difficulty Level
0,00-0,30	Difficult
0,31-0,70	Moderate
0,71-1,00	Easy

Table 4: The data test result of item difficulty analysis using IBM SPSS Version 26

	Statistics														
	N_1	N_2	N_3	N_4	N_5	N_6	N_7	N_8	N_9	N_10	N_11	N_12	N_13	N_14	N_15
N Valid	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	1.0000	.8462	.8077	.9615	.8462	.6154	.9615	.5000	.9615	.8462	.8846	.8077	1.0000	1.0000	.9615

Based on the table interpretation of item difficulty analysis from Arikunto Suharsimi and the data test result using IBM SPSS Version 26 the item difficulty level is shown in table 5. The result of the difficulty level item analysis there were 13 items number 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, and 15 that categorize as "Easy" with a score of mean in IBM SPSS Version 26 around 0,71-1,00. There were 2 items number 6 and 8 that categorize as "Moderate" with the score of mean in IBM SPSS Version 26 around 0,31-0,70. The detailed information is shown in the table above.

Table 5: The Interpretation of Item Difficulty Level

Question Number	Mean in the SPSS	Comparison	Difficulty level
1.	1.000	Based on the Difficulty Level Index	Easy
2.	0.8462		Easy
3.	0.8077		Easy
4.	0.9615		Easy
5.	0.8462		Easy
6.	0.6154		Moderate
7.	0.9615		Easy
8.	0.5000		Moderate
9.	0.9615		Easy
10.	0.8462		Easy
11.	0.8846		Easy
12.	0.8077		Easy
13.	1.000		Easy
14.	1.000		Easy
15.	0.9615		Easy

3.5 Item discrimination analysis

Item discrimination analysis is the analysis that is used to group the student's level comprehension from the highest to the lowest level [1]. The level can be identified by analyzing the test score of an individual test. the guidelines for identifying the discrimination analysis here according to Ebel 1979 adopted from Brown [1]. The guidelines are shown in table 6 above.

Table 6: The guidelines of the Discrimination Level Index according to Ebel 1979 [1]

Index	Discrimination Level
0,40 and up	Very good items
0,30 to 0,39	Reasonably good, but possibly subject to improvement
0,20 to 0,29	Marginal Items, usually needing and being subject to improvement
Below 0,19	Poor items, to be rejected or improved by revision

Based on the table of discrimination item analysis according to Ebel from Brown and the Pearson Correlation score from IBM SPSS Version 26 statistics the interpretation of the discriminating level is shown in table 7. The result of the interpretation of the discriminating level was 4 items number 1, 9, 13, and 14 that were categorized as "Poor Items" with a score of Pearson Correlation below 0,19. There was 1 item number 4 that was categorized as "Marginal Items" with the total score of Pearson Correlation around 0,20-0,29. There were 2 items number 6 and 15 that were categorized as "Reasonably Good" with the score of Pearson Correlation around 0,30-0,39. And there were 7 items number 2, 3, 5, 7, 8, 10, 11, and 12 that were categorized as "Very Good Items" with a score of Pearson Correlation around 0,40 and up.

Table 7: The interpretation of Discrimination Item

TEST ITEMS	PEARSON CORRELATION	COMPARISON	CATEGORY
QUESTION 1	a.	Based on the Discrimination Level Index	Poor
QUESTION 2	0.739		Very Good
QUESTION 3	0.725		Very Good
QUESTION 4	0.198		Marginal
QUESTION 5	0.475		Very Good
QUESTION 6	0.352		Reasonably Good
QUESTION 7	0.495		Very Good
QUESTION 8	0.571		Very Good
QUESTION 9	0.099		Poor
QUESTION 10	0.581		Very Good
QUESTION 11	0.775		Very Good
QUESTION 12	0.387		Very Good
QUESTION 13	.a		Poor
QUESTION 14	.a		Poor
QUESTION 15	0.396		Reasonably Good

4 CONCLUSION

Study about the quality of the test especially is multiple-choice test is important to the teachers. By doing an item analysis of the test result, teachers will understand the quality of the items that they had been tested. In this case, teachers also can identify the student's comprehension based on the material that has been given by looking for the result of the test and the result analysis of the test. By arranging the test items, the teacher needs to analyze the validity, reliability, and also discrimination item level of the test to classify the test items and also the student's comprehension level. Based on this study the researcher got the result of item analysis.

Based on the interpretation of Pearson correlation data of the validity and analysis of the SPSS the research result was, that there were 6 items in the categorize are "valid" and the 9 items in the category are "invalid".

Based on the result the total Cronbach's Alpha score is 0,708 in the total item 12, so the 12 multiple-choice tests are categorized as "Acceptable" in reliability analysis. And the three items for items number 1, 13, and 14 were "Missing Variables" because they have zero variables.

Based on the table interpretation of item difficulty analysis from Arikunto Suharsimi and the data test result using IBM SPSS Version 26 the item difficulty level is shown in table 5. The result of the difficulty level item analysis there were 13 items number 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, and 15 that categorize as "Easy" with a score of mean in IBM SPSS Version 26 around 0,71-1,00. There were 2 items numbers 6 and 8 that categorize as "Moderate" with the score of mean in IBM SPSS Version 26 around 0,31-0,70.

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Appendix 1




I. Choose the correct answer by crossing (x) a, b, c, or d!

Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d!

1. In the restaurant, I order a ... of coffee.



- | | |
|----------|----------|
| a. bowl | c. cup |
| b. plate | d. glass |
2. My family always has breakfast every morning.
"Breakfast" has a meaning
- | | |
|----------------|----------------|
| a. makan malam | c. belum makan |
| b. makan siang | d. makan pagi |
3. R - T - U - T - B - E
The correct word is
- | | |
|-----------|-----------|
| a. butter | c. tubter |
|-----------|-----------|

- b. buter
4. Gibran : Where do you go, Fredo?
Fredo : I go to the bakery. I want to buy some
- 
- a. cookies
b. bread
c. biscuits
d. cakes
5. Carrot - rabbit - to - likes - eat
The correct sentence is
a. Likes to eat carrots
b. Eats rabbit to likes carrots
c. Rabbit likes to eat carrots
d. Carrots like to eat rabbits
6. A : Do you like pizza?
B :
a. No, I did
b. No, I don't
c. Yes, I did
d. No, you don't
7. "Sepotong daging" in English is
a. a slice of meat
b. a slice of jam
c. a slice of bread
d. a slice of cheese
8. I like chocolate but I can't eat more than five ... chocolate.
a. bowls
b. cups
c. plates
d. bars
9. I am hungry.
Hungry means
a. haus
b. marah
c. lapar
d. sedih
10. Ira can cook noodles. But her sister
a. can
b. can't
c. how
d. what
11. I like to eat
- 
- a. porridge
b. meatball
c. noodle
d. soup
12. This is a block of salt.
The salt is
a. salty
b. sweet
c. bitter
d. sour
13. Danial :
Ade : I want to ice tea.
a. How are you?
b. What do you want to drink?
c. What do you want to eat?
d. Who are you?
14. To make bone strong, we must drink ... every day.
- 
- a. Milk
b. lemonade
c. ice cream
d. coffee
15. "Sebotol air putih" in English is
a. a bottle of ice cream
c. a bottle of syrup

b. a bottle of fresh water

d. a bottle of milk

THE USE OF PEER CORRECTIVE FEEDBACK IN IMPROVING ARGUMENTATIVE WRITING SKILL OF UNIVERSITY STUDENTS

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Abstract

This article aims at improving students' argumentative writing skill by using peer corrective feedback. Writing is one of English language skills that is still considered as a hard skill to master by university students. The difficulties in writing make students reluctant in class of writing. Peer corrective feedback is considered beneficial to improve students' writing skill. Then classroom action research is used in this study as the research design. In collecting data, writing test, observation, field notes are used as the instruments of the research. The result shows that eighty nine percent of the students were involved actively in the process of teaching and learning, and there were seventy seven percent of the students who were able to achieve the minimum level for successful product in writing. The average score was eighty. Therefore, it can be concluded that the use of peer corrective feedback can improve students' writing skill successfully.

Keywords: *argumentative writing; peer corrective feedback; writing skill*

1. INTRODUCTION

As one of English skills, writing is still considered as a hard skill to be mastered. The difficulty of writing is not only because of as a productive skill but also its complexity. As a productive skill, writers need to explore their ideas in written form and need to follow the convention in English written language (format, structure etc.). Moreover, the convention is really different with their first language. Then the complexity of writing starts at the moment the learners think about the topic to write until the written text is produced (Heaton 1995,35). In addition, writing is a process; therefore, students should be aware and understand that writing is not an instant product (Harmer, 2007).

There are many research on writing. The findings shows that it is difficult skill for Indonesian students (Widiati and Cahyono 2006; Muth'im 2010). In the classroom situation, the researcher also reveals that writing is a hard skill to learn. Developing writing skill is believed that it needs many language aspects to consider. These make students become unmotivated and need more time to start doing tasks on writing (Basuni 2004). Furthermore, they commonly make the similar mistake on their writing.

The English students of IAIN Kediri have similar difficulties in writing. In this department, writing is a compulsory course, and the facts prove that the writing skill of students is good yet. According to the observation result on students, the researcher found that they faced problems in writing. The writing problems were in expressing students' ideas smoothly, clearly and accurately because they lacked on English vocabulary, they were low on grammatical mastery and writing organization. The lack of grammar made students have many errors on grammar. The students faced problems in organizing texts well; although, the lecturer had provided the model of texts in the pre-writing activity. Although the topics to explore were provided, they got difficulties in writing smoothly since they were not familiar with the topic to be written. They had no idea to be written in the process of writing. Because of the problems, the students became reluctant in writing course; although, it is very essential for them. Therefore, the students became unmotivated to write, and writing activity became a difficult and boring activity.

The conditions above, thus, lead the lecturer to review the instruction implemented so far. One of factors that is affecting the success of the instruction is the teacher's teaching method, and a better instruction method needs to be implemented. To solve the problems and to improve the students' writing skill, it is very important to use an appropriate instruction technique.

An effective instruction method seems to give a significant contribution in the teaching and learning of writing. It is expected that it can be an alternative solution for the problems in the teaching and learning process and improve of the students' writing skill. In other words, hopefully, the method can decrease

the students' writing errors. Therefore, the researcher tries to use peer corrective feedback to improve students' writing skill as an alternative method to solve students' problem in their writing.

2. METHODOLOGY

This research employs Classroom Action Research (CAR) as the research design. Kemmis and Mc Taggart (1998) state that action research is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning. Meanwhile, Harmer (2001) states that action research is a series of procedures which is engaged by teachers to improve aspects of their teaching, and to evaluate the success and suitability of certain activities and procedures.

Furthermore, Sukidin, Basrowi, and Suranto (2002) state that the purpose of classroom action research is to improve the teaching learning process and the quality of education. Therefore, classroom action research (CAR) is employed in the present study since the purpose of the present study is to improve students' writing skill in argumentative essay by using peer corrective feedback.

This study is done at English department of IAIN Kediri. There are some considerations of doing this research. First, there are problems faced by students in writing essay; they get difficulties in writing an essay and really unmotivated to write. Next, the time and class size become constrains in writing class (30-40 students in each class). Then in assigning students to write, the lecturers have not applied peer corrective feedback in the writing process. Last, the researcher is one of the English lecturers at this college, so recommends on some innovations are needed in teaching writing. As subject of the research, the researcher selects the third semester of English students of IAIN Kediri in academic year 2018/2019. They take Essay Writing as a compulsory course.

This study uses two types of data, qualitative and quantitative data, which are taken from different sources. The first data is taken from the teaching and learning process of writing, the attitude of students and their involvement during the implementation of peer corrective feedback. The instruments used are observation checklist and field notes. The second data is the result of the students' writing test. The students' writing products of the learning process in writing at the end of the cycle are scored by using an analytical scoring rubric.

After defining the source of data, the researcher determines the research instruments and the techniques for collecting data. In this study, the researcher uses writing test, observation checklist, field notes and scoring rubric of writing. The writing test is used in collecting the data on students' writing skill on argumentative essay. The observation checklist and field notes are used to collect the data from teacher and students' activities during the implementation of peer corrective feedback in the writing process. Then scoring rubric adapted from Jacob (1981) is used to score the students' writing products in which consists of five components of writing; content, organization, vocabulary, language use and mechanics.

This research is conducted by using steps proposed by Kemmis and Mc Taggart (1998). The steps are: (1) Preliminary study, (2) planning, (3) acting, (3) observing, and (4) reflecting (see Figure 1).

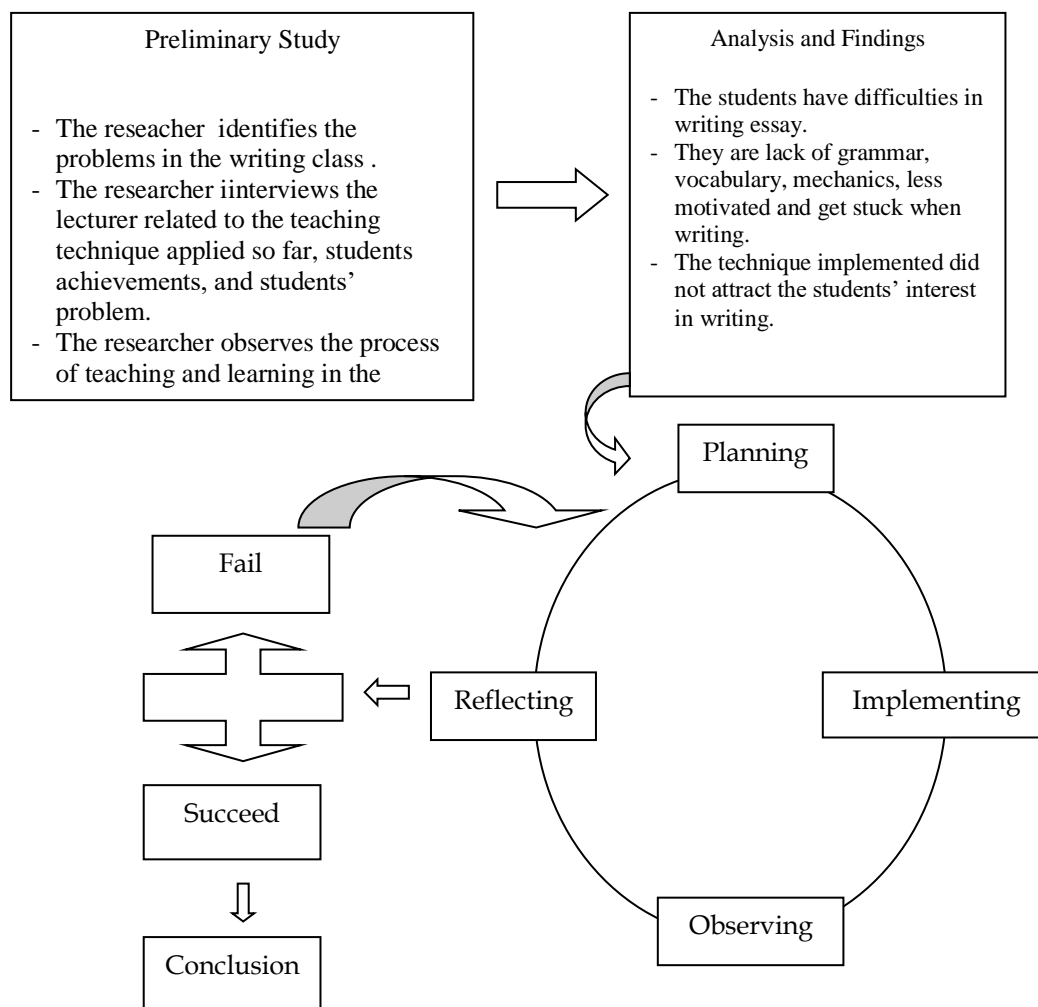


Figure 1. The Procedures of Classroom Action Research (Adapted from Kemmis and Mc Taggart (1998) cited in Koshy, 2007, 4)

1. Preliminary Study

In conducting this research, the researcher started it by conducting a preliminary study. Preliminary study is administered to gain the data about the real problem confronted by teacher during the teaching of writing. It involves collecting and analyzing the data as evidence and as the basic in determining action. In this case, the researcher did some activities: doing observation, interviewing the lecturer, and analyzing the students' writing skill.

The first activity in the preliminary study was doing observation in the teaching and learning process of writing. The researcher observed how the teacher and the students get involved in teaching and learning process. Therefore, the real problems in the teaching and learning process of writing could be seen in this step.

The second activity was interviewing the lecturer. It was done as additional information of the observation results. It is important to do in order to confirm what the researcher has found in the class is not different from what the lecturer has in mind and experience in the class.

The third activity of the preliminary study was analyzing the students' writing. In this step, the researcher gave a writing test to the students. From the analysis of the result of the test, it shows that the average level of students' writing skill is poor to fair in which they present insufficient subject knowledge and substance, inadequate topic development, unfluent, confusing and disconnecting ideas, lacks of unity and coherence. Furthermore, they presented limited range and made errors on word/idiom form, choice, usage frequently, and confusing meaning or obscured. They made major problem in simple and complex construction, made errors on the use of parts of speech and fragments,

run on, and deletion frequently. In addition, they made errors of spelling, punctuation, capitalization, paragraphing, and poor handwriting frequently.

2. Planning the Action

In the planning, the researcher plans everything related to the action in the classroom. The map of the study was constructed to solve the problems found in the preliminary study. It covers to design the suitable model of the lesson plan, set up the instruments, and determine the criteria of success.

a. Preparing the Lesson Plan

In designing the lesson plan, the researcher and the collaborator took some aspects as consideration which might occur in the instruction process. It is important since it would affect the whole process of instruction, the result of the students' achievement and improvement in the writing class. The lesson plan contains the purposes of the instruction and also the procedure of the instruction in each meeting.

b. Preparing the Instrument

In this study, three instruments are used. They are writing test, observation checklist, and field notes. Writing test is used to collect the data on students' writing ability. The observation sheet is used to gather data of the teacher and the students' activities during the process of writing instruction. Field notes are used as a means to note all facts, dealing with the implementation of the actions which cannot be put in the observation sheet. Then analytical scoring guide is utilized to score the students' writing products at the end of cycle.

c. Determining the Criteria of Success

The purpose of determining the criteria of success is to ascertain whether the action is effective in solving the students' problems faced in the class and to make sure that the action in the first cycle is already successful. The criteria of success are also designed to measure if the writing ability of students has been increased through the implementation of peer corrective feedback, then to decide whether the action would go on to the next cycle or stop. This study is considered successful if 75% of the students can get at least good level of their writing products based on the scoring guide with average score 75. An analytical scoring rubric is used to score the students' writing products.

The category "good level" must follow some criteria. First, the content presents some subject knowledge, sufficient range, enough thesis development, mostly relevant to topic, but lacks detail. Next, the organization of the essay is somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Then the vocabulary presents adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. The fourth is the use of language. It shows effective but rarely word choice and sentence constructions errors, some grammatical inaccuracies; however, they do not affect meaning. Last, the mechanics presents occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

3. Implementing the Action Plan

The next step is implementing the plan that has been designed. Collaborative research approach is implemented in this study. In this approach, the collaborator (classroom teacher) helps the researcher in doing this research. The researcher implements peer corrective feedback in the class. While the researcher is implementing the action, the collaborative teacher collects the data by observing the action in the classroom. The first cycle is conducted in five meetings with 100 minutes for each meeting.

4. Observing

The next step is observing. While the researcher is implementing the action, the collaborative teacher collects the data by observing the action in the classroom. The data collection deals with the students' activities and improvements when peer corrective feedback is implemented in the instruction process. The data collection is also done at the end of a cycle, in which the researcher scores the students' final work. After the data are collected, the researcher together with the classroom teacher analyzes or makes an evaluation of the result of the data collected.

5. Reflecting

The last step is reflecting. The researcher and the collaborator conduct reflection after accomplishing the cycle of the study. It is intended to ascertain whether the indicators or criteria of success are achieved or not. If the criteria of success have not been achieved yet, the researcher continues to the next cycle by revising the steps and redoing the implementation of peer corrective feedback in the process of writing. However, if the criteria of success have been achieved, the research is stopped.

3. RESULT

The research findings of this study consist of two parts. The first part presents the finding from the preliminary study. The second part presents the finding from the cycle. Both findings are discussed in the following section.

1. Finding from the Preliminary Study

As stated previously, preliminary study is administered to gain the data about the real problem confronted by teacher during the teaching of writing. It involves collecting and analyzing the data as evidence and as the basic in determining action. In this case, the researcher did some activities: doing observation, interviewing the lecturer, and analyzing the students' writing skill.

Classroom observation was conducted on Monday, August 27th, 2018 and Thursday, August 30th, 2018. From the observation, it could be seen the real problem during the instruction process of writing. Many students still got difficulty in writing. They got problems in almost writing components. They were lack of grammar, vocabulary, mechanics, less motivated and get stuck when writing. Furthermore, the strategy implemented so far did not attract the interest of students in writing.

From the result of interview, it could be known that the lecturer had tried to give variation in teaching strategies. However, the time and class size became the problem in implementing the strategy. In one meeting, there were only 100 minutes, and it commonly not enough for practicing writing process. Moreover, in one class there were more than thirty five students. The lecturer got difficulty in checking the whole students' writing one by one.

From the writing test result, it can be seen that the average level of students' writing skill is poor to fair in which they presented limited subject knowledge, unsubstance, and insufficient topic development, influent, confusing and disconnecting ideas, lacks logical sequencing and development. Furthermore, they presented limited range, made errors frequently on word choice/idiom form, usage, and meaning confused/obscured. They made major problem in simple and complex construction, negation errors frequently, articles, pronoun, prepositions and fragments, run on, deletion, meaning confused/ obscured. In addition, they made often errors in mechanics. The students' average score is 62.5, and there were only two students getting good level of writing quality (9%).

2. Finding from the Cycle

As mentioned previously, the procedure of the cycle consists of four stages. Those are planning, implementing, observing, and reflecting. The findings of those stages are presented as follow.

a. Planning the Action

In the planning, the researcher with the collaborator prepared the lesson plan. It is the most important preparation that the teacher should undertake before conducting a teaching process in the classroom. As Harmer (2001, p.121) said that that careful designed and comprehensive plan will affect positively on the learning of students since it can help the teachers remember what they intended to do.

The lesson plan is made to achieve the criteria of success stated in the previous chapter in which they are made based on data analysis in the preliminary study. This study is considered successful if 75% of the students can achieve at least good level (score at least 71) of their writing products based on the scoring guide with average score 75. The plan is accomplished in five meetings, and the duration for each meeting was 50x2 minutes. In addition, the researcher also prepared the writing test, observation checklist and field the research instruments.

b. Implementing the Action

After the lesson plan is prepared, the researcher went to the implementation step. In implementing the plan, the researcher acted as the lecturer who teaches the students; meanwhile, the collaborator observed the instruction process in the classroom. As mentioned previously the plan is accomplished in five meetings, and the duration for each meeting was 50x2 minutes. The each meeting was elaborated in detail as follows:

Meeting 1

The first meeting was done on Monday, September 10th, 2018; it was the third meeting of the regular class. In the planning, the first meeting focused on the theory of argumentative essay. In this meeting, the students analyzed the organization of argumentative essay, the model essay and doing some exercises on argumentative essay. Since it was the first time the students studied on argumentative, they delivered many questions about the topics. The researcher gave more explanations and practices until the time was up. The scenario of meeting1 was as follows.

Starting the class, the teacher and the collaborator entered the classroom. While the collaborator took the seat at the back of the class, the teacher greeted and asked the students' conditions. After getting good responses from the students, the teacher continued to check the students' presence list and signed it. Then, she began to introduce the first topic about argumentative essay as one of essay types.

Starting the explanation, the teacher delivered some questions to dig up the students' background knowledge about argumentative essay. When the teacher explained about the topic, all students paid attention to the explanation. Finishing the explanation, the teacher opened up a question-answer session. First, she asked the students whether they had been written an argumentative writing previously. Some of them said that they had ever written it, but they were still confused. Some students asked about the way in presenting the reasons in argumentative writing. The others asked about the way in making refutation.

After the students understood on the organization of an argumentative essay, the researcher continued the teaching learning activities by asking the students to analyze some model essays and exercises on argumentative essay. The students did the analysis and exercises on students' worksheet provided by the researcher. Discussion on the students' answer was conducted after they had finished. These activities were conducted until the time was up. The researcher finished the class meeting, and would continue the teaching learning process in the next meeting

Meeting 2

The second meeting was done on Thursday, September 13, 2018. It was the continuation of the first meeting which focused on argumentation essay. In the second meeting, the students conducted writing process of argumentative essay. The researcher provided a certain topic and asked the students to write an argumentative essay on the given topic. The scenario of meeting 2 was as follows.

Opening the class, the teacher greeted the students, asked the students' condition and checked the students' presence list. Then she continued to practice the writing process of an argumentative essay. Starting the activity, the teacher delivered one debatable topic "Islamic college students should not choose their own courses". The students showed up their opinion on the topic orally. Some of them agreed that students should choose their own courses; however, some of them did not agree if students should choose their own courses. Besides asking their opinion on the topic, the teacher also asked about their reasons of agreement or disagreement.

Parts of the dialogue in this session were quoted as follows.

- Teacher : "Today, our college has already set up a fix course schedule for the whole students. The students should follow the course schedule chosen by the college. The purpose is to make easier in programing the courses. However, there is an argument that college students should have freedom to choose their own course. Based on this situation, what do you think?"
- Students 1 : "I think it is good Mam, if the purpose is to make easier in programming the courses."
- Students 2 : " I don't think so Mam. I think college students are different with senior high school students. For senior high school students, it is OK if the school chooses the courses for

the students. However, for college students, it is not necessary since college students are adult learners.”

Student 3 : “ I disagree if the college sets up the fix courses that must be chosen by the whole students in every semester. Some students have part-time job, and commonly they choose the schedule of the courses that are suitable with their part-time job.”

Student 4 : “I agree if the college sets up the fix schedule of the courses for the students. I think it will help students finish their study on time.”

Student 5 : “...”

The discussion was continued for about ten minutes. Then the teacher gave a sheet and asked the students to make an argumentative essay based on the topic has been discussed. The teacher gave freedom for the students to choose the position, agree or disagree on the topic. She also asked the students to support their position by giving reasons. The teacher reminded the students to write an argumentative essay which consisted of minimum 4 paragraphs (introduction, reason, refutation, and conclusion). They might make an outline firstly. They have 90 minutes to finish the writing. Their writing would be scored based on five components: content, organization, vocabulary, language use, and mechanics. After finishing their writing, the teacher asked the students to submit their writing to the teacher. This activity was done until the time was up.

Meeting 3

This meeting was the time for conducting peer correction; it was done on Monday, September 17, 2018. In this meeting, the students did peer correction on their friends’ writing. The peer correction activity was done based on peer correction guide provided by the teacher. The scenario of meeting 3 was as follows.

Starting the class, the teacher greeted the students, asked the students’ condition and checked the students’ presence list. Then the teacher informed the students the activity that would be done in the class meeting at that day: conducting peer correction on their friends’ writing. The teacher distributed their previous writing to their friends (the peer) and the peer correction guide to the students.

After distributing the peer correction guide to the students, the teacher explained the guide about how to fill it and asked the students to understand the guide. If they did not understand it, they could ask to the teacher. The students then checked their friends’ writing based on the guide. They might give correction on their friends’ writing. Peer correction activity was conducted for thirty minutes.

Having finished correcting their friends’ writing, the students’ submitted their friends’ writing to the teacher. Then the teacher checked it in brief and returned the writing to the students. The teacher asked the students to understand their friends’ correction and might ask clarification on the correction. After understanding the correction, the students were asked to revise their writing, and then submitted to the teacher. This activity was conducted until the time was up.

Meeting 4

The fourth meeting was done on Thursday, September 20th, 2018. This meeting was the second time for students to practice writing process in argumentative writing. Similar to the first time practicing the writing process of argumentative essay, the researcher delivered a certain topic to students and asked them to write an argumentative essay on the given topic. The scenario of meeting 4 was as follows.

Opening the class, the teacher greeted the students, asked the students’ condition and checked the students’ presence list. Starting the classroom activity, the teacher delivered one debatable topic “Islamic college students should join students association”. The students showed up their opinion on the topic orally. Some of them agreed that students should join students association; however, some of them did not agree if students should join students association. Besides asking their opinion on the topic, the teacher also asked about their reasons of agreement or disagreement.

Parts of the dialogue in this session were quoted as follows.

Teacher : “Joining students association is debatable among college students. Some of them agree that college students should join students association. However, the others disagree if

- college students join students association. Based on this situation, what is your opinion?"
- Students 1 : "I disagree with this statement Mam. Joining students association will make students busier than do not join students association."
- Student 2 : " I think so Mam. Students have many duties and assignments from lecturers. If they join students association, they will miss their duties and assignments from lecturers."
- Student 3 : " I do not think so Mam. I think joining students association is very good for students. It will give many experiences for students in managing an organization."
- Student 4 : " I also agree if students should join students association. The students will learn much in managing time and in doing many activities. It is very useful for students."
- Student 5 : "....."

The discussion was conducted for about ten minutes. Finishing the discussion, the teacher gave a blank sheet and asked the students to write an argumentative essay based on the topic has been discussed. The teacher gave freedom for the students to choose the position, agree or disagree on the topic. She also asked the students to support their position by giving reasons.

The teacher reminded the students to write an argumentative essay which consisted of minimum 4 paragraphs (introduction, reason, refutation, and conclusion). The teacher also reminded the students to make an outline. They have 90 minutes to finish the writing. Their writing would be scored based on five components: content, organization, vocabulary, language use, and mechanics. After finishing their writing, the teacher asked the students to submit their writing to the teacher. This activity was done until the time was up.

Meeting 5

The fifth meeting was done on Monday, September 24th, 2018. Similar to the third meeting, this meeting was the time for conducting peer correction. In this meeting, the students did peer correction on their friends' writing. The peer correction activity was done based on peer correction guide provided by the teacher. The scenario of meeting 3 was as follows.

Opening the classroom activity, the teacher greeted the students, asked the students' condition and checked the students' presence list. Then the teacher informed the students that they would conduct peer correction on their friends' writing that had been written in the previous meeting. Then the teacher distributed their previous writing to their friends (the peer) and the peer correction guide to the students.

Having distributed the peer correction guide to the students, the teacher explained the guide again about how to fill it and asked the students to understand the guide. If they did not understand it, they could ask to the teacher. The students then checked their friends' writing based on the guide. They might give correction on their friends' writing. Similar to the first peer correction activity, this activity was conducted for thirty minutes.

After the students finished checking their friends' writing, they submitted their friends' writing to the teacher. Then the teacher checked it in brief and returned the writing to the students. The teacher asked the students to understand their friends' correction and might ask clarification on the correction. After the students understood the correction, they were asked to revise their writing, and then submitted to the teacher. This activity was conducted until the time was up.

c. Observing the Action

While the researcher was implementing the planned action, the collaborator did observation. The observation is emphasized on the students' activities during the implementation of the planning (teaching and learning process of writing).

1. The Analysis on the Result of the Teaching and Learning Process

Based on the result of observation checklist, it shows that most students were involved actively in the process of writing instruction. The total score was 118 out of 132. It means that eighty nine percent of the students were involved the instruction process actively. The use of peer correction guide made

them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

2. The Analysis on the Students' Writing Product

The students' writing product was scored using a scoring guide. According to the analysis result, it was found that there was a significant improvement on the students writing. The summary result of the students' score can be seen in Table 1.

Table 1. The Summary of the Students' Score

Writing Components	Excellent	Good	Fair	Poor
Content	11 (50 %)	6 (27.27 %)	5 (22.73 %)	0 (0 %)
Organization	13 (59.1 %)	6 (27.27 %)	3 (13.63 %)	0 (0 %)
Vocabulary	7 (31.82 %)	8 (36.36 %)	7 (31.82%)	0 (0 %)
Language use	6 (27.27 %)	4 (18.18 %)	12 (54.55 %)	0 (0 %)
Mechanics	6 (27.27 %)	6 (27.27 %)	10 (45 %)	0 (0 %)
Total Score	Success = 17 (77.27 %)		Unsuccess = 5 (22.73 %)	

In terms of writing components, there was different result of students' writing. In the content, 77.27 % of the students could achieve minimum level prescribed for successful product in writing an argumentative writing. 50 % of the students got excellent level; 27.27 % got good level; 22.73 % got fair level, and no students got poor level. In terms of organization, 86.37 % of the students could achieve minimum level prescribed for successful product in writing an argumentative essay. 59.1 % of the students got excellent level; 27.27 % got good level; 13.63 % got fair level, and no students got poor level.

In term of vocabulary, 68.18 % of the students could achieve minimum level prescribed for successful product in writing an argumentative writing. 31.82 % of the students got excellent level; 36.36 % of the students got good level; 31.82 % of the students got fair level, and no student got poor level.

In language use, only 45.45 % of the students could achieve minimum level prescribed for successful product in writing an argumentative essay. There were 27.27% of the students who got excellent level; 18.18 % got good level; 54.55 % of the students got fair level, and there was no students who got poor level. In mechanics, 50 % of the students could achieve minimum level for successful product in writing an argumentative writing. There were 27.27 % of students who got excellent level; 22.73 % of the students who got good level; 50 % of the students who got fair level, and no student got poor level.

From the total score, there were 77.27 % of the students could achieve the minimum level for successful product in writing an argumentative writing. There were seventeen students who reached good to excellent level. In contrast, only five students (22.73 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

a. Reflection

After analyzing the data above, it can be reflected as follows. In terms students' involvement in the instruction process, most of the students (89%) show good response and participated actively in the process of writing instruction. The total score was 118 out of 132, or 89 %. It was categorized as very good category. Furthermore, the use of peer correction guide made them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

In term of writing product, the students could achieve the criteria of success, in which at least 75% of the students can achieve at least good level of their writing products based on the scoring guide with average score 75. The result shows that there were 77.27 % of the students who got the minimum level in argumentative essay. There were seventeen students who reached good to excellent level. In contrast, only five students (22.27 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

Based on the reflection above, it can be concluded that this study was successful since all of the criteria of success had been reached. Hence, the researcher and the collaborator stopped the study.

4. DISCUSSION

Based on the results of the study presented above, it is proved that the use of peer corrective feedback can improve students' writing skill in argumentative essay. In the preliminary study, only two students (9% of the whole students) can get good level of writing quality, and the average score of the students' writing skill is only 62.5. However, after the implementation of peer corrective feedback, seventeen students (77.27 % of the whole students) can get good level of the writing quality, and the average score of students' writing skill is 79.86.

This finding seems to support the theories that corrective feedback affects the students' writing quality. It is in line with a study conducted by Ferris (1999) which found that there is effect of correction on students' writing. He claims that it is not possible to dismiss corrections in general; it depends on the correction quality; if it is clear and consistent, it will work. In line with Ferris, Bitchener et al. (2005, p.191) found that the feedback provided can improve the writing accuracy of students. The combination of written and conference feedback can significantly improve students' writing accuracy levels in the use of the past simple tense and the definite article in a new piece of writing.

Furthermore, corrective feedback in the process of writing can make the students focus more on what is being learned (Muth'im 2013, 2). It can make students more aware of their learning weaknesses and strengths so that it is expected that they can use the strengths to overcome the weaknesses. Similar to Muth'im, Lewis (2002, 3-4) stated that corrective feedback gives good significance for both teachers and students. For teachers, it provides information about student and class progress, and indirectly feedback is an evaluation form on their own teaching. For students, it is a process assessment which is more focus than marks or grades. In summary, corrective feedback is useful to help students improve their learning and motivation in learning especially in writing.

The finding of this study proves that peer feedback contributes positively to the writing process. It is in line with Tsui and NG's study (2000, 166-167). They found that peer feedback in the form of comments give positive effect on the students' writing. Even though the learners tend to favor the teacher feedback, peer feedback on students' writing plays four roles in the process of writing. They are enhancing a sense of audience, raising learners' awareness of their own strengths and weaknesses of their writing, encouraging collaborative learning and fostering the ownership of text.

The positive influence of peer correction on students' writing quality is also found by Kwok (2008). He conducted a study on investigating students' perceptions of peer evaluation in a seminar discussion by a group of second-language university level in Hongkong. Kwok (2008) found that evaluation provided by students and their comments are considered useful, fair and sufficient. Furthermore, the use of peer correction guide used in this study made students easier and more precisely in analyzing, correcting, and giving comments on their friends' draft in which it facilitated writing improvement.

5. CONCLUSION

In accordance with the research findings and the discussions of the study, it can be concluded that the implementation of peer corrective feedback can improve students' writing skill in argumentative writing successfully. It is proved by the result of the study.

In terms students' involvement in the process of teaching and learning, most of the students (89%) show good response and participated actively in the process of writing instruction. The total score was 118 out of 132, or 89 %.. It was categorized as very good category. In addition, the use of peer correction guide made them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

In term of students' product of writing, the students could achieve the criteria of success, in which at least 75% of the students can achieve at least good level of their writing products based on the scoring guide with average score 75. The result shows that there were 77.27 % of the students who got the minimum level in argumentative essay. There were seventeen students who reached good to

excellent level. In contrast, only five students (22.27 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

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BLENDING LEARNING METHOD FOR EFL ARGUMENTATIVE WRITING ENVIRONMENT: THEORIES AND PRACTICE

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Abstract

Recently ICT has important role in learning since modern classroom is changing. It is to ease the English learning process. The role of ICT is implemented in some innovated learning method, and one of those is blended learning. It is one popular method of teaching in the current information age. Blended learning is the combination between the traditional teaching approaches by employing face-to-face technique and the online teaching approach by employing some provided online platforms. The teacher can use this method to teach argumentative writing to overcome the problem in writing class and to make students can write effectively with the aid of technology. This article aims to promote blended learning as the method to teach argumentative writing. This research is theoretical research that elaborates the same theories about blended learning, the advantages of blended learning, and how to teach argumentative writing by using this method.

Keywords: blended learning, argumentative writing, ICT, Edmodo, task method, feedback

1. INTRODUCTION

Argumentative writing is an essential task at the higher education level as it is an effective educational tool for students to develop and demonstrate critical thinking. This task helps students in higher education practice reasoning skills in expressing and proving their opinions so that they can present logically compelling arguments. Such skills are essential for higher education students, whether they are learning a second language / foreign language (L2) or not. However, some studies claim that argumentative writing is a problem, especially for students in the context of English as a Second Ordinance (EFL) (Al Ghamdi & Deraney, 2013; Bacha, 2010; Barnawi, 2011; Liu, 2013). On the one hand, EFL students' argumentation problems may be related to writing instruction that mainly emphasizes grammar, sentence-level translations, and paragraph-level forms. Consequently, EFL writing teachers leave out some important aspects of argumentative writing such as logical reasoning and persuasion (Botley, 2014), presenting an authoritative voice (Aufa, 2013), and establishing reader awareness (Liu, 2013). On the other hand, EFL writing teachers may overcome common technical issues such as dealing with time constraints and class size and providing students with effective writing tasks outside the classroom. Therefore, there is a need to design a supportive writing environment for EFL students to allow them to practice their writing skills after class hours.

Second Language Acquisition (SLA) researchers and practitioners have recently integrated technological tools into language classrooms to address the issues identified above. Also, many research studies suggest that Computer-mediated Communication (CMC) tools such as blogs, online discussion boards, and wikis may facilitate the development of student writing skills by using innovative pedagogical practices (Coffin & Hewings, 2005; Coffin, Hewings, & North, 2012; Ho, Rappa, & Chee, 2009; Miyazoe & Anderson, 2012; Noroozi, Weinberger, Biemans, Mulder, & Chizari, 2013; Pozzi, 2011; Stegmann, Weinberger, & Fischer, 2007; Weinberger et al., 2006). In brief, these previous studies examined how participants worked collaboratively and argued in online asynchronous technologies and to what extent activities in online environments and their participation affect students' critical thinking skills; as a result, benefit them in argumentative writing.

Taking into account the contribution of Task-based Language Teaching (TBLT) as a pedagogical framework for language learning, a large number of studies have explored the feasibility and the benefits of technology-mediated tasks particularly to overcome challenges in terms of temporal and physical constraints of the classroom context.

Some research has been conducted to analyze students' participation on online forums. Coffin and Hewings (2005), Coffin et al. (2012), Joiner and Jones (2003), Joiner, Jones, and Doherty (2008), and Perkins and Murphy (2006) investigated how online forums can facilitate the exchange of arguments among students. They revealed that online forums have become a useful medium to enhance students' argumentative skills. In the same line, Bacabac (2010) not only provided evidence of the benefits of an online forum for students' argumentation skills but also analyzed the writing knowledge transferability from online discussion to students' essays. She found that though small portions of argumentative essay aspects were transferred to printed essays, an online forum could provide some ideas of what to write in print. Thus, the main purpose of these studies is to improve students' argumentation skills through online discussion forums.

While many early works have approached the use of online forums as a single platform for argumentation activities, Miyazoe and Anderson (2012) attempted to unfold learning outcomes and students' perceptions of online writing by implementing simultaneously three different web tools: a forum, blog, and wiki in an EFL blended learning setting to fill the gaps in relevant studies that lack details methods for determining learning outcomes and their evaluation. The findings suggest that these variations blended with in-class writing instruction reflect students' positive perceptions and students' progress in their writing abilities. Even though this result encourages the simultaneous use of these three tools, it does not necessarily deal with students' abilities in argumentative writing.

Further, within collaborative learning theory, activities in online spaces not only support the exchange of perspectives on particular issues but also relate to constructing knowledge through a process of interactive dialogue with logical reasoning to have a better understanding of topics being discussed. Several studies examining argumentative knowledge construction in Computer-supported Collaborative Learning (CSCL) show evidence of how such a knowledge construction process works. Noroozi et al. (2013), Pozzi (2011), Stegmann et al. (2007), and (Weinberger et al., 2006), for instance, developed computer-supported collaboration scripts (e.g. text prompts with roles and activities) to guide and engage students in particular patterns of interaction. They revealed that these scripts facilitated students to construct their argumentative knowledge. Despite their positive effects on enhancing learning activities, the use of scripts can hinder students' strategic negotiation which in turn influences particular knowledge acquisition.

Regarding the use of instructional technology tutorials, Beach (2008) has explored the effect of i-Claim on students' argumentation skill development in an English composition course at a public university in Virginia. i-Claim CD-ROM developed by Clauss (2005) is a computer-based tutorial as supplementary instruction for English textbooks in composition courses. This tutorial provides students with a review and practice of argumentative writing elements. The author revealed that this supplementary tutorial did not affect students' argumentative writing skills since the use of this tool involved no instruction. Thus, considering its inconclusive result, some lessons can be learned for the sake of the present study.

A study on the improvement of argumentative essays and the effectiveness of blended learning approaches and gamification was also conducted by Yau Wai lam (2018). They examined the effectiveness of the mixed learning approach using dissertation, analysis, and synthetic key (TASK) procedural strategies. A writing model for online Edmodo discussions, online message labels, and student controversial writing. This study showed significant improvements in student writing when using the blended learning method. Adjusting gamification has significantly increased our online contribution. Students' and teachers' views on the blended learning method were also considered.

2. METHODOLOGY

The writer used a library research method. The writer reviews journals, books, reports, company websites and scholarly articles, and other academic publications related to blended learning method for EFL argumentative writing environment. The writer overviews some theories, and research about blended learning, how to teach argumentative writing through blended learning and the use innovation platform that call Edmodo in blended learning.

3. RESULT

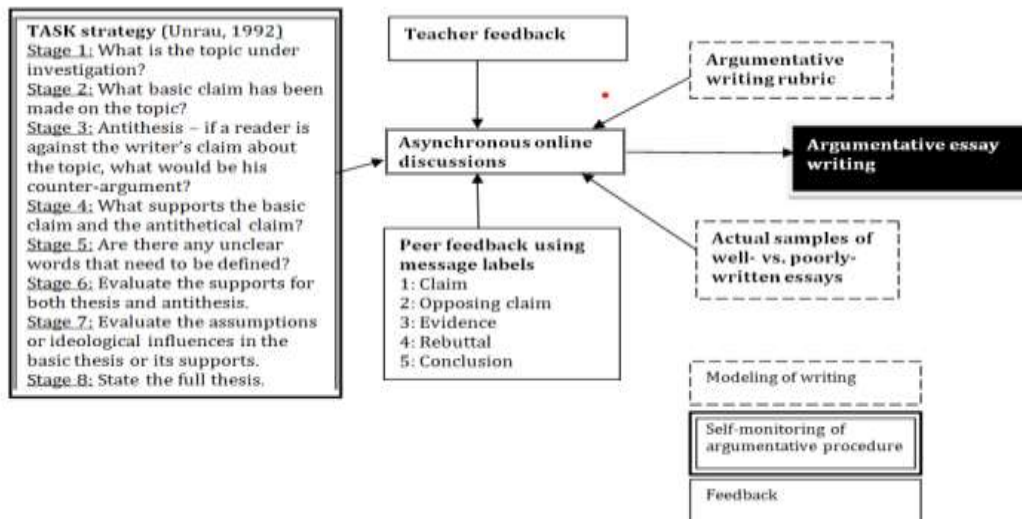
3.1 What is blended learning

Blended learning is a working framework that can be used to encapsulate a variety of effective learning and teaching approaches. It encourages learning to be enhanced using modern technology and develops flexible approaches to course design to increase student involvement (Queensland Institute of Technology, 2011). Two different approaches can be used to facilitate and support a variety of formal and informal learning processes. It can be as easy as combining two different learning methods (reading a book before going to the classroom), or as complicated as getting a degree through a long-term distance learning program (Woodall, 2012). The use of technology can also support students' learning autonomy when they find themselves in difficult or isolated areas. By providing learning materials through the online tutor provided by the owner, the essence of the learning process is not compromised. So & Brush (2008) argued that blended learning was effective in facilitating collaborative online learning.

Internet and information technology are used in the process of education and learning. Both online and e-learning activities have been further expanded to replace traditional face-to-face teaching and learning. Computer simulations with synchronous chat capabilities can also motivate language learners to become more proactive when threatened by face-to-face interactions. Blended Learning recognizes the benefits of conducting online training and evaluation, but uses other modes to build a complete training program that can improve learning outcomes and save costs. (Banados, 2006). Blended learning provides a student and teacher education and learning experience, primarily by allowing students and teachers to engage in ways that are not normally available or effective in normal settings, whether in face-to-face or remote mode. It also aims to improve (Griffith University, 2010). By implementing blended learning, students need to choose their learning method preferences in combination with online methods and communicate effectively in English available from the program owner's online tutor or platform, with students having two goals, learn English and learn ICT for future life. As stated by Singh and Reed (2001), there are several advantages to using the blended learning method. They identified four benefits, including improved learning effectiveness, increased reach, optimized development costs and time, and optimized business outcomes (saving travel costs and achieving learning goals quickly).

3.2 How to teach argumentative writing through blended learning

Teachers can use a variety of blended learning based on three main theoretical perspectives of L2 writing: text modeling, process modeling, and social aspects (Barkaoui, 2007; Cumming, 2001). While text modeling aims to improve L2 argument writing in terms of syntax, vocabulary, and composition (Barkaoui, 2007), process modeling is the basis for effective writing, such as the process model of the Toulmin argument model below:



Teachers used writing samples and writing rubrics to facilitate text and process modeling. To further facilitate process modeling and help students self-monitor and ponder their argumentative writing, teachers can use thesis, analysis, and synthetic key methods (TASKS). At the heart of the social aspect is the assumption that students are argumentative through student-teacher and student-peer interactions (Newell, Beach, Smith, and Vander Heide, 2011). Interacting with teachers and peers helps identify weaknesses in student contributions and motivates students to participate in discussions (Smidt, 2002). It can be done in online discussion using Edmodo to allow students to interact with each other.

There are three blended learning components built into the blended learning method when teaching argumentative writing. The first component is process modeling. This component allows teachers to use task procedure strategy questions to guide students to plan, create, and self-assess their discussions. The second component is self-monitoring. Teachers can use a message to categorize and label comments during online discussions. These labels contained allegations, counterclaims, support, evidence, counterclaims, and conclusions. The next component is text modeling. Teachers can use argumentative writing rubrics, with well-written and poorly written examples. The last element is social. Teachers can use Edmodo or other platforms as an online tool for peer and teacher feedback.

To assess student essays, teachers can use argumentative writing rubrics. Argumentative texts can be evaluated according to the exam portion of the Hong Kong Diploma of Secondary Education (HKDSE). The three main criteria are content, language usage, and essay composition. The quality of each sample, whether well written or bad, is determined by the mutual agreement of at least two experienced examiners of the HKDSE exam. Well-written and poorly written essay examples are presented to help students comprehend syntax and vocabulary and analyze the development of good and bad sentences. The argumentative writing rubric can be seen as follows:

Key Components of Argumentative Writing	Assessment Indicator
Stating stance and provide evidence for one's own thesis	4 – Makes assertions with explicit evidence 3 – Makes assertions based on superficial evidence 2 – Takes a side but make assertion without supporting evidence 1 – No clear stance
Envisioning anti-thesis and their support	4 – States major alternative points of view with explicit evidence 3 – States alternative points of view with superficial evidence 2 – States obvious alternative points of view without evidence 1 – Ignores alternative points of view
Evaluating points of view, supports and questionable inferences	4 – Evaluates major points of view, supports and questionable inferences 3 – Evaluates alternative points of view, supports and/or questionable inferences 2 – Evaluates obvious points of view, supports or questionable inferences superficially 1 – No evaluation of points of view, supports or questionable inferences
Providing rebuttals	4 – Provides salient rebuttals 3 – Provides relevant rebuttals 2 – Fails to identify strong, relevant rebuttals 1 – Fails to provide relevant rebuttals
Supporting conclusion using both thesis and anti-thesis	4 – Defends conclusion using salient supports from both thesis and anti-thesis 3 – Defends conclusion using relevant supports from thesis or anti-thesis 2 – Defends conclusion using superficial supports 1 – Fails to provide supports to defend conclusion

Note. This rubric is adapted from several sources, including the taxonomy for critical thinking by Greenlaw and DeLoach (2003), the holistic critical thinking scoring rubric by Facione and Facione (1994), Kuhn's (1991) components of an argument, and the skills for a sound argument by Toulmin et al. (1990).

3.3 Task method

Teachers can use the TASK method (Unrau, 1992) to build process modeling of writing arguments to facilitate self-control and self-correction in student writing. Self-control and self-correction are important elements of self-adaptation because they involve the learner's internal reflex process (Zimmerman, 2013). If self-regulatory mechanisms such as monitoring and modification are built into the text, they generally produce better text (Graham & Harris, 2000; Graham & Perin, 2007). The eight phases of the TASK method help students clarify and ponder various elements of the controversial text.

According to Unrau (1992), TASK shows the argumentative from several perspectives. The students' thoughts support both the allegation and the counterclaim, and admitted and denied the evidence that made up the allegation and the allegation. It helps to create a text to participate in the dialectical process. High school students in the United States using TASK have significantly improved their ability to evaluate and create discussions (Unrau, 1989). Recently, Koh (2004) discovered that TASK provided a significant improvement in Singapore's high school students' overall score for controversial texts.

3.4 Teacher and peer feedback through online discussion

Self-manipulate facilitates newcomers' appears again and enhances the debatable writing process, however outside comments nevertheless perform a vital role (Lee, Cheung, Wong, and Lee, 2013). Feedback facilitates becoming aware of mistakes and recommends regions for improvement. The use of Edmodo, a text-primarily based totally asynchronous online social media, to pressure comments from colleagues and instructors each outside and inside the classroom.

The text-primarily based nature of online media has helped enhance college students' recognition of a way to use grammar. If a scholar reveals a grammatical blunder in a put up, she or he typically corrects it earlier than posting the message or creates a further put up to accurate the blunders

(Yamada, 2009). Edmodo became selected as it resembles Facebook, the main social networking device utilized by many college students. However, in contrast to Facebook, Edmodo promoted more secure online surroundings for interacting with college students (see Kongchan, 2013).

Comments from instructors and friends approximately online interactions in Edmodo are important. Teacher comments facilitate consciousness scholar discussions on particular topics, keep away from ability conflicts, and offer applicable information. Peer comments additionally let college students specify their evaluations extra openly (Hew, 2015). Every scholar desires to fit every message with a particular label (claim, counter-argument, proof, counter-argument, conclusion). These labels facilitated talk by permitting instructors and fellow college students to without difficulty become aware of the cause in their contribution through searching on the label (Hew & Cheung, 2014).

3.5 Teaching procedure of argumentative writing through blended learning method

There are many teaching procedures than can do by the teacher. The teacher can introduce the blended learning method. The relevant supports (i.e., the TASK strategy, assessment rubric, and message label guidelines) are uploaded to Edmodo, where students can access them at any time. During the first lesson, students are reminded of the key components of argumentative writing. In the subsequent lessons, the teacher commences the face-to-face part of the lesson by showing students some general good and bad examples of argumentative writing. Students analyze and report on the strengths and weaknesses of the example. Next, the teacher will post a discussion topic about Edmodo that week. Students then post their thoughts individually. The teacher can label online posts with the appropriate labels (assertiveness, inconsistent assertions, counterarguments, etc.).

Then the students will be asked to interact with others by leaving a comment on the post and labeling it appropriately. Teachers also help students focus on their thinking by asking questions and comments based on the TASK strategy. However, teachers do not use message labels. The overall purpose of online interactive exercises is to encourage feedback from colleagues and teachers about students' ideas about controversial topics. After completing the online discussion, students will write a controversial essay on each topic of the week.

There are many methods for teaching controversial writing in blended learning. the teacher can develop the instructional procedures of Edmodo as an online tool in writing activities in the EFL writing class. In applying Edmodo in teaching writing, the teacher can modify the instructional procedures proposed by Stroud (2010). The modification is based on the material provided in the course of argumentative writing and the students' need. When implementing the instructional procedure for utilizing Edmodo in teaching writing, the process of writing is applied, i.e. prewriting, drafting, revising, editing and publishing (Miftah, 2015). In addition, the writing process implements peer and teacher feedback techniques to enable students to engage in writing activities through Edmodo as a virtual writing community. We hope that by involving them in writing activities, students will be able to provide feedback on the work of their peers to create better typefaces. The lesson plan is based on the syllabus of the university's controversial writing curriculum. Focuses on implementing Edmodo in writing classes. Students write controversial essays through their writing activities at Edmodo to learn about their writing skills and to see their progress in writing. Providing feedback on other controversial essays focuses on prescribing, creating, introducing activities, main and closing paragraphs, revising and editing the draft, and publishing the final product. In the next step, students will be asked to write a argumentative essay on an interesting topic. Students can write argumentative essays on topics given by the teacher.

4. DISCUSSION

Many research findings show that the blended learning method is conducive to both students' argumentation and language use in argumentative writing. Offline argumentation is beneficial to solving students' problems with argumentation. In the argumentative writing activities, the students have to negotiate various ideas with each other to gradually reach an agreement. The negotiation process can provide students with great opportunities to understand more about the way they state their claims, select evidence, and make a connection between their examples and conclusions. The offline collaborative argumentation enables students in finding rebuttal points. Students can

complement each other's strengths to promote their ability to discuss in general. Online co-development allows students to hone their language with argumentative writing and improve their language skills in the writing process. Students usually focus on identifying language issues when writing online.

The blended learning method can be improved to help students feel more relaxed about expressing their views, it would be a good idea to assign online anonymity to them. Students tend to contribute more critical posts, such as posts supported by evidence, when there is author anonymity than when compared to an author-identity-revealed condition (Cheung, Hew, & Foo, 2009). One legitimate concern about using online anonymity is the possible occurrence of aggressive student behavior, such as flaming (Bertera & Littlefield, 2003). However, incidences of malicious behavior occur much less frequently in an institutional course-related discussion than in public online forums because students know that they are anonymous only to their peers and not to the teacher. This motivates students to be responsible in their posting of comments. Second, to promote peer feedback about the argumentative topic, teachers can divide the whole class into smaller online groups of about 10 students each.

5. CONCLUSION

The blended learning method can improve students' argumentative writing skills by building in-depth discussions in offline discussions and providing students with an important opportunity to internalize accurate languages through online collaborative development. Teachers are encouraged to use blended learning methods to teach argumentative writing to address students' reasoning and language problems. Using Edmodo as an online tool for EFL's argumentative writing courses with appropriate teaching procedures can enhance students' ability to write an argumentative writing.

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TRANSITIVITY IN FABLE STORIES IN BIPA TEXTBOOK “SAHABATKU INDONESIA”

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Abstract

One of the important parts of learning is textbook. In teaching BIPA, textbook is needed for teaching Indonesian language material and for inculcating Indonesian cultural values to foreign learners. In the textbook "Sahabatku Indonesia", there are several fictional stories, such as fable stories. This study analyzes the fables in terms of the ideational meaning contained in it, there are process, participant, and circumstant aspectl. This grammatical analysis is also called transitivity analysis. This research is important and unique to study because it aims to find out how to express messages in a story to BIPA students who are basically foreign nationals. This research is based on the theory of Systemic Functional Linguistics using qualitative descriptive research methods. The researcher focused on researching the C1 level textbook “Sahabatku Indonesia” written by Meilinawati & Darmayanti in 2016. The purpose of using this method is to explain and describe the process, participants, and circumstant is used in the fictional story, especially fable stories in the BIPA textbook. The results showed that in the fable stories, eleven times the material process was used, the action participants five times, and the place circumstant are four times. The results of this study indicate that the fictional stories contained in BIPA textbook tell stories more through actions so that foreigners as BIPA students can more easily understand the material and cultural values because the message is described in a concrete way, so it is easy to imagine.

Keywords: BIPA, fable stories, textbook, transitivity analysis, Sahabatku Indonesia.

1 INTRODUCTION

In a lesson, teaching materials are needed by teachers to help the learning process, including BIPA learning. Teaching materials for Indonesian for Foreign Speakers (BIPA) have their own uniqueness because they must contain Indonesian cultural values to be introduced. As according to Soewandi (in Suyitno, 2007), that one of the objectives of BIPA learning is to create Indonesian culture with all its aspects (special goals). Therefore, teaching materials, such as textbooks, are indispensable to provide material, as well as to introduce cultural values to foreign students. Teaching materials are materials or learning materials that include attitudes, knowledge (facts, concepts, principles, procedures), and attitudes that students must learn. the existence of teaching materials or textbooks is important for BIPA learning. (Pujawan et al., 2014).

There are many textbooks made by various institutions, one of the books that is often used is the book from the Indonesian Ministry of Education and Culture, namely "My Friends Indonesia". This book is commonly used by BIPA learning institutions because it is considered feasible to use because its accuracy has reached 76.00% (Handayani and Isnaniah, 2020). The feasibility is reviewed from: 1) the suitability of Competency Standards and Basic Competencies covering three indicators, namely the completeness of the material, the breadth of the material, and the depth of the material. 2) There are three indicators for the accuracy of the material, namely, accuracy of procedures, examples of accuracy of questions and, accuracy of facts, and content. 3) The supporting materials are divided into four indicators, namely, the up-to-date features, examples, and references, reasoning, application and, the attractiveness of the material.

This book has six series (A1, A2, B1, B2, C1, and C2). Level A1 (Novianti & Nurlaelawati, 2016), My Indonesian Friends Level A2 (Maesaroh & Artyana, 2016), My Indonesian Friends Level B1 (Rakhmawati & Hakim, 2016), My Indonesian Friends Level B2 (Widia & Sulistyaningsih, 2016), My Indonesian Friends Level C1 (Meilinawati & Darmayanti, 2016), and My Friends Indonesia Level C2 (Gunawan & Adji,) (Sudaryanto et al., 2018). There are many fiction stories in this book. In this study, researchers focused on examining C1 level textbooks, especially fiction stories.

This study aims to find out how to convey messages or values contained in fiction stories, especially fable stories in BIPA textbooks. This analysis includes the theory of Systemic Functional Linguistics or Systemic Functional Linguistics (SFL) by Halliday in the realm of ideational meaning. SFL is one of the theories of language which assumes that language is a social phenomenon. This school examines the meaning of a text to find out the role of language in social life (Muhajir, 2018).

As previously stated, in this study the focus of SFL that will be discussed is the ideational metafunction. This meaning relates to the reality of the external world which is represented through the process of forms. This process is usually presupposed by a verb and followed by the participants and the circumstantial. (Musrichah & Baskoro, 2020). Through ideational meaning, a person's language expression that contains the meaning of other people's experiences, feelings, ideas, and thoughts can be seen or expressed (Haryanto et al., 2019).

This ideational meaning is also called transitivity, which is a structure that describes or explains the meaning represented in sentences. The sentence expresses an experience or process that is related to the participant and the circumstantial. transitivity can be said to explain how a meaning is represented in a sentence (Kramadanu et al., 2022). In addition, transitivity is also defined as a system that describes experience as a type of process related to participants and circumstantial. Transitivity is divided into (1) process, (2) participant, and (3) circumstantial (Yuwana., 2019).

In the transitivity pattern, language functions as a medium for expressing human experience which is constructed with verbs. In this case, the clause as a representation shown by the transitivity system, namely the structure of the process, participants, and circumstantial (Musrichah & Baskoro, 2020). Halliday's theory (in Amalia & Tou., 2010) reveals various types of processes, namely: 1) Material processes, namely processes that show an action or event that is realized by a verb. 2) Mental processes, namely work processes related to feelings, thoughts, and perceptions. 3) Relationship process, namely the process that shows the relationship between two entities. 4) Process, which is a process related to human physiological and psychological behavior such as breathing, dreaming, smiling, and others. 5) Oral process. This process is a process that shows something being said, for example saying, telling. The last is (6) the existential process, namely the process that shows the existence of something, for example, exists, exists, and appears.

After understanding the process, the next aspect is the participant. Determination of participants depends on the process used. As said by Pamungkas & Santoso (2018) that the core of experience is a process, so at the clause level, the process determines the number and category of participants. involved in the process are realized in nominal groups. (Kramadanu et al., 2022). The explanation is (1) If in the material process, the participants consist of: actors, goals, and ranges. (2) If in the beneficiary process, the participants are recipients or clients. (3) Participants in mental processes are senses and phenomena. (4) The participants in the verbal process are called the speaker, the speaker, and the receiver. (5) Participants in the behavioral process consist of behavior, speech, recipients, and phenomena. (6) Participants in the relational process are persons, attributes, forms, and values. (7) The participant in the process of being is being (Ultimate & Santoso, 2018).

Process and participant are the core elements in a clause which can be regarded as subject and predicate in traditional grammar. In addition to the core element, there is an additional element whose presence provides additional information in the clause, namely circumstantial.

Circumstantial elements have been classified in detail, making it easier for users to recognize and understand the form and function of these information elements. Information that becomes srkumstan can be realized in the form of words (both nouns and adverbs), word groups (nominal, adjective, or adverbial phrases), and can be in the form of prepositional phrases (Sholihah et al., 2018). Simply put, Putri et al. (2020) states that circumstantial is realized in adverbial groups that realize the physical and non-physical environment in the event.

Based on the background and theory, it can be concluded that this study aims to describe how a meaning is represented in a sentence. In this case, the sentence or clause being analyzed is a clause in a fable story from a C1 level BIPA textbook. This research is expected to represent the meaning or cultural values conveyed to BIPA students or foreign nationals through fable stories. In addition, this research can

expand research on linguistics and language, especially in the analysis of Functional Systemic Linguistics.

2 METHODOLOGY

In this study, the researcher used a descriptive qualitative method. The purpose of this descriptive qualitative research is to explain and describe the process, participants, and circumstantial contained in the fable story of the textbook "Friends of Indonesia" level C1. This analysis is called transitivity analysis. Qualitative method is a research procedure that produces descriptive data in the form of words or words from people and observable behavior (Moleong in Siyoto & Sodik, 2015). The object of this research is the texts contained in the book "Friends of Indonesia", especially at the advanced level (C1). The reason is that at the advanced level of BIPA, in the text, the clauses used are more complex and varied, thus enriching the research data. Regarding research data, Raco (2010) explains that qualitative research data is usually in the form of text, photos, stories, pictures, artifacts, and not in the form of numbers.

In collecting data, the researcher uses document or literature study techniques. Raco (2010) again explained that data collection techniques in qualitative research include interviews, observations, documents. In this case, the researcher uses a document study technique which is done by reading and observing the text contained in the book "My Friends Indonesia". Furthermore, the data were analyzed in depth. According to Siyoto and Sodik (2015), in the qualitative method, one of the data analysis techniques can use in-depth analysis techniques, namely examining problems on a case-by-case basis because qualitative methodologies believe that the nature of one problem will be different from the nature of other problems. .

To be clear, the steps of data analysis include collecting or reducing data, analyzing the data, and then interpreting it. (Siyoto and Sodik, 2015). First, reducing data means summarizing, choosing the main things, focusing on the things that are important. Data reduction can be done by doing abstraction. Abstraction is an attempt to make a summary. That is, the researcher will read, summarize, select the main points in the text in the textbook, and then focus on the aspects in transitivity analysis. Furthermore, data presentation, namely compiling a collection of information that gives the possibility of drawing conclusions. This refers to the research question or the purpose of this research. So, the data is presented by compiling a process, participant, and circumstantial analysis. The last step is drawing conclusions, by interpreting the things contained in the basic concepts in the research.

3 RESULTS

This study will analyze the data with ideational meanings, in the form of participants, processes, and circumstantials contained in sentences. According to Anggraeni (2017), ideational meaning consists of three main aspects, namely participants, processes, and circumstances. This analysis is also said to be a transitivity analysis, namely by analyzing the clause as a presentation or representative of the experience expressed (Nurrahmah et al., 2020). The book analyzed is a BIPA textbook for level C1 which contains two discourse texts in the form of fictional story texts, namely the Animal Story Text on pages 21-22 and the Elephant and Ant Story on page 69. The following is an analysis of the transitivity of several clauses in the story.

Data 1. *Zaman dahulu hiduplah seekor rusa yang sombong lagi pemarah.*

Table 1. Analysis Data 1.

Zaman dahulu	hiduplah	seekor rusa yang sombong lagi pemarah.
Sirkumstan waktu	Behavioural	behave

The process in the data is behavioral because it is a physiological and psychological behavior, namely life (*hidup*). Life is something that living things live naturally. The subject is behavior, namely *Rusa*. This subject consists of a phrase, namely *seekor rusa yang sombong lagi pemarah*. The information is equipped with a circumstantial showing the time, namely in ancient times. So, the meaning or information to be conveyed in this clause is that there was a deer that lived in ancient times.

Data 2. *Ia bertingkah sangat sombong seperti Raja Hutan terkuat.*

Table 2. Analysis Data 2.

Ia	bertingkah sangat sombong	seperti Raja Hutan terkuat
actor	Material process	Manner circumstance

In the data, the phrase that occupies the predicate is a material process. This is because there are actions taken, namely *bertingkah sangat sombong*. Because the process in the clause is material, the participants are actors. The participant in the clause is He who refers to the *Gajah*. *Gajah* who does arrogant things to his friends. In addition, the clause is complemented by a circumstantial showing the way, which is like the strongest king of the jungle. This circumstantial shows how the elephant behaves, which is like the strongest animal in the forest.

Data 3. *Ia sering meremehkan kemampuan hewan lain.*

Table 3. Analysis Data 3.

Ia	Sering meremehkan	Kemampuan hewan lain
actor	Material process	recipient

The clause has one predicate that occupies a material role. This is because there are actions taken, namely *meremehkan* or acting like he is the best and strongest. Because the process in the clause is a material process, the participant who shows the subject is called an actor. The actor referred to in the clause is He who refers to the *Gajah*. In addition to participants who are in the position of the subject, there are also participants who occupy the object. In this data, the participant is called the recipient. This recipient is indicated by the phrase the ability of other animals.

Data 4. *Si Rusa tiba-tiba marah mendengar jawaban si Kura-kura.*

Table 4. Analysis Data 4.

Si Rusa	Tiba-tiba marah	mendengar	jawaban si Kura-Kura
senser	Mental process	Mental process	phenomenon

The sentence consists of two clauses. The predicate in first clause includes mental processes. This is because the predicate is related to feelings "*marah*". Anger includes feelings that show emotion for the behavior of others that harm us. Because the process in the clause is a mental process, the participant who shows the subject is called a senser. In that clause, the senser is indicated by Si Rusa. Next, the predicate in second clause is also a mental process because it is related to the senses, namely *mendengar*. What is heard is called a phenomenon, which is shown in the turtle's answer phrase.

Data 5. *Si Kura-kura tidak bersedia melakukannya*

Table 5. Analysis Data 5.

Si Kura-Kura	Tidak bersedia melakukannya
actor	Material process

The clause has one predicate that occupies a material role. This is because there is an action taken. However, the phrase shows its negation, *tidak bersedia melakukannya*. Because the process in the clause is a material process, the participant who shows the subject is called an actor. The actor referred to in the clause is the Turtle. The Turtle is the actor who refuses to take this action. In this data, there are only actors and material processes.

Data 6. *Si Kura-kura berusaha keras keluar dari tanah.*

Table 6. Analysis Data 6.

Si Kura-Kura	Berusaha keras	keluar	Dari tanah
actor	Material process 1	Material process 2	Place circumstance

The sentence consists of two clauses. The predicate in first clause is included in the material process, because the predicate is related to action, namely *berusaha keras*. Because the process in the clause includes a material process, the participant who indicates the subject is called an actor, there is *Si Kura-Kura*. Next, the predicate in second clause is also a material process because it is related to action, namely *keluar*. To complete the process, this clause is equipped with a circumstantial, namely from the ground. The circumstantial circumstantial is a place circumstantial because it shows where the turtle came from, namely *dari tanah*.

Data 7. *Ia lalu menggelindingkan tubuhnya*

Table 7. Analysis Data 7.

Ia	lalu menggelindingkan	tubuhnya
actor	Material process	recipient

The clause has one predicate that occupies a material role. This is because there are actions taken, namely *mengelindingkan*. Because the process in the clause is a material process, the participant who shows the subject is called an actor. The actor referred to in the clause is He who refers to the Tortoise. The Tortoise rolled something called its *tubuhnya*. That is, something rolled by him is his body.

Data 8. *Gajah sangat angkuh, ia mengakui dirinya paling kuat.*

Table 8. Analysis Data 8.

Gajah	Sangat angkuh	ia	mengakui	dirinya	paling kuat
token	Relational process	senser	Mental process	receiver	phenomenon

The sentence consists of two clauses. The predicate in the first clause is included in the relational process. This is because the predicate is related to the nature, which is *sangat angkuh*. Therefore, this relational process is included in relational-identifying. Because the process in the clause is a relational-identifying process, the participant indicating the subject is called a token, there is *Gajah*. The predicate in the second clause is mental process because it relates to the confession in the heart or relates to personal feelings

and perceptions, which is indicated by the verb *mengakui*. The subject participant in the clause is called a senser, that is, he who refers to an elephant. Then the object recognized in the clause is *dirinya* or the elephant itself. This participant is called the receiver because he is the recipient of the acknowledgment. The receiver participant acts as the object in the sentence. To complete the process, this clause is equipped with a phenomenon, namely what phenomenon or thing is recognized by the Elephant.

Data 9. *Ia menyepelkan hewan-hewan yang berada di hutan*

Table 9. Analysis Data 9.

Ia	menyepelkan	hewan-hewan yang	berada	di hutan
actor	material	recipient		
		existen	eksistensial	sirkumstan tempat

The sentence consists of two clauses. The predicate in the first clause is material process, because the predicate is related to action, there is *menyepelkan*. Because the process in the clause is a material process, the participant who indicates the subject is called an actor, that is, he refers to the elephant. Elephants are evil animals because they act to belittle other animals. Animals that are harmed by these actions are called recipient participants who occupy the object. The recipients are *hewan-hewan yang berada di hutan*. In the recipient, there is a predicate that can be analyzed, namely *berada*. Subject participants who show existence are animals which are referred to as existent participants. To complete the process, this clause is equipped with a circumstantial, namely a place circumstantial indicating where the animal is located. Circumstantial place in this clause is *di hutan*.

Data 10. *Suatu hari, Gajah mengadakan suatu sayembara*

Table 10. Analysis Data 10.

Suatu hari	Gajah	mengadakan	suatu sayembara
Time circumstance	token	Relational process	value

The clause has one predicate that is relational process, indicates that something has happened or has existed. In this clause, the subject is indicated by a token participant, namely *Gajah*. *Gajah* is a subject who does something. Another participant is *sayembara*. This participant occupies the object. This participant is referred to as value.

Data 11. *Sayembara itu disambut sangat antusias oleh seluruh binatang*.

Table 11. Analysis Data 11.

Sayembara itu	disambut	sangat antusias	oleh seluruh binatang
recipient	material process	manner circumstance	accompaniment circumstance

The clause has one predicate that occupies a material role. This is because there is an action taken, namely *disambut*, the subject in the clause is the recipient participant, that is, he functions as the recipient indicated by the *sayembara itu*. After the material process, there was a manner circumstantial, namely *sangat antusias*. After that, there was an accompanying circumstantial, namely *oleh seluruh binatang*.

Data 12. *Gajah pun menakut-nakuti hewan lainnya dengan menjulurkan belalainya yang panjang di depan semua hewan.*

Table 12. Analysis Data 12.

Gajah pun	menakut-nakuti	hewan lainnya	dengan	menjulurkan	belalainya yang panjang	di depan semua hewan
actor	Material process	recipient	maner circumstant			Place circumstance
				Material process	recipient	

The sentence consists of two clauses. The predicate in the first clause is material process. This is because the predicate is related to action, namely *menakut-nakuti*. Because the process in the clause is a material process, the participant who shows the subject is called the actor, there is *Gajah*. The recipient is *hewan lainnya*. After the recipient, there is a manner circumstant begins with the conjunction *dengan*. This circumstant method shows how the elephant scares other animals. In the maner circumstant, there is a predicate that can be analyzed, namely the verb *menjulurkan* which indicates a material process because it indicates action.

Data 13. *Ia langsung masuk ke dalam arena pertarungan.*

Table 11. Analysis Data 11.

Ia	Langsung masuk	Ke dalam arena pertarungan
recipient	material process	place circumstance

The clause has one predicate that occupies a material role. This is because there is an action taken, namely *langsung masuk*. Because the process in the clause is a material process, the subject in the clause is a participant actor, that is, it functions as a subject who does it. This is indicated by the word *Ia*. After the material process, there is a place circumstant.

Data 14. *Gajah mulai merasa kesakitan*

Table 11. Analysis Data 11.

Gajah	Mulai merasa	kesakitan
senser	Mental process	phenomenon

The clause has one predicate that occupies a mental role. This is because it relates to feelings, there is *merasa*. Because the process in the clause is a mental process, the subject in the clause is a senser participant, that is, the subject who experiences the feeling. This is indicated by the word *Gajah*. After the mental process, there are participants that is the phenomenon is shown by *kesakitan*.

Based on a few sentences found from the two fiction stories above, it can be found several different processes, participants, and circumstantials. Here's the discussion.

3.1 Transitivity Process in Fiction Stories.

Judging from the process, it is found that there are many diverse processes, namely behavioral, material, mental, relational, and existential. However, the most widely used process is the material process, which is eleven times. The ten material processes are *bertingkah sangat sombong, sering meremehkan, tidak bersedia melakukannya, berusaha keras, keluar, lalu menggelindingkan, menyepelkan, disambut, menakut-nakuti, menjulurkan, and langsung masuk*. These words and phrases are said to be material processes because

they show an action with the characteristics of using material verbs. Thus, it can be concluded that fiction stories use a lot of material processes. The material process according to Eggins (in Muhajir, 2018) is a 'doing' process. Moreover, a material process can be defined as a process of doing something. This process can be characterized by the presence of verbal (Maheasy, 2021). Judging from the target who is a foreign citizen, the use of this material process serves to tell an event clearly. BIPA students should be given a clearer picture of the story to be conveyed. Therefore, a material process that exhibits a dominant action is used.

3.2 Participants in the Fiction Stories

Judging from the participants, it was found that the participants are behavior, actor, recipient, senser, phenom, token, receiver, existent, and value. The number of participants used depends also on the number of processes used. Previously, it has been explained that the most widely used process is the material process. So, the most widely used participant is also the actor participant, namely the participant who shows the subject who performs an activity or action. Participant actor was used eight times, there are Ia five times, Kura-Kura twice, and Gajah once.

From these findings, it can be concluded that many fictional stories use actor participants. Participant actor according to Prabowo et al., (2012) is the most dominating participant in the text. The actor participant is a constituent of the clause that performs an action. If the clause has only one participant and is active, then that participant is an actor. The use of actor participants for BIPA students serves to clarify the character of the character by describing the character of the character who performs an action. Therefore, the participant actor who shows the dominant action is used.

3.3 Circumstance on Fiction Stories

In addition to the process and participants, in fiction there are also many circumstantials. Judging from the various types of circumstantial, found circumstantial circumstance which includes time, method, place, and accompaniment. The most widely used circumstantial is the local circumstantial four times. The circumstantial of the place is addressed with the phrase *dari tanah, di hutan, di depan semua hewan, dan ke dalam arena pertarungan*.

The fictional stories contained in this BIPA textbook are fable type stories, namely those that tell stories with animal characters. Fables are usually set in the woods, so that explains a lot about the location. From the findings, it can be concluded that many fictional stories use forged circumstantials to clarify the place of where the characters are. Circumstantial is a description of the location of the process involving participants that occurs. The whole circumstantial has a role in the schematic structure, which can explain the orientation and abstract, for example an indication of where the event is located and when the event takes place (Alindra, 2018).

4 CONCLUSIONS

This research was conducted by analyzing transitivity, namely analyzing the grammar of the clause as a form of expressing feelings. This grammatical analysis was conducted to find out the ideational meaning contained in the clauses in fiction stories. The results of the analysis show that the fiction stories contained in the textbook "Sahabatku Indonesia" level C1 are composed of various processes, participants, and circumstantials. The most widely used process is the material process as many as eleven. This process shows an action taken by the character in the story. This serves to provide a clearer picture to the reader, namely BIPA students through the actions in the story.

Furthermore, the most widely used participants were actor participants, which was five times. This participant relates to the process used, namely the material process. The goal is to make the story livelier and easier to understand by depicting a subject who is actively taking an action. Then, circumstantial is also used in several clauses in the story. The most circumstantial circumstances are place circumstances four times, the aim is to show where the story takes place.

The results of the analysis show that the fictional stories contained in BIPA textbooks tell stories through actions so that foreigners as BIPA students can understand more easily because the messages are

described in a concrete way so that they are easy to imagine. That way, the message to be conveyed in the story can be easily understood by students as a learning medium.

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STUDENTS' PERCEPTION AND NEEDS ANALYSIS ON THE USE OF ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC

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Abstract

The research questions of this research are "What is the students' perception to the use of online English learning during COVID-19 pandemic?" and "What are the students' needs to support online English learning during Covid-19 pandemic?" The objective of this research is to describe and identify the students' perception and needs to the use of online English learning during COVID-19 pandemic. The subjects of this research are students of SMA Negeri 2 Kediri in grade eleven with random sample. The analysis method used in this study was descriptive research. The data were collected using questionnaire and interview. A total of 116 students answered the questionnaire and 40 students were interviewed in this research. The result of the survey showed that the use of online English learning during COVID-19 pandemic got negative responses. Most participants revealed that online English learning gave them some challenges. The most challenge that they face is having lower understanding about the English material because of less explanation, unstable signal when having English online class, irregular schedule, uninteresting learning, unsupportive learning environment and low motivation. Meanwhile, based on the need analysis result, most students need stable signal, internet data, e-books of English material, supporting devices, more detail explanation from teacher and fun learning activity to support the online English learning during COVID-19 pandemic.

Keywords: students' perception, needs analysis, online English learning, COVID-19

1 INTRODUCTION

Students have been accustomed to study with teachers in the school and get the explanation, giving questions and answers directly. If they get a home work, they can discuss it in the class with the teacher. Hackathorn et al. (2011) found that the effectiveness of four teaching techniques (lecture, demonstrations, discussions, and in-class activities) can be done in the class. It will be more effective if teaching and learning activity can be conducted in the class. Hence, it is common to see students studying in school.

However, there is no expectation that it will be a virus which makes all activities especially in teaching and learning activity should be done from home. In January 2020 the World Health Organization (WHO) declared the outbreak of a new coronavirus disease. The virus is called COVID-19 which stands for Corona Virus Disease 2019. Therefore, the social distancing and self-isolation have come out as the best methods to avoid the fast spread of the disease [1]. People should keep physical distancing and many companies conduct the work from home. Education field is also affected so that the students should study from home.

Corona virus outbreak gives impact to the learning activity. It was moved to e-learning by using various technological devices, such as smartphones, computers and notebooks [2]. In addition, the using of some applications is increasing rapidly. Li and Lalani (2020) stated that COVID-19 gives some effects in education. There are over 1.2 billion children are out of the classroom. It makes teaching is undertaken remotely and using online media. Moreover, online learning has been shown to increase the storage of information and take less time. To prevent this problem, Indonesian government governed the students to study at home during the pandemic.

Study conducted by Arifa (2020) shows that some obstacles in doing online learning, especially in English are readiness of human resources, the unclear of government's direction, the unavailabe of proper curriculum, and the limitation of facilities, especially the technology and internet access. Knowing some news and observing the education in some areas about students, teachers and even parents who face difficulties in doing online learning in the midst of pandemic. Researcher wants to gain some information about the students' point of view on English online learning, what kind of

obstacles they have, what positive sides of online learning (in order to keep and develop the positive things), and what is students' need to support them in doing online learning.

2 METHODOLOGY

This study was aimed to get the information about the students' perception and their needs in online English learning during COVID-19 pandemic. To support the study, the researcher applied descriptive research. Data sources of this study was survey included questionnaire and interview. The data were taken from grade eleven of SMA Negeri 2 Kediri with random samples. There are 116 participants who answered the questionnaire and 40 students who have been interviewed in this research.

3 RESULTS

3.1 Students' Perception to the Use of English online learning during COVID-19 Pandemic

The result of this research showed that students have negative perception to the use of English online learning during COVID-19 pandemic. The questionnaire consists of 27 statements and divided into 4 categories; accessibility, material and assignment, the use of e-learning platform, and students' perspective. The first discussion is about accessibility, there are 78 students or 67% from the total of the students who stated that the internet access is often good. There are 71 students or 60% stating that the internet access is sometimes bad. 79 students or 67% said that signal network is often stable. 71 students or 61% said signal network is sometimes unstable. 53 students or 54% said signal network is sometimes bad. 52 students or 43% always use smartphone when studying online. 53 students or 44% often use laptop when studying online.

The second category is material and assignment, there are 77 students or 66% said the given English material is often easy to be understood. There are 64 students or 55% said that the English material is often appropriate for COVID-19 condition. 60 students or 51% said that discussion and question-answer session related to English material are often available. 66 students or 57% said that teacher often gives feedback during English online learning. 64 students or 55% said that teacher always gives English assignments during online learning. 60 students or 51% said that teacher often explains English material, then gives the task. 66 students or 56% said that teacher often gives clear and easy explanation in English online learning.

The third discussion is the use of e-learning platform, there are 32 students or 27% said that teachers sometimes use Google Classroom in English online learning. There are 67 students or 67% said that teachers always use WhatsApp in English online learning. 37 students or 32% said that teachers sometimes use Zoom in English online learning. 54 students or 46% told that teachers often use Google Meet in English online learning. 66 students or 57% said that teachers never use school website in English online learning. 44 students or 38% said that teachers never use other online platforms in English online learning.

The fourth category is students' perspective, there are 77 students or 66% said that they are often enthusiastic in English online learning. There are 43 students or 37% told that they are sometimes less enthusiastic in English online learning. 53 students or 46% said that English assignment is often fun. 64 students or 54% said that English assignment is sometimes hard. 58 students or 49% said that they often have a good ability in using English online learning technology. 67 students or 56% said that they often have a sufficient ability in using English online learning technology. 46 students or 39% said that they never have a bad ability in using English online learning technology.

3.2 Students' Need to Support Online English Learning During COVID-19 Pandemic

This part is used to discuss the next research problem about the students' need to support online English learning during COVID-19 pandemic. There are two components of this research; students' need and learning target. The students' need includes data package, private teacher, video learning

media, using Google Classroom, Google Meet and Zoom as the learning media, using an application that has been agreed between teacher and student and the detail explanation about the material from teacher. Moreover, they also need some e-books and materials to help them understanding the English material.

In addition, the students have some target related to increasing the English skills. They stated that they need to improve speaking, listening, writing and reading skill. They also told that they want to enrich the vocabulary and understand well about grammar. In order to make the target achieved, the teachers should use a strategy that can make the students active in online learning, using voice recording to practice speaking skill using social media such as Twitter, Facebook, Instagram to learn practicing writing skill Teacher should give feedback to the submitted assignment. Moreover, teacher should give explanation about the material that difficult to be understood.

4. CONCLUSIONS

The result of the research showed that the students' perception to the use of online English learning during COVID-19 pandemic was negative. Most participants stated that online English learning gave them some challenges. The most challenge that they face is having lower understanding about the English material because of less explanation, unstable signal when having English online class, irregular schedule, uninteresting learning, unsupportive learning environment and low motivation. Meanwhile, based on the research result, most students need stable signal, internet data, e-books of English material, supporting devices, more detail explanation from teacher and fun learning activity to support the online English learning during COVID-19 pandemic.

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PARAPHRASING METHOD AS PLAGIARISM AVOIDANCE IN ACADEMIC WRITING

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Abstract:

One of difficult and important skills that should be mastered by students is writing. The lack of idea can trouble the students in writing. However, the idea of writing generally appears after reading some sources or another writing. When students find suitable sentence for their writing, they often merely adopt it. Unfortunately, this can be a serious case, named plagiarism. To avoid that, students need to understand about 'paraphrase', what it is and how to do it. Paraphrase, as important skill to avoid plagiarism in academic writing, is very essential to be mastered by EFL learners. This conceptual study aims to convey a discussion about paraphrasing method to avoid plagiarism issue. The types of plagiarism and some methods in paraphrasing are served in this article. This conceptual article is expected to give more information for those who want to improve their paraphrasing skill.

Keywords: conceptual article, paraphrase, academic writing, plagiarism

1. INTRODUCTION

Academic writing is a structured, formal, clear, objective, and complex writing (Hasna, Nurkamto, and Sulistyawati, 2021). Academic writing is often used to evaluate student's English competency. The language and pattern of academic writing is different from casual writing. English, as compulsory subject in Indonesian National Curriculum, is a foreign language for almost all students in Indonesia. Thus, Indonesian students are mostly called as EFL (English as a Foreign Language) learners. There are four main skills that should be learned by the EFL learners. Writing is one of English skills that mentioned in Indonesian Curriculum and it becomes one of requirements in passing the school exam (Maiyoritsa & Wahyuni, 2021). . In higher education, writing is considered as very essential skill. It is because a requirement for graduates of undergraduate (S1), master (S2), and postgraduate (S3) to publish academic paper (Fatimah, 2018). The regulation can be found in government regulation at The Decree of Director General of Higher Education No. 152/E/T/2012. Academic paper deals with any writings contained by the results of thought, experiment data, or theory about particular subject that are written using scientific setting. In conducting academic paper, the writer needs to master academic writing skills (Rakedzon & Baram-Tsabari, 2017).

In academic writing, the writer needs to refer to several scholarly sources as supporting idea of what the writer writes. Unfortunately, when the writer takes the idea carelessly, they can be called as plagiarist. Plagiarist is someone who does plagiarism. Plagiarism is a case when a person takes others' idea and avows it as his (Sulaiman, 2015). Plagiarism is one of problems occurs in academic writing. To prevent the case of plagiarism, the writer is suggested to understand the concept of paraphrase. Paraphrase, according to Davis (2013), is an activity of understanding the idea and rewrite it using different word, but in same meaning. There are several methods of paraphrase to help the writer completing his writing without any plagiarism problems.

The previous paragraphs become the researcher's concern in conducting this conceptual article. The purpose of this article is to provide more insights about plagiarism and paraphrase in academic writing. By serving the knowledge about academic writing, plagiarism, and paraphrase, this article is

expected to help many researchers produce original work without any plagiarism cases. Furthermore, the researchers expect that this article can give contribution for better further-academic-paper.

2. PLAGIARISM ISSUE IN ACADEMIC WRITING

Gaith defines writing as a written idea, thought, expression, or evaluation of particular topic that is arranged into some paragraphs by someone called a writer (Yuniati, 2015). While Bailey (Fatimah, 2018) stated that academic writing is an educational work that presents idea in formal setting. In academic writing there is a popular bad-term, named plagiarism.

Plagiarism, according to Wajdi, Sumartana, & Hudianingsih (2018), is an act of rewriting or retelling one's idea without mentioning the source. In short, plagiarism is a case when someone steals other's theory or thought and claims it as his. It is also generally known as 'cheating' in academic writing. In addition, taking our idea from previous work and put it in another work is also called plagiarism, self-plagiarism.

According to Iskandar (Delilla, 2019), there are several characteristics as consideration whether or not a scientific writing contains with plagiarim issues. Those characteristics are served as follow:

- a. There is no quotation marks (""") in direct quotation.
- b. The original source is not mentioned after quoting
- c. The result of paraphrase is still similar to the main source
- d. The original source is not mentioned after paraphrasing

There is always a possibility for the writer to do a plagiarism. This is because the plagiarism is not always planned and intentionally done by the writer. Plagiarism can probably happen accidentally during the process of writing (Guraya & Guraya, 2017).

Furthermore, Rets and Ilya (2018), after collecting and concluding some sources related with plagiarism, stated that the types of plagiarism can be determined as follows;

- a. *Word-for-Word Duplication*: The Word-for-Word Duplication deals with copying other's idea or information without changing every words the source has.
- b. *Fail Paraphrase*: When someone tries to make paraphrase from a source but the sentence or text still has similar structure, then the paraphrase is failed.
- c. *Prohibitive Reference*: Prohibitive Reference happens when someone put untrue data about the original source on his academic writing.
- d. *Deliberate Plagiarism*: Someone is intentionally copies another's work.
- e. *Accidental Plagiarism*: Accidental plagiarism often occurs when someone is not aware that their idea had already used in previous study and does a plagiarism
- f. *Colleague Plagiarism*: Plagiarism can also happen among friends. Someone who copies their peer idea is also called as plagiarist.
- g. *Web Plagiarism*: Students often use a web as their source. However, some web is written anonymously and then students do not provide the source they used. It is a web plagiarism.
- h. *Self-plagiarism*: The self-plagiarism is done by the writer who takes his word from previous writing and put it in the next writing without providing the source.

In addition, concerning the consequence of plagiarism, Berlinck (2011) state that every institution has different regulation. The common punishment given to plagiarist are warning, suspension, public apology, etc. When it is students-teacher case, the teacher usually give them warning or score decrement. When it is researcher-institution case, the punishment is commonly more serious, such as expulsion and revocation. Moreover, students or academia who do academic writing works can prevent those

plagiarism issue by a) providing quotation mark on direct quotation, b) attaching applied sources, and c) implementing appropriate paraphrase.

3. CONCEPT OF PARAPHRASE

Paraphrase is very common term that often occurs in academic writing lesson. According to Alred, Brusaw, and Oliu (Hans, 2017), paraphrase deals with changing a sentence or paragraph into different sentence or paragraph with same or similar meaning. While Hirvela and Du (2013) stated that paraphrase refers to an attempt to deliver a thought, an opinion, a theory, or an idea of someone about particular subject by providing different vocabularies and sentence structure, but does not decrease and alter the original meaning. Additionally, Khairunnisa, Gatot, and Surmiyati (2014) provides some criteria of good paraphrase. The first criteria states that paraphrase contains the idea of expert but represented in different writing style. The next criteria is unity. The paraphrase should be unified as understandable text. Third, when paraphrase is used in writing, the writer does not need to provide quotation mark. However, the writer have to mention the source address as replacement. The last criteria is the length of paraphrase result. The length of the paraphrase result is generally similar with the original text, not too long or short in difference.

Based on Ramadhani's article (2019), there are five methods to provide good paraphrase. First, the writer should focus on the main idea or the concept of the source text . This helps the writer understand the purpose that is delivered in the text. Second, the writer can circle some words which have synonyms then change it into different word with same meaning. However, the writer could not merely change the word. When every words is changed with the synonym, it probably can destroy the meaning of the original text. Third, the writers can write the new sentence they have made. Here, the writer could write down the point he gets from the idea he has read. Fourth, the writers should make sure that the sentence they have made is readable and understandable, and importantly, represents the same purpose of the source text. It can be done by asking yourself "can I understand this? Is this really the point I want to show to the reader?" Fifth, the writers are obligated to provide the source whenever they cite a statement. Paraphrase is still seen as plagiarism when the writer does not provide appropriate source address. The writer should follow the rule of adding a source based on national or international pattern.

In other hand, according to Akbar (2020), the writers should pay attention on some methods to develop appropriate paraphrase. Those strategies can be seen below:

- a. *Change or rearrange the structure of source text.* In paraphrasing, the writer is allowed to replace the words from source passage with suitable synonym. However, changing every words to some synonyms might affect the meaning of the original passage and can be seen as plagiarism. The common way to avoid it, besides replace some word with the synonym, the writer can modify the grammatical structure of the original passage.
- b. *Reorganize the order of information.* When paraphrase a passage, the writer can make new sequence about the information. However, it is not suggested to reorganized information in procedure text.
- c. *Remove some words.* Paraphrasing permits the writer to delete some word, but not decrease the meaning. In this strategy, people often misnamed it as summary. Paraphrasing by deleting some words is similar with summarizing but is not exactly same. Paraphrase tries to present full information in different word structure or synonym. In the other hand, summary provides only the main information and it probably sorter than the previous passage.
- d. *Modify unclear information.* Here, unclear information refers to sentence or passage that contains one or more information that has possibility to cause misunderstanding among

readers. This strategy enables the writer to simplify the complex language or ambiguity of the original passage.

Additionally, Oshima and Hogue (Hans, 2017), mentioned four simple methods to create good paraphrase result. Those methods are 1) understand the text thoroughly by reading it as much as you need, 2) find some difficult, or ambiguous, or barely used words then replace them with its synonym, 3) make a simple outline which contained the primary and secondary ideas, and 4) arrange the idea using some new vocabularies and different grammatical structure. Not only mentioned the methods, Oshima and Hogue also gave the technique to complete those methods: a) replace some words with synonym, b) change the active sentence into passive when it is possible, and viceversa, and c) decide to write indirect quotation rather than direct quotation.

4. THE SIGNIFICANCE OF PARAPHRASING

In academic writing, paraphrasing skill is necessarily mastered by EFL learners. Na and Mai (2017), in their article, stated the reason why paraphrasing is important to be mastered. The first reason is because paraphrasing can prevent the plagiarism issue. By mastering the paraphrasing skill, the writer can be saved from a punishment as a result of doing plagiarism. The second reason is, paraphrasing can show how understand the writer on the text he cites. The other reason is that paraphrasing skill becomes one of indications for writer's integrity and quality in academic writing. Good paraphrasing represents good writing skill the writer has. In addition, paraphrasing can control the desire to make direct quotation too much. When writer quotes too much, it means that he does not have any idea or opinion because he just collects other's idea or theory.

5. CONCLUSION

This conceptual article is made to provide additional insight about paraphrase method as plagiarism avoidance. On previous section of this article, some bad impacts of plagiarism are explained. Even though paraphrase is not only a way to prevent plagiarism, paraphrase has important role in conducting professional academic writing. Based on some experts, to produce good paraphrase result, the writer is suggested to use synonym, change the word order, and/or rearrange the sentence structure. Paraphrase shows the quality and integrity of the writer and his writing. A good paraphrase contributes to the development of the knowledge source. Thus, paraphrasing skill should be taught since secondary education to prepare the EFL learners for their academic paper publication as one of graduation requirements in higher education. Furthermore, good paraphrase in academic writing results can increase the value of both the writer and the institution.

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THE ANALYSIS OF EFL STUDENTS' LEVEL OF THINKING IN SPEAKING ACTIVITIES

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Abstract

Mastering Speaking skills when learning English is inadequate when the learners are good only at grammar, semantics, phonology, or syntax. However, mastering the speaking skills requires more than only to understand the grammatical and semantic rules. Investigating how far the students' thinking level is imperative because this will later help the educators to provide better English speaking material to improve the students' speaking skills. This study aimed to investigate the Thinking levels of the second-semester students of the English Education Study Program at the State Islamic University of Mataram, adopted a descriptive qualitative research with observation, tests, and documentation as the instruments. The participants of this study used the purposive sampling technique, chosen from four second-semester English students. The research results indicated that the students' thinking level determined in speaking activities was at the Lower Order Thinking Skills (LOTS) since they had not mastered all the domains of Anderson Revised of Bloom's Taxonomy. Furthermore, the dominant parts that emerged were Understand and Analyze. A more detailed explanation of the study was arranged to some sections.

Keywords: EFL student, level of thinking, lower order thinking skills, higher order thinking skills, speaking skills

1 INTRODUCTION

The growing need for international communication in the information age has led many learners to take the language course in order to master the speaking skills. This is happened due to the must of EFL students to improve their speaking skills in the second language to communicate effectively, because what is popularly considered to be one of the most demanding skills to acquire in the context of learning English is speaking skills. This is in line with the claim that speaking remains the most challenging skill to master by the massive number of English learners [1]. This is because unlike reading, writing, or even the other skill in English, speaking happens in a real situation of time, exactly the person you are talking to is waiting for you to speak directly. Besides that, when you speak, you cannot edit and revise what you already said, as you can do it in writing [2]. As stated by Brown (2004) that speaking is a productive skill that can be empirically observed. It is an interactive process in constructing meaning consisting of production, reception, and processing information [3]. Another expert as Harmer (2007) also defines speaking as the ability to speak fluently by relying on knowledge and language features and the ability to process information [4]. Meanwhile, when teaching speaking which is considered one of the demanding and significant tasks, it needs more effort; however, it has been sometimes ignored by the huge number of educators [5]. Moreover, There are many factors dominate students' speaking skills. One of those factors is the Level of Thinking skill which brings a high impact and correlation to the students' speaking skill and is claimed and proved by several previously conducted studies.

Level of thinking is becoming one of the most fundamental parts of our lives since it is the consideration whether we accept, reject, or suspend the justification about any claim, the

agreement of the accuracy, and the word choice based on evidence and data [6]. The researcher figured out that level of thinking is the skill to analyze whether it is a piece of relevant or irrelevant information being used to solve the problems or in short, it is simply defined as the reasoning model [7]. It was also supported by the statement from Hughes & Lavery (2004) who stated that the relationship between language and thought is straight forward as the thought is expressed in and through language. In modern life, particularly in education, critical thinking skill is highly needed. It has been one of the most popular terms in education because of its perceived great affection for life in this period [8].

The ability to think critically is one of the students' competencies and is one of the characteristics that lately become an educational issue and is part of forming students' morals. Subsequently, thinking critically will improve the students' academic performance because applying critical thinking to daily life allows students to link disciplines and their own lives. In addition, by making knowledge valuable and applicable in everyday life, their understanding of content becomes more profound, and they are more likely to become independent learners [9]. It is essential to gain insight into the nature of the thinking skills. Consequently, speaking skill is urgent to improve by developing critical thinking in students. This is because the students prefer to be silent than to speak when they have lack of development of critical thinking [10]. Additionally, The lack of development of critical thinking can have a severe negative impact on learners' speaking skill on the long journey of mastering a foreign language in the academical context [5]. Then, the teachers or lecturers must give instructions by initiating any topic, content, or issue carefully where the students can improve the quality of their thinking by implementing the skill of analyzing, because critical thinking skills cannot be developed easily [10]. Critical thinking has been seen as a complex way of thinking that individuals must consider in their personal, academic and social life. It also received high attention in research on student achievements and attitudes which had been reported by various educational research bodies on the importance of promoting Higher Order Thinking Skills and the positive influence of CT on student achievement in the context of EFL [11]. In this regard, many educators were slowly starting to use Bloom's taxonomy to measure the level of thinking in their students.

This is what will be inferred toward this study. It aims at investigating the students level of thinking in speaking whether they are categorized lower or higher so that this can help the educators to be more aware of designing the learning model that can enhance students to think critically and to be more reasonable.

2 METHODOLOGY

This research was carried out at the State Islamic University of Mataram, precisely among the second semester English students who were actively participating in ISCP class in the academic year of 2022. ISCP which stand for Intensive Spoken for Communication Practice is one of the subjects in English Education Study Program of State Islamic University of Mataram where it is followed by the second semester students where they are possible to practice the speaking skills.

This research employed a qualitative descriptive design where the presence of the researcher is indicated as an essential part of this research. Also, the data of qualitative descriptive was presented in the form of narrative conclusions instead of numbering with detailed explanations based on theories from the experts. This particular design was considered as the appropriate design for this study for at least three reasons. Firstly, by considering the function of qualitative design, namely to explore and understand the meaning of individuals or groups that are ascribed to social and humanitarian problems. The second was to consider the data collected to answer the research question. The nature of the data collected, namely in the form of observation, test, required a qualitative research design. The third related to the analysis, which was conducted to provide answers to the questions

posed in this study was interpretive which reflected the product of the researcher's subjective interpretation of the data, which was based on empirical evidence captured in the data.

Subsequently, the data of this research gained toward observation that was coming from 48 second semester students. By employing the purposive sampling technique, the total of 4 students were chosen to participate in speaking test. The researcher collected the data through class observation, speaking test which was tested using unprepared motion, and document analysis. The data obtained using instruments in the form observation checklist, speaking test and transcripts of recordings that showed students classroom's activities from their actions in the class whether they think critically or uncritically during the learning process based on the level of critical thinking proposed by Bloom revised by Lorin Anderson.

3 RESULTS

The result of this research had already investigated the types of students' thinking levels and the dominant domains of Bloom's Taxonomy that arise when students present the specific topics in speaking activities. The data were collected from offline classroom observation which was conducted precisely in Intensive Spoken for Communication Practice (ISCP) class. Data analysis in this study adopted a qualitative descriptive method. The results showed that various domains emerged based on the results of the analysis of statements submitted by students when discussing the topics given by the lecturer and their opinions when explaining the motions given by the researcher.

3.1 The Types of EFL Students' Level of Thinking

Based on the observation, the researcher discovered that the types of students' level of thinking in ISCP class were varied. The students applied different thinking levels in the classroom which instructed them to do mini debate activities. This was analyzed by the researcher from the activities where the lecturer in the class of ISCP 2 instructed them to convey their reason on why they choose certain name of jobs to be considered the most important jobs in the world and compared to others.

However, the students showed different level and dominant critical thinking domains. In the very first place, students were more dominant in showing an understand domain of level of thinking where they dominantly mentioned the job that they thought was most important by providing supporting reason. Furthermore, the understand domain was continued with the analyze level that could be seen from their statements and how they gave the analysis and reasoning which were more satisfactory and logic. Subsequently, it was followed by the level of remember where the minority of them only mentioned the most important jobs in the world.

However, they did not give a clear reason on why they chose the job. Therefore, the domain that emerged was the level of recall or remember. Additionally, the last domain appeared was evaluate where there were only two students who met the criteria at this level, namely by mentioning, explaining, analyzing, and providing a comparison of why one single job was most important compared to the others. From the observation, it was inferred that the most often appeared domain which described the level of students' thinking was understand that categorized into the Lower Order Thinking Skills (LOTS). The following observation checklist showed the data on class observation and more succinct table that indicates the summary of observation result.

Table 1. Students Level of Thinking in Observation Checklist

	Observed Aspect	Yes	No
1	Remember	✓	
2	Understand	✓	
3	Apply		✓
4	Analyze	✓	
5	Evaluate	✓	
6	Create		✓

The researcher discovered that low and high levels of thinking have specific indicators. Firstly, the level of thinking can be ascertained as a reasoning model. There are two categories of Levels of Thinking, namely Lower Order Thinking Skills (LOTS), which include three domains of Anderson's revised Bloom's taxonomy: remember, understand, and apply [12]. Additionally, the second category of thinking is widely known as Higher Order Thinking Skills (HOTS), which include analyze, evaluate, and create [12]. Based on the research findings, how each English student in the second semester delivered their reasoning in ISCP class toward the issue reflected which entry-level they were at. The student's level of thinking in ISCP class was conceived as running from the lowest level to the higher level. It was indicated and proven by some students who came up with remember domain and followed by understand which were deliberated as two lowest domains of Anderson revised of Blooms' taxonomy. Subsequently, some students had not reached the evaluate level. However, they had already reached the analyze level. Therefore, several of them also successfully presented more convincing arguments with more excellent explanations and analogies, represented by the sentences and phrases. Thus, the higher level of domains reached by students, the more compelling the reasoning they can convey. This finding is in line with the research by Abdullah (2021), who conducted study on students critical thinking level in speaking classroom [13]. He figured out that students with higher level of thinking were more aware and sensitive when giving the response toward the motion passed. Consequently, the students were not only mentioning the excuse on why they disagreed with the topic. However, they confidently provide it with supporting reasoning, analysis, and judgment. This is related to the statement that the analytical strategy requires cognitive effort and the ability to interpret and evaluate [14].

Following the explanation above, the level of thinking based on the findings was determined to be vary. Thus, the appearance of each domain in students' sentences and phrases was inconsistent and fixed. Sometimes, higher levels are indicated to appear first, followed by the domain that describes Lower-Order Thinking Skills. Therefore, it was asserted that they varied and were not fixed due to the inconsistent flow of their appearance when students displayed their thought toward speaking activities. For instance, considering the statement from one of the student, it was analyzed that he emerged by presenting the assumptions first. Furthermore, in the middle, he came up with the analysis and evaluation, then ended up with the statement that referred to the understanding domain. Here is the statement:

“...with the internet we can access the information easily, can communicate easily, can learn easily, and there are more benefits of the internet, and then although we can avoid the negative impact of the internet...”

The statement above appeared after the speaker had already conveyed or presented his analogy and evaluated the issue given. He again mentioned why he disagreed with the

problem, and his statement was categorized as understanding. According to the result of the speaking test, the students indicated using four domains of Blooms' Taxonomy namely remember, understand, analyze, and evaluate. Student 1 used three domains of Bloom's taxonomy that were remember and understand which categorized into LOTS level, and reached one level of HOTS that was analyze. Meanwhile, student 2 was indicated also at the level of understand. However, she already acquired the two domains of HOTS which were analyze and evaluate. While, student 3 was indicated to use an understand domain that was categorized as LOTS and analyze was included in the HOTS level. Finally, student 4 came up with four domains, namely remember, understand, analyze, and evaluate.

Table 2. Students Speaking Test Result

	Remember	Understand	Apply	Analyze	Evaluate	Create
Student 1	✓	✓		✓		
Student 2		✓		✓	✓	
Student 3		✓		✓		
Student 4	✓	✓		✓	✓	
	17%	33%		33%	17%	

3.2 The Dominant Level of Thinking Domains Based on Blooms' Taxonomy Presented by Students in Speaking

The second research question focuses on the dominant level of thinking domains based on Blooms' taxonomy presented by the second semester students toward speaking activities. In the hybrid world we live in; thinking skills are not simply a supplement to our being. However, they are considered by many scholars to be basic survival skills of individuals in facing the world [15]. Moreover, In the educational dimension, the development of thinking skills is believed to symbolize the goal of an educational foundation [16]. Yet it is necessary for students' lives since it is essential to know the extent to which students can accord their ideas and perspectives toward some issues and topics so that teachers or lecturers can provide more appropriate learning models in the classroom. Meanwhile, one of the decisive reasons that hinder the development of ineffective CT skills in educational setting is the contextual factors, administrative constraints, and teacher education levels [11]. In addition, when teaching a particular subject such as speaking, teachers or lecturers often do not realize the importance of checking the students' ability to understand and elaborate particular topic, namely level of thinking. Ordinarily, the lecturers only give the instruction to students to come to the class and discuss about their daily routines, checking their grammar and vocabulary, as well as their pronunciation. However, the other factors that can affect their speaking ability is the extent of understanding toward the topics which is called critical thinking or "Higher-Order Thinking Skills".

For instance, in the class of ISCP 2 where the researcher conducted the observation, founded that the lecturer instructed students to do mini debate activities to check as well as to trigger them conveying their perspectives and ideas toward the topics. The second aspect had already been discussed in the present study was about the dominant level of thinking domains by Blooms' Taxonomy presented by students in speaking activities. Basically, it was revealed from the data findings that students deal with four domains only which were remember, understand, analyze and evaluate with the dominant domains of students'

thinking level were understand and analyze. This is similar with the previous study conducted by Nur Utari which discovered that students only deal with some domains of Anderson revised of Blooms' taxonomy, they were understand, analyze, and evaluate [17].

The researcher concluded the discussion that in order to meet the needs of students and to increase the level of their thinking skills, the educators need to rearrange appropriate materials to improve students' analytical skills. This requires teachers to recognize the importance of explicit instruction on thinking skills. In doing so, they must go beyond simply reading and deep analysis." Students need to have the ability to make additional inferences, evaluate arguments, and make reasonable conclusions [18].

4 CONCLUSIONS

After conducting the research upon the analysis of students' level of thinking in speaking activities, and investigating the dominant domain of students' level of thinking at Mataram State Islamic University, it can be inferred that the student's level of thinking was varied. None of them were detected using the apply and create domain of Blooms taxonomy domain revised by Anderson. Meanwhile, the highest level that students could achieve was the evaluate which was evenly achieved by a small number of students in the class. The majority of students presented the understand and remember domain which categorized into LOTS level. In addition, the minority of students were classified as Hots students due to their achievement which already attached level of evaluation.

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INVESTIGATING ADULT EFL LEARNERS' PHONOLOGICAL AWARENESS DEFICITS

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Abstract

The study aimed to find out the tendency of Phonological Awareness (PA) deficits in adult EFL learners based on their levels of PA test achievement. The PA deficits being investigated in this study focused on the two levels of PA, onset-rime awareness and phonemic awareness. This study implemented quantitative design, especially observational study. The data were collected from sixty-three English Department participants taking the Phonology course. The results of descriptive analysis showed that the adult EFL learners tend to have 29.44% PA deficits. Adult EFL learners with high PA level have a lower tendency of deficit than those with low PA level. Further, the results of the data analysis also showed that the high PA level learners have 37.34% lower deficits than the low PA level learners. Those tendencies indicate that the low-level learners tend to have a higher risk in language learning. Additionally, they also have a higher risk in their future English teaching practice.

Keywords: adult EFL learners, phonological awareness, phonological awareness deficits.

1 INTRODUCTION

Phonological awareness (PA) is the ability to recognize and manipulate units of oral language. It refers to the ability to hear and work with the sounds in words (Tertiary Education Commission, 2008) or the ability to identify and manipulate phonemes, syllables, onset and rhymes into words (Konza 2011). PA can be demonstrated by tasks such as tapping out the number of syllables in a word, rhyming words, judging the number of phonemes in a word, differentiating separate words in a spoken sentence, and deleting initial of final phonemes of a word. Tasks such as blending, deleting, substituting or moving phonemes within or between words require phonological awareness or the ability to detect and manipulate sound units (Anthony & Francis, 2005). In learning English, this ability is needed to be able to absorb and process words better.

Even though PA relates closely to listening and speaking skills (Hentasmaka, 2020), it is also proven crucial for reading and spelling success especially at the earliest stages of reading development in children. Some studies have examined PA as one of reliable predictors and associates of early reading ability in children (Yeung & Chan, 2013; Carson, 2012). Additionally, PA is the efficient and effective integration of a key predictor of literacy success into children's beginning classroom reading programs (Carson, 2012). The study by Yeung and Chan (2013) shows that PA, at varying linguistic units, is closely related to the English reading of English as a second language (ESL) children with a non-alphabetic first language (L1) and limited exposure to oral English in everyday life. It is also confirmed that oral language skills and PA are significant predictors of English word reading. Other study by Carson (2012) results a significant reduction in the number of children presenting with reading problems was identified between those who received classroom PA instruction and those who followed the 'usual' reading program. These studies prove that PA has a big role in language learning, especially in reading.

The role of PA is also proven to be important in foreign language learning context. Former research shows that PA has significant positive impact to decode the language for the EFL learners (Yoshikawa & Yamashita, 2014). According to Yoshikawa and Yamashita (2014), as learners using English as a foreign language in order to their mother tongue, they face different way to read the words, different sounds or even they do not have some sounds in their first language. In the study, the link from PA to reading comprehension suggests that PA serves as a basis for second language (L2) English reading among an L1-Japanese population. Finding on an indirect effect of PA on reading comprehension indicates that phonological processing skills help the readers process and comprehend written text information in their L2.

Additionally, the result of some studies proved that PA is not only important in foreign language learning, but also in foreign language teaching (Carrol et al., 2012; Hismanoglu, 2012; Washburn et al., 2011). Carrol et al. (2012) underlines the importance of PA knowledge for teachers to provide appropriate learning experiences and quality feedback to their students. The result of their study proves that PA instruction is a critical component of classroom literacy instruction, both prior to and during the formal teaching of literacy. In line with Carol et al. (2012), Hismanoglu (2012) reveals the contribution of teachers' PA knowledge to their teaching practice. The result of the study shows that prospective EFL teachers' PA deficits with respect to segmental and suprasegmental aspects of the English language has negative correlation to their teaching with assumption that a good language teacher should be a good model for the students by pronouncing English words correctly and accurately. Earlier study by Washburn et al. (2011) shows that teachers' PA has positive contribution in teaching reading for children with dyslexia supporting the variable of teachers' teaching ability, knowledge of basic language concepts, alphabetic principle, morphology and dyslexia itself. In conclusion, the teacher's PA affects their teaching practice which then affect their students' language learning.

Regarding the contribution of PA in language learning (Milankov et al., 2021; Carrol & Breadmore, 2017; Yoshikawa & Yamashita, 2014; Yeung & Chan, 2013) and teaching (Carrol et al., 2012; Hismanoglu, 2012; Washburn, 2011), the deficits of PA is believed to bring negative impact in the quality in learning and teaching. The study by Yeung and Chan (2013) shows that PA has correlation with students reading comprehension. The study proves that when the student has deficits in PA, he or she has difficulty in learning reading too. In line with that, this situation is also happened to adult EFL learners. Finding by Yoshikawa and Yamashita (2014) indicates that deficits in phonological processing skill, which refers to PA, will cause the readers to experience difficulties in processing and comprehending written text information. Then, Carrol and Breadmore (2017) found that the specific weaknesses of PA that have the biggest responsibility of children reading skill lack is segmenting and blending phonemes. Milankov et al. (2021) shows that students who have difficulty reading have poorer PA compared to students who have no reading difficulty.

In the context of adult language learners, especially the in-service and preservice teachers, the PA deficits is proven to affect the teaching practice. Furthermore, the study by Carrol et al. (2012) shows that PA knowledge of teachers' deficits correlates with inappropriate learning experiences and low-quality feedback to their students. Hismanoglu (2012) found that prospective EFL teachers' PA deficits with respect to segmental and suprasegmental aspects of the English language has negative correlation to their teaching. Then, Washburn et al. (2011) study proves that teachers' PA deficits has negative contribution in teaching reading for children with dyslexia.

Underlining PA deficits effect on language learning and teaching presented by the studies above, PA training focusing on the deficits is believed to be a solution. Thus, the identification of learners' PA deficits is needed to achieve effective PA training. Facilitating the need, the researcher conducted this study to find out the tendency of PA deficits in adult EFL learners. The PA deficits being investigated in this study focus on the two levels of PA, they are onset-rime awareness and phonemic awareness.

Another point that needs to be considered is learners' various levels of understanding. The study by Qunayeer (2020) shows that there is significant difference between the level of students' proficiency and their comprehension level. In other words, the high-level learners might understand the material easier than the low-level learners. Considering this situation, the study also focuses on the adult EFL learners' PA levels as different levels may have different needs in training in order to raise their best performances. Knowing learners' PA levels can be a consideration for teachers and lecturers in choosing effective strategy in PA training.

Considering the background and the discrepancies describe above, the problems of the research that need to be answered in this study are formulated as follows:

- 1) What are the tendencies of PA deficits of adult EFL learners?
- 2) What are the tendencies of PA deficits of adult EFL learners with high PA level?
- 3) What are the tendencies of PA deficits of adult EFL learners with low PA level?

2 METHODOLOGY

2.1. Design

This study was a descriptive quantitative study. Descriptive quantitative is a study with purpose of describing, and interpreting, the current status of individuals, settings, conditions, or events (Mertler, 2016). In descriptive research, the researchers are studying the phenomenon of interest as it exists naturally without manipulation of the individuals, conditions, or events. To be more specific this study was included in quantitative observational study. Based on Leedy and Ormrod, (2013, cited in Mertler, 2016) quantitative observational studies typically focus on a particular aspect of behavior that can be quantified through some measure. The particular aspect behavior in this study was the tendency of PA deficit in adult EFL learners, thus included into observational research.

2.2. Participants

Sixty-three English department students at STKIP PGRI Jombang were chosen as the sample on this study by using a purposive sampling technique. It was form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys (Ary et al., 2010). The sampling technique was used to avoid the errors of judgment in the selection. The sixty-three students as the sample of the research since they are taking the Phonology course. This situation was assumed to support the data collection process in this study since they have basic knowledge in phonology (i.e. the difference between letter and sound).

2.3. Data Collection

The data from sixty-three participants in this study were collected through PA Test. The test of PA used in this study was constructed for adult learners whose first language is not English. The purpose of the test was to measure learners' PA skills at two general levels: the awareness skills at phoneme and onset-rime levels. The test consisted of forty oral response items which are divided into eight parts. The items were adapted from *Starting Points: Supporting the Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008).

2.4. Data Analysis

The data analyses were conducted to answer the three research questions: 1) What are the tendency of PA deficits of adult EFL learners?; 2) What are the tendency of PA deficits of adult EFL learners with high PA level?; 3) What are the tendency of PA deficits of adult EFL learners with low PA level?.

To answer the first research question, the researcher used descriptive analysis to investigate the tendency of PA deficits of adult EFL learners. As stated in Mertler (2016), a simple tally sheet might be developed as an instrument to record the number of times the behavior occurs. The occurrence is then counted to determine its overall frequency (Mertler, 2016). Referring to the data analysis suggested by Mertler (2016), the analysis in this study was done by calculating the frequency and percentage of the PA deficits in each aspect: identifying unrhymed words, changing the onset of words, isolating phonemes, identifying phonemes, categorizing phonemes, blending phonemes, segmenting phonemes and deleting phonemes respectively. The percentage of the frequency of occurrence was calculated dividing the number of the deficit occur with the total responses in each aspect and multiplied it by 100%. Descriptive analyses on the range, maximum and minimum deficits occur, and standard deviation of the PA deficits were then conducted with the help of SPSS program.

Prior to the data analysis to answer the second and third research questions, the researcher classified the adult EFL learners into high and low levels based on the PA score. The classification was done by quartiling the learners' scores to have a clear distinction between the high and low-levels. In this process, the learners' scores were divided into four. The first group contained the lowest score up to the lower quartile (10-33), the second group included the lower quartile to the median (33-41), the third group was the median to the upper quartile (41-45), and the fourth group comprised upper quartile to the highest score of the entire set (45-51). The first group of quartiles in this study represented the low PA level and fourth group of quartiles represented the high PA level.

Following the classification process, descriptive analyses on high- and low-level learners were conducted. The descriptive analyses included calculating the range, maximum and minimum deficits

occur, and standard deviation, the frequency and percentage of PA deficits. The analyses were done with the help of SPSS program.

3 RESULTS

3.1. The Tendency of PA Deficits of Adult EFL Learners

Based on the data analysis process which include the frequency, the range, maximum, minimum, and standard deviation of PA deficits, it is found 1020 mistakes made by the adult EFL learners which indicates the learners' PA deficits. The mistakes found by researcher were from both onset-rime and phonemic awareness levels from a total of 3465 responses. It means that 29.44% mistakes were made by the learners in responding the questions. The detail of descriptive analysis result of the data obtained can be seen in Table 1 below.

Table 1 Descriptive Statistics of PA Deficits

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	63	41	4	45	16,19	8,95
Valid N (listwise)	63					

With the Range of 41 as presented in Table 1, the Minimum mistakes made by the learners are 4 and the Maximum mistakes are 45. From sixty-three learners (N=63), the Mean of PA deficits is 16.19 which means that most of the learners made 16 mistakes with Standard Deviation of 8.95.

The specific data analysis on each of the awareness levels shows that 170 mistakes were made in onset-rime awareness level and 850 were made in phonemic awareness level out of 1020 deficits. To get a balance comparison between the contribution of each levels on PA deficits, a seperated descriptive statistics analysis on onset-rime awareness level was conducted covered the range minimum and maximum deficits made, the mean of deficits made, and the standard deviation. The result of the analysis is presented in Table 2.

Table 2 Descriptive Statistics on Onset-Rime Awareness Deficits

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	63	9	0	9	2,7	2,28
Valid N (listwise)	63					

The result of descriptive statistics analysis on onset-rime awareness deficits presented in Table 2 shows that from sixty-three students (N=63) the maximum mistakes made are 9 from a the Range of nine. The Mean of the deficit is 2.7. It means that the average students made two to three mistakes in onset-rime awareness level. The Standard Deviation shows 2.28, which means that the data has a low variation.

There are ten items in the test of onset-rime awareness which include the ability to identify unrhymed words (five items) and the ability to change the onset of words (five items). The test was given to sixty-three learners. Overall, 630 responses were collected and analyzed for the frequency and percentage.

Table 3 The Frequency of Onset-Rime Awareness Deficits

Variable of deficits	Frequency	Percentage
The ability to identify unrhymed words	92	14,38%
The ability to change the onset of words	78	12,19%
Total	170	26,57%

The result of the data analysis presented on Table 3 shows that the ability to identify unrhymed words contribute more on onset-rime awareness deficits. Out of 170 mistakes made by the learners, 92 mistakes (14.38%) were made in this aspect while 78 mistakes (12.19%) were in changing the onset of words. The mistakes in identifying the unrhymed word are 14 points higher than the mistakes in changing the onset of words. Overall, the contribution of onset-rime awareness deficit on PA deficits is 26.57%.

Following the descriptive analysis in onset-rime awareness level, further descriptive analysis was also conducted in phonemic awareness level. The result of the analysis is presented in Table 4.

Table 4 Descriptive Statistics of Phonemic Awareness Deficits

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	63	33	3	36	13,49	7,28
Valid N (listwise)	63					

Table 4 above informs that from the Range of 33 mistakes, the minimum mistakes and maximum mistakes made by the learners are 3 and 36 (N=63). These data have a mean of 13.49 and standard deviation of 7.28, which means that the variation variation of the deficit in phonemic awareness level is higher than the variation of the deficit in onset-rime awareness level. The average students made 13 to 14 mistakes (Mean= 13.49, SD= 7.28).

There are forty-five items in the test of phonemic awareness which includes the ability of isolating phonemes (five items), identifying phonemes (five items), categorizing phonemes (five items), blending phonemes (five items), segmenting phonemes (five items which consist of twenty phonemes) and deleting phonemes (five items). Overall, 2835 responses were collected and analyzed for the frequency and percentage.

Table 5 The Frequency of Phonemic Awareness Deficits

Variable of deficits	Deficits	Percentage
Isolating phonemes	93	3,23%
Identifying common phonemes	93	3,23%
Categorizing phonemes	94	3,26%
Blending phonemes	107	3,72%
Segmenting phonemes	424	14,72%
Deleting phonemes	39	1,35%
Total	850	29,51%

From the result of the data analysis presented in Table 5, it can be clearly seen that the deficits in segmenting phonemes contribute the most in phonemic awareness deficit (424 mistakes) followed by blending phonemes (107 mistakes), categorizing phonemes (94 mistakes), isolating phonemes and identifying common phonemes (93 mistakes), and deleting phonemes (39 mistakes). Overall, 850 mistakes were made in phonemic awareness level, which means the deficits in this level contributes as much as 29.51% to the PA deficits.

Concluding the finding above, the majority of adult EFL learners tend to have 29.44% of PA deficits (1020 mistakes from 3465 responses, N=62). To be more specific, 26.57% deficits happened in the onset-rime awareness level while 29.52% deficits happened in the phonemic awareness level. Further, it is also found that the higher tendency of deficits in the phonemic awareness level happened in the skill of segmenting phonemes (424 mistakes from 850 responses).

Considering the results of the study, it is worried that those deficits will affect learners' language learning process especially in reading skill in which the learners need to comprehend written text information (Milankov et al., 2021; Carol & Breadmore, 2017; Yoshikawa & Yamashita, 2014; Yeung & Chan, 2013). Further finding from the data analysis shows that the deficits tendency in phonemic awareness level is higher than the deficits in onset-rime awareness level (29.52% compares to 26.57%). This finding is in line with Washburn (2011) who found that on average of the research participants failed to demonstrate phonics principles. To be more specific, the skills covered in the phonemic awareness level in this study are isolating phonemes, identifying common phonemes, categorizing phonemes, blending phonemes, segmenting phonemes, and deleting phonemes. Based on the findings, segmenting phonemes contribute the most in phonemic awareness deficit (424 out of 850 mistakes) followed by blending phonemes (107 mistakes) which increase language learning difficulties especially in reading as mentioned Carol and Breadmore (2017) that segmenting and blending have biggest responsibility of learners' reading skill difficulties.

3.2. The Tendency of PA Deficits of adult EFL learners with high PA level

From the quartering process, it is found nineteen learners included in high PA level. The PA deficits of these nineteen learners are then analyzed descriptively for the Range, Minimum, Maximum, and Standart Deviation. The result of the general analysis on PA deficits in this high PA level learners is presented in Table 6.

Table 6 Descriptive Statistics of PA Deficits in High PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	19	6	4	10	7,53	2,06
Valid N (listwise)	19					

Table 6 informs us that the Mean of PA deficits is 7.53. It means that most of the high PA learners tend to make 7 to 8 mistakes with minimum mistakes made is 4 and maximum is 10 (SD=2.06).

There are 143 mistakes from 1045 responses (13.68%) found in high PA learners for both onset-rime awareness and phonemic awareness levels. The results of the descriptive analysis in onset-rime awareness level are presented in Table 7, 8,9 and Table 10.

Table 7 Descriptive Statistics of Onset-Rime Awareness Deficits in High PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	19	3	0	3	,95	,85
Valid N (listwise)	19					

Based on the result of descriptive statistics analysis of onset-rime awareness deficits presented in Table 7, it can be seen that from students who took the onset-rime awareness test made maximum mistake of 3 from a range of mistakes of 3. The Mean the deficit is .95 and Standard Deviation is .85, which shows a low data variation. The average students made one to two mistakes (Mean= .95, SD= .85).

From 190 responses collected from high PA level learners in onset-rime awareness level, it is found 9.47% deficits (18 mistakes). The deficits found are then analyzed for the frequency and percentage. The result of the data analysis is presented in Table 8.

Table 8 The Frequency Statistics of Onset-Rime Awareness Deficits in High PA Level Learners

Variable of deficits	Frequency	Percentage
The ability to identify unrhymed words	13	6,84%
The ability to change the onset of words	5	2,63%
Total	18	9,47%

Table 8 shows that the ability to identify unrhymed words contribute more on onset-rime awareness deficits. Out of 18 mistakes made by the learners, 13 mistakes (6.84%) were happened in this aspect while 5 mistakes (2.63%) were made in changing the onset of words.

Further descriptive analysis was also conducted in phonemic awareness level. The result of the analysis is presented in Table 9.

Table 9 Descriptive Statistics of Phonemic Awareness Deficits in High PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	19	7	3	10	6,58	2,29
Valid N (listwise)	19					

Based on the result of descriptive statistics analysis of phonemic awareness deficits presented in Table 4.9, from the high-level learners tend to make 6 to 7 mistakes (Mean= 6.45, SD= 2.29) in which the minimum mistakes made is 3 and maximum is 10 from a range of 7.

The phonemic awareness level consists of thirty items which are devided into six aspects. Overall, 855 responses were collected from nineteen high PA level learners in phonemic awareness level and 125 (15.62%) mistakes were found.

Table 10 The Frequency of Phonemic Awareness Deficits in High PA Level Learners

Variable of deficits	Deficits	Percentage
Isolating phoneme	8	0,94%
Identifying common phonemes	6	0,70%
Categorizing phonemes	8	0,94%
Blending phonemes	17	1,99%
Segmenting phonemes	84	9,82%
Deleting phonemes	2	0,23%
Total	125	14,62%

The result of the data analysis presented on Table 10 shows that out of 125 mistakes made by the learners with the ability of segmenting phonemes contribute more on phonemic awareness deficits by 84 mistakes (9.82%), followed by blending phonemes with 17 mistakes (1.99%), isolating and categorizing phonemes with 8 mistakes (0.94%), identifying common phonemes with 6 mistakes (0.70%), and deleting phonemes with 2 mistakes (0.23%).

From the finding above, it can be concluded that the adult EFL learners with high PA level tend to have 13.68% deficits in PA (143 mistakes from 1045 responses, N=19). The highest contributor of deficits is the deficits in phonemic awareness level with 14.62% (125 mistakes from 855 responses) in which the skill of segmenting phonemes contributes the most in this level (9.82% deficits=84 out of 125 mistakes). The deficits in onset-rime awareness is 9.47% (18 mistakes from 190 responses) in which the ability to identify unrhymed words contributes the most (6.84%=13 out of 18 mistakes). Those tendencies are considered low which indicates that the adult EFL learners with high PA level have a low risk in experiencing difficulties in language learning especially in reading skill (Milankov et al., 2021; Yoshikawa & Yamashita, 2014).

3.3. The Tendency of PA Deficits of adult EFL learners with low PA level

Seventeen learners with the score of ten to thirty-three were grouped into low PA level as the result of the quartering process. A similar data analysis to the previous one is also conducted in this stage with the following results.

Table 11 Descriptive Statistics of PA Deficits in Low PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	17	23	22	45	28.06	6.67
Valid N (listwise)	17					

With the Range of 23 as presented in Table 11 the minimum mistakes made by the learners is 22 and the maximum is 45. Based on the deficit Mean score it is known that the low PA level learners tend to make 28 mistakes (Mean=28.06, SD=6.67).

In total of 935 responses collected from seventeen learners in low PA level, 51.02% deficits (477 mistakes) were found in both onset-rime awareness and phonemic awareness levels. The descriptive analyses results of the deficit in each level are presented in Table 12, 13, 14, and 15.

Table 12 Descriptive Statistics of Onset-Rime Awareness Deficits in Low PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	17	8	1	9	5,12	2,39
Valid N (listwise)	17					

Based on the result of descriptive statistics analysis of onset-rime awareness deficits presented in Table 12, from seventeen students (N=17) who took the onset-rime awareness test made minimum mistakes of 1 and maximum mistakes of 9 from a range of 8. These data have a Mean of 5.12, which means that the average students made 5 mistakes. The Standard Deviation is 2.39 that shows a low variation in deficits.

A similar data analysis for each of PA levels is also conducted in answering research question three. Overall, 170 responses were collected in onset-rime awareness level and found 87 mistakes (51.18% deficits) as shown in Table 13.

Table 13 The Frequency of Onset-Rime Awareness Deficits in Low PA Level Learners

Variable of deficits	Frequency	Percentage
The ability to identify unrhymed words	42	24,71%
The ability to change the onset of words	45	26,47%
Total	87	51,18%

Out of 87 mistakes made by the low PA level learners in onset-rime awareness level, 45 mistakes (25%) were happened in changing the onset of words while 42 mistakes (23.33%) were made in identifying unrhymed words. The numbers show a quite similar tendency of deficits in both variable of deficits in onset-rime awareness level.

Further analysis in phonemic awareness level found that the average students in low PA level made around twenty-two to twenty-three mistakes in phonemic awareness level, the detail findings are presented in Table 14.

Table 14 Descriptive Statistics of Phonemic Awareness Deficits in Low PA Level Learners

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Deficits	17	19	17	36	22,94	5,62
Valid N (listwise)	17					

As mentioned before, the seventeen students in low PA level tend to make around twenty-two to twenty-three mistakes (Mean=22.94, SD=5.62) with maximum mistakes is 36 and minimum mistakes is 17 (Range=90). The Standard Deviation is quite high which shows that the deficits variation in phonemic awareness level higher than than those in onset-rime awareness level.

Following the descriptive analysis on the above aspects, an analysis for the frequency and percentage of phonemic awareness deficits was done. The tendency of 50.98% deficits (390 mistakes) were found iout of 765 responses.

Table 15 The Frequency of Phonemic Awareness Deficits in Low PA Level Learners

Variable of deficits	Deficits	Percentage
Isolating phoneme	51	6,67%
Identifying common phonemes	55	7,19%
Catergorizing phonemes	45	5,88%
Blending phonemes	47	6,14%
Segmenting phonemes	169	22,09%
Deleting phonemes	23	3,01%
Total	390	50,98%

The result of the data analysis presented in Table 15 shows that the ability of segmenting phonemes contributes more to phonemic awareness deficits by 169 mistakes (22.09%), followed by identifying common phonemes with 55 mistakes (7.19%), isolating phonemes with 51 mistakes (6.67%), blending phonemes with 47 mistakes (6.14%), categorizing phonemes with 45 mistakes (5.88%), and then deleting phonemes with 23 mistakes (3.01%).

The tendency of PA deficits of adult EFL learners with low PA level shows 477 mistakes from 935 responses (51.02% deficits, N=17). Unlike the high PA level group in which the phonemic awareness level contributes more to the deficits, the low PA level group has a balance contributions from the onset-rime and phonemic awareness levels deficits. The deficit in onset-rime awareness is 51.18% (87 mistakes from 170 responses) while the deficit in phonemic awareness is 50.98% (390 mistakes from 765 responses). Similar to the finding in high PA level group, the deficit in the skill of segmenting phonemes is the highest contributor of deficits in phonemic awareness level (22.09%).

The findings indicates that the adult EFL learners with low PA level have a higher risk in experiencing difficulties in learning reading (Milankov et al., 2021; Yoshikawa & Yamashita, 2014). Further, similar to the general finding of PA deficits, deficit in the skill of segmenting phonemes is the highest contributor of phonemic awareness deficits (22.09%). This situation increases the risk of low PA level learners in learning English as a foreign language since it is considered as one of the main factors of learners' reading difficulties (Carol & Breadmore, 2017).

Additionally, the learners in this study are pre-service teachers whose deficits of PA will contribute to their teaching success. In line with the studies by Carrol et al. (2012), Hismanoglu (2012), and Washburn (2011), the findings of this study show that the learners might have difficulties in their future teaching practice, especially the adult EFL learners with low PA level. The difficulties they might face are inappropriate learning experiences and low-quality feedback to their students (Carrol et al., 2012), low quality of teaching English (Hismanoglu, 2012), and difficulties in teaching reading (Washburn et al., 2011).

4 CONCLUSIONS

This present study aims to investigate the tendency of adult EFL learners PA deficits. Additionally, it also aims to investigate the tendency of deficits across PA levels. The results of descriptive analysis with the help of SPSS program show that overall, the adult EFL learners tend to have 29.44% PA deficits in which the deficits tendency in phonemic awareness level is higher than the deficits in onset-rime awareness level. Further, the results also show that segmenting phonemes and blending phonemes contribute more to the PA deficits.

Adult EFL learners with high PA level have a lower tendency of deficit than those with low PA level. The results of the data analysis show that the high PA level learners tend to have 13.68% deficits in PA while the low PA level learners tend to have 51.02% deficits. Those tendencies indicate that the low-level learners tend to have a higher risk in language learning especially in reading skill. Further, they also have a higher risk in their future English teaching practice.

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MEDIA-ASSISTED VOCABULARY LEARNING: PHONIC CARDS

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Abstract

The creativity of teachers in carrying out learning innovations is inevitable to be used in vocabulary learning. It is undeniable that learning media can influence the increase in vocabulary mastery. Therefore, this study aims to develop an additional media in the form of a phonic card for 7th-grade junior high school students. In this case, the product is a phonic card for vocabulary learning. The researcher applied Research and Development with 20 students as research participants randomly from SMPN 4 Blitar City. The results of the first step prove that problem solving and ability are obtained by analyzing policy research, conducting monitoring, questioning and answering, and questionnaires. They have a lot of difficulties remembering foreign words and mastering the meaning of new words. The results of the design and development show that the phonic card media is valid. In general, of the three media validators stated 84, 82% were valid. The results of the product experiment prove that this form is feasible to be applied to students in increasing vocabulary and is claimed to be sourced in general. While the results of the product test showed that the model with the comparison of pre-test and post-test was 64.47% increased to 84.27%, which means that phonic cards as a supplementary media have an important effect on increasing students' vocabulary.

Keywords: media-assisted; vocabulary, learning, phonic cards

1. INTRODUCTION

Young learners between the ages of five and fourteen (Aziz, 2017; Brumfit, 2001) prefer to be taught using real objects because it is interactive, attractive, and easy to understand (Wilar, 2022). Children at this age have different characteristics in learning a foreign language. One of the most important parts of early infant development is language acquisition. For continuous language development and future language skills, early vocabulary acquisition is extremely crucial. (Monica-Ariana & Anamaria-Mirabela, 2014). One of the ways to develop the young learner's vocabulary acquisition is through media. In developing the media for young learners, the characteristics of young learners should be considered because the purpose of media development is to make children interested in them, so they will be more motivated in learning. Young learners between the ages of 10-14 or older age groups tend to be more active and imaginative than other age groups (Bitchener et al., 2005). At this age, they love to move and ask questions about things. They are also very imaginative, meaning they like images in different colors, not just plain text. They also have a longer attention span compared to younger age groups at the primary school level. Mastering vocabulary is very important for young learners due to they have to prepare for good communication. Having extra vocabulary, young learners tend to have good speaking and writing. In addition Chipere et al., (2001) state, "One of the most crucial components of learning a foreign language was vocabulary. Given that vocabulary is the foundation of language and must be mastered, it can be said that it is one of the most important factors in foreign language training activities.

Several studies in recent years have investigated the exploration of vocabulary learning through digital stories. In general, these studies have shown It can be inferred that stories can be a useful means of contextualizing and introducing new language if it is shown that the usage of digital stories with young learners may facilitate their vocabulary development and help them gradually learn the foreign language. (Abdul-ameer, 2014). Another investigation of vocabulary learning is using song. Songs not only have become an integral value for learning language but also present opportunities

automaticity for developing the cognitive ability (Schoepp, 2016). Fitria Andriani (2015) developed English learning materials for grade VII students at SMPN 5 Blitar. She found that there are some problems related to the English learning materials especially for grade VII students at SMPN 5 Blitar. Then she conducted research entitled "The Effectiveness Of Using Vocabulary Flashcard To Improve Achievement For The First Grade Students At SMPN 5 Blitar In The Academic Year 2015/2016. Aschurotun Nadziroh (2010) developed English vocabulary materials for madrasah Ibtidaiyah students. He found that vocabulary materials for madrasah Ibtidaiyah students can help the students to learn English easily. It happened because the students need material to study English. Then he conducted research entitled "The Use Of Flashcards To Improve Vocabulary Mastery (A Classroom Action Research For The Fourth Year Students of MI Duren Bandungan In The Academic Year Of 2009/2010. In that research, he focuses on vocabulary building.

Surprisingly, there is little research available on developing Phonic card as vocabulary learning assistance for young learners. Siregar et al., (2021) shown that because they are taught utilizing animated movies that may display both written words and visuals, children are able to recognize the supplied words with ease. Syaeful Rizki et al., (2013) concluded the study, using picture games made the kids joyful, which increased their motivation and academic performance. Based on observation has done by researchers to teacher and students in class VI on 28th-29th March 2022 in SMPN 4 Blitar concluded that students have difficulty in memorizing the vocabulary. Besides that, teacher is commonly used text book for learning vocabulary in the form of synonym, antonym, meaning, and description. This situation make the students feel bored and lazy to improve their vocabulary. Then, the researcher gave the questionnaire of students level of vocabulary mastery. From the questionnaire distributed by researches, it can be concluded that the difficulties of students in the way of memorizing the vocabulary. Therefore, teachers should choose and use the right learning media so that learning is successful and faster a spirit of learning for students in memorizing vocabulary (Sari, 2008; Sari et al., 2018; Yenawine, 2013)

Therefore, the researcher tried to apply for Phonics cards as media-assisted in learning vocabulary. Researcher choose Phonics cards because it is the easiest and most familiar media for students so that students are unconfused in teaching the functioning the of Phonics cards as a media-assisted to improve students' ability of vocabulary and memory. The researchers are interested in doing research on the topic of developing phonic card as a learning medium to improve the student's vocabulary mastery. The researchers want to prove whether or not the phonic card as media assisted for vocabulary learning are effective to improve student's vocabulary mastery. Therefore, the title of the research is "**MEDIA-ASSISTED VOCABULARY LEARNING: PHONIC CARDS**". The researchers are interested in doing research on the developing media for teaching vocabulary to young learners.

2. METHODOLOGY

The purpose of this study was to create Phonics Cards, which would serve as media-assisted vocabulary instruction for seventh graders. Research and development is the most suitable design that the researcher used to support the study (R and D). Through restricted experimentation, the researcher hoped to gather ideas for model development. As a result, a combination of qualitative and quantitative methods were used in this study. To assess the data, the researcher combined qualitative and quantitative methods. To determine the efficacy and make suggestions about the product, the results of an interview, an observation, and a field note were presented in a descriptive manner. Pre-test, post-test, and the validation experts apply in quantitatively while the results of the questionnaire given to the seventh grade children.. It tends to what Sugiyono, (2008, 2013) says that the form of research data is numbers and the purposes of the research to trial the hypothesis that have been set.

Research and development guided the design of this study (R and D). The goal of this research is to create a new product that will be used in a learning environment. Research and development is a research methodology that is used to manufacture a specific product and evaluate that product's

efficacy, according to Richey & Klein (2014) and Sugiyono (2013). This definition is appropriate for the research that will be done. The item was created to address the demands of the industry (school). Phonic Cards, resources designed to teach vocabulary to seventh-grade pupils, were the final output. Based on the suggested model, the researcher created the materials. However, due to the limited scope of this study and the objectives of the research, several modifications to Sugiyono's framework were made.

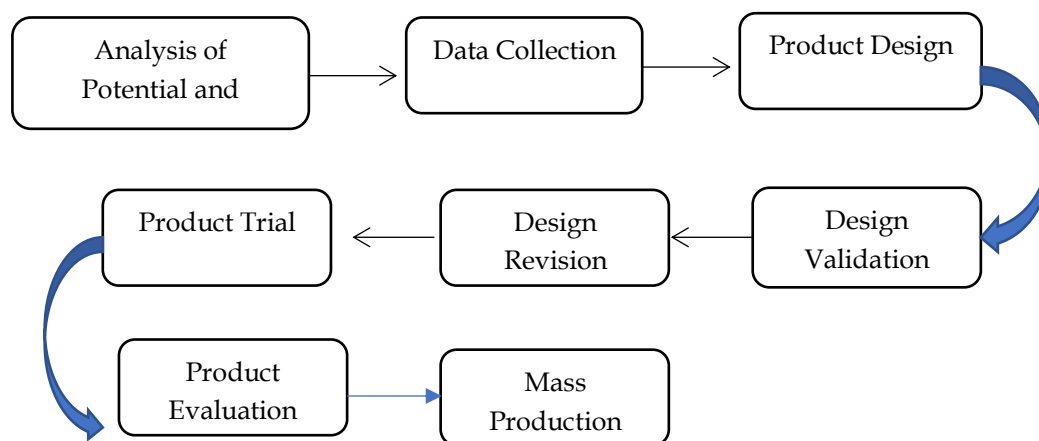


Figure 1. Research Framework Adopted from Sugiyono (2016-297)

Because of the limited time of research in this study researcher used eight procedures to develop the product; 1) finding potential problems, and solution, 2) data collection 3) design and development, 4) experts validation, 5) product revision, 6) trial (experiment), 7) evaluation by experts and revision, 8) final product.

Potential is anything that if utilized will have an added value to the product under study. Problems can also be used as potential, if we can use them. After the potential and problems can be factually billed, then further information needs to be collected that can be used as material for planning certain product that can overcome the problem. Products produced in research and development research products vary. The final results of this activity consists if the design of a new product complete with specifications. Design validation is an activity process to assess whether the product design, in this case the new work system will be rationally more effective than the old or not. After the product design is validated through discussion by experts, the weakness will be known. These weaknesses are then tried to be reduced by improving the design according to the advice of experts. The task of improving the design is researchers who want to produce the product. The product testing will do if the researcher has done to revise the product design revision. It steps to know the quality and implement the product in real English lesson. This stage is to revise the product based on the feedback after testing in real English lessons and validation from the expert. After the revision the final product is finish to develop and it can will be use in teaching and learning media for vocabulary achievement.

The research instrument as shown in table below:

Data	Instruments	Contents	Subject
Observation (questionnaire and interview)	Questionnaire Form List interview	Student's Need Student's Problem	Seventh grade students
Media Expert Validation	Questionnaire Form		Expert
Material Expert Validation	Questionnaire Form		Expert

3. RESULTS

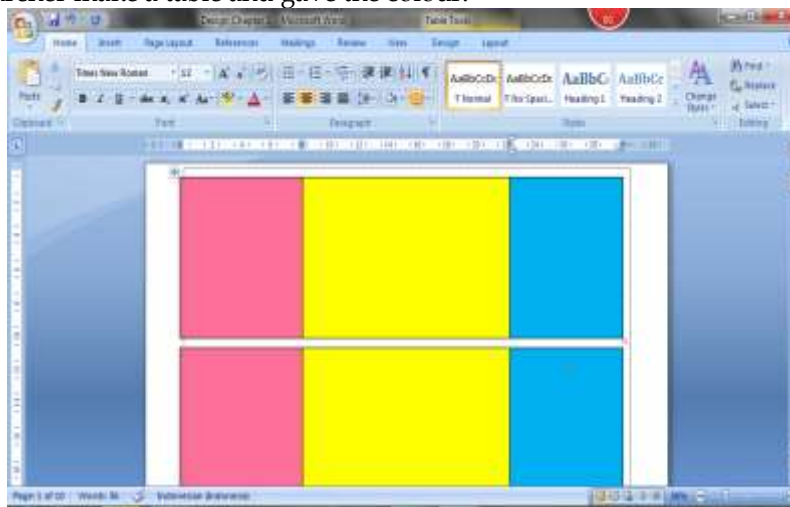
The research result consists of Potential Analysis and Problems Solutions, Initial Product Design and Development, Product Design Validation, Product Design Revision, Product Trial/Try Out, Product Evaluation, Product Improvement, Publication. The initial product design and development is a Phonics Cards. The production began with the process guided by the design of the display that has been made. The steps for making the product are as follows:

- 1) The researcher open and access the Microsoft Word.



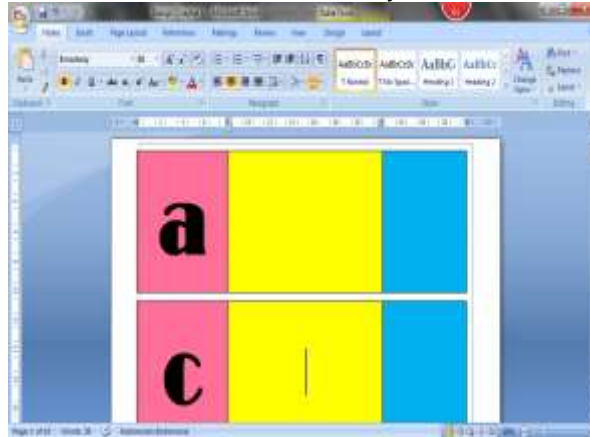
Picture 4.1 The first product design

- 2) The researcher make a table and gave the colour.



Picture 4.2 The second product design

- 3) The researcher gave a letter about initial the vocabulary.



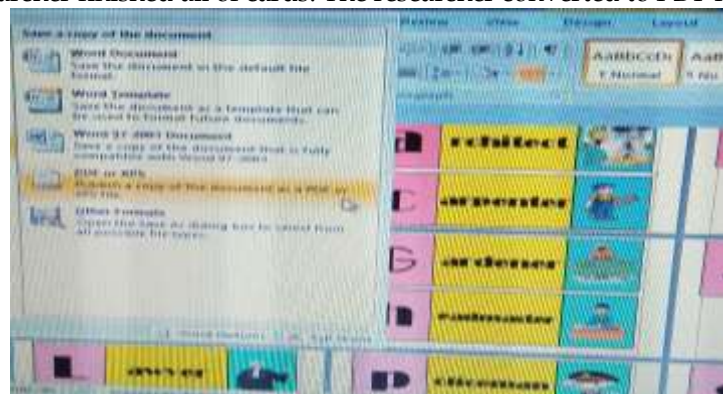
Picture 4.3 The third product design

- 4) Then, the researcher gave the vocabularies based on picture



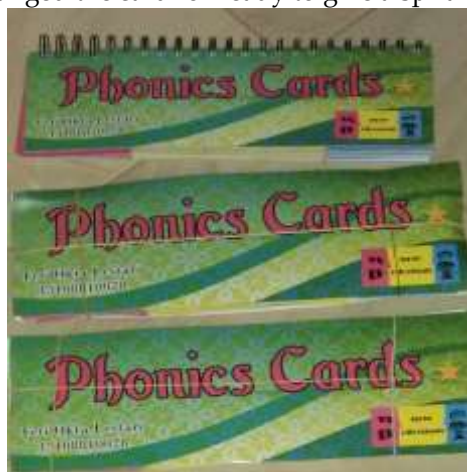
Picture 4.4 The fourth product design

- 5) After the researcher finished all of cards. The researcher converted to PDF file.



Picture 4.5 The fifth product design

- 6) The last, the researcher arranged the card for ready to give a spiral.



Phonics cards products are developed based on the result of needs analysis. It takes about 4 weeks to make a phonics cards. The process is to find the appropriate curriculum subject, select the image that corresponds to the match a vocabulary. In this phonics cards there are 5 parts, namely 1) Cover, 2) Main menu, 3) Vocabulary about professions, 4) Vocabulary about thing around us, 5) Vocabulary about Indonesia, 6) Back Cover.

The phonic card has been validated to some validators:

No	Item	Value			Σ Score
		Expert 1	Expert 2	Expert 3	
1	1	4	5	4	13
2	2	4	4	4	12
3	3	4	4	4	12
4	4	4	5	4	13
5	5	5	4	4	13
6	6	4	5	4	13
7	7	4	5	4	13
8	8	4	5	3	12
9	9	4	5	3	12
10	10	5	5	4	14
11	11	4	5	4	13
12	12	4	4	4	12
13	13	4	4	4	12
14	14	4	5	4	13
15	15	4	5	4	13
16	16	4	5	4	13
17	17	4	5	3	12
18	18	5	5	4	14
Total					229
Criterion Score					270
Percentage					84,82%

Table 4. The result of media expert validation

Based on table 4.4 the assessment of the media validator has a total 229 and a percentage of 84,82%. This value is included in the very veasible category. So that the Phonics Cards media in terms of a feasibility of the material is said to be very worthy.

To know whether the media of phonic card affect the students or not, there was pre-test and post test. The students did the the pre- test with 30 questions about the material in second semester. Most of the students felt difficult in doing the pre-test. The result of pre- test was shown in the following chart:

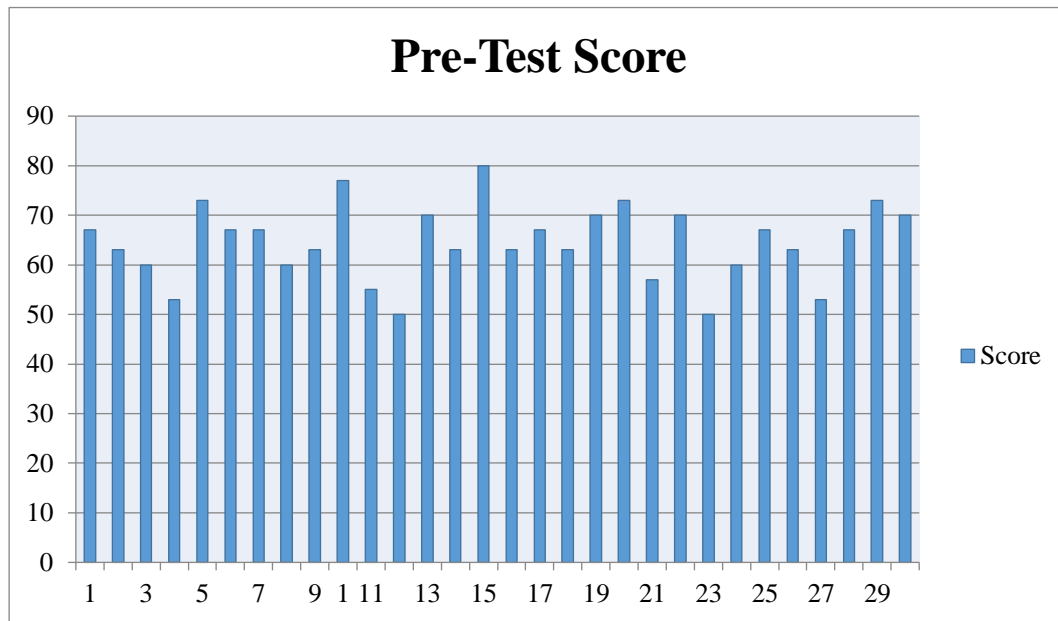


Chart 5 Pre-Test Result

After giving treatment, the reseracher gave psot test :

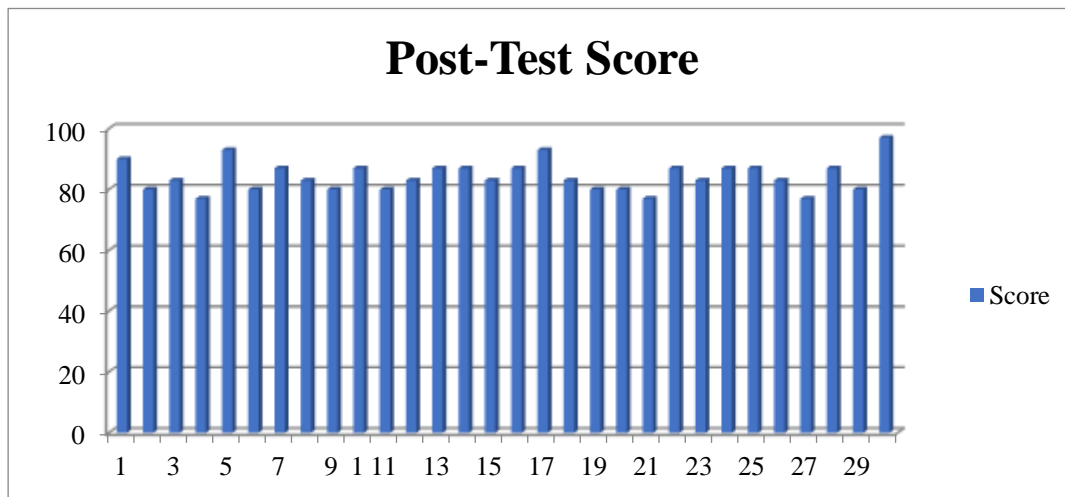


Chart 5 Post-Test Result

The result of the t-test explained below:

$$s = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$s = \sqrt{\frac{1}{30-1} \left\{ \sum 13260 - \frac{(-594)^2}{30} \right\}}$$

$$s = \sqrt{\frac{1}{29} \{1498,8\}}$$

$$s = \sqrt{51,6828}$$

$$s = 7,1891$$

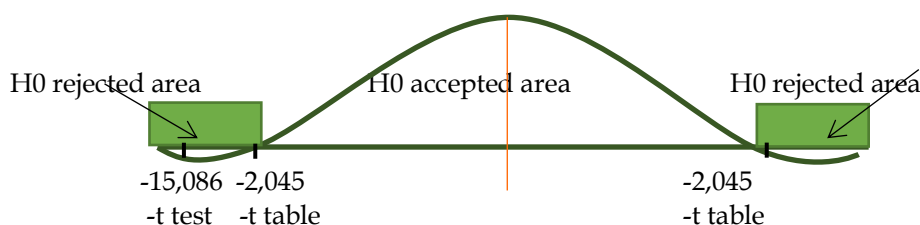
$$t - test = \frac{\frac{\sum D}{n}}{\frac{S}{\sqrt{n}}}$$

$$t - test = \frac{\frac{-594}{30}}{\frac{7,1891}{\sqrt{30}}}$$

$$t - test = \frac{-19,8}{1,3125}$$

$$t - test = -15,086$$

$$t\text{-table} = 2,0$$



H0 rejected, so it was concluded that there is a significance influence of the Phonics Cards as a media-assisted for vocabulary learning to the seventh grade students.

4. CONCLUSION

This research was aimed to investigated whether the students are engaged learning vocabulary using phonic cards. So the researchers developed media-assisted vocabulary learning. It is phonic cards. The experiment gave a result that there is an improvement in students's vocabulary mastery after they were thought by using Phonic Cards. The students could memorize and understand English vocabulary more easily and be more interested to Learn English. The results of the product experiment prove that this form is feasible to be applied to students in increasing vocabulary and is claimed to be sourced in general. While the results of the product test showed that the model with the comparison of pre-test and post-test was 64.47% increased to 84.27%, which means that phonic cards as a supplementary media have an important effect on increasing students' vocabulary. Besides that the phonic cards have been validated to the validator and the result of validator show that the phonic card media is valid. In general, of the three media validators stated 84, 82% were valid. The results of the product experiment prove that this form is feasible to be applied to students in increasing vocabulary and is claimed to be sourced in general.

The researchers have some suggestions for further study in the learning program of teaching vocabulary to the young learners especially to the seventh grade of Junior high school students: 1) it is urgent to conduct the case study on the use of phonics card for learning vocabulary; 2) it is suggested to vary the media-assisted vocabulary learning in a kind of technology then students can use it anywhere; 2) to have fun learning process, it is advised to combine the learning process with same interesting games. Overall, the phonics card as media-assisted in learning vocabulary is suggested to be applied to young learners learning activity.

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INCLUSIVE-BASED EDUCATION IN CREATING A GREAT DIGNIFIED MADRASAH IBTIDAIYAH

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Abstract

This research is qualitative research with a research location in the MI Unggulan Darussalam Blitar regency. The methodology uses data collection which was conducted by using observation, interviews, documentation, and research approaches. From the results of this study, the authors conclude that: (1) Preparation for the implementation of Inclusion-Based education in realizing Great Dignified is an institution preparing an inclusive education management, conducting assessments, participating in and organizing workshops / seminars, preparing facilities and infrastructure, educators and education personnel and conducting socialization; (2) the implementation of Inclusion-Based education includes aspects of the class , curriculum, the role of educators and the learning process. (3) Efforts to control Inclusion-Based education are the control and supervision of inclusive education, supervision by the organization of educational institutions (foundations) is carried out periodically at the beginning and the end of the school year and supervision by parents/guardians of students.

Keywords: inclusion based, *madrasah ibtidaiyah*, great dignified.

1 INTRODUCTION

Realizing a great Madrasah with dignity is an effort to provide quality, fair and equitable education as a form of development and a provision for the human resources needed as support nation development. The same thing is also explained in the Universal Declaration of Human Rights in 1948, stating that the most basic need for humans is education. This is the background of the understanding that getting an education is the right of every citizen. (Indriawati, 2013-49). In this regard, education is also necessary based on the general understanding that education is for all (*education for all*) (Wathoni, 2013 - 99), which was aspired by UNESCO 1990 in Salamanca on 7-10 June 1994 which became the world conference agreement. This was followed by the Dakar Declaration in 2000. (Zakia, 2015 - 110) Madrasa should not only be source of knowledge, but also as a forum that can provide not only the breadth of knowledge but also life skills so that later they are expected to be empowered in society. The existence of Madrasas is expected to be able to facilitate all students with diverse needs including students with special needs. The existence of Inclusive Madrasas is very much needed for the implementation of humanist education which is in line with the motto "Great Madrasas with dignity". Being dignified means having identity, integrity and self-respect as a nation. (Dasopang, 2015 - 1) The definition of "Dignified Madrasah" is also interpreted as a madrasa that respects the human dignity of every person (child), including children with special needs (ABK), by providing access and relevant education. to competence and development needs in various aspects (intellectual, emotional, social, physical, and spiritual) through the implementation of inclusive education

Definition of Inclusive Education

Kustawan and Hermawan's opinion, inclusive education is an education that tries to provide educational services to every student by changing the system or form of education so that it can facilitate all. (Sumarsih, 2018 - 343). All children can learn comfortably if the institution is committed to adapting and facilitating a learning environment that is suitable for each child. Shoots (Little, 2016 - 21). The definition of inclusive education is dynamic and continuously carry out periodic innovations as an effort to maintain dignity as an educational institution to respond to global demands and address human rights issues.

Humanizing Relationships

Humanizing relationships means improving the quality of teaching and learning significantly. Humanizing relationships includes various child-centered practices showing empathy and understanding others as independent students with all their competencies and building various relationships in the classroom ecosystem, madrasas and even communities. The behavior that emerges from anyone involved in education must focus on the child's need to grow and develop independently by involving the adults around him. (Najella, 2018-2). Empathic educators show sensitivity to the behavior of others and their changes to understand diverse points of view. (Najeela, 2017 - 37) Only after being understood can our children understand and contribute. The process of inclusive education not only helps children adapt to the environment without boundaries but also helps the environment to accommodate individual needs without uniformity. (Yunita, 2016 - 873)

Inclusive-Based Education Design

In designing inclusive-based education, it is important to know the important components including:

- a. Educational management is a concept and system in the implementation of education starting from planning, organize, direct, implement, monitor and evaluate in meeting objectives in all aspects related to the implementation of education (Wijaya, 2019 - 84)
- b. Collect and analyze the results of information about skills, medical, physical and psychological characteristics and needs, adaptive behavior of students; environmental limitations and advantages. (Farisia, 2017 - 7).
- c. Interviews with parents are an important point for implementing inclusive education because from the results of these interviews, teachers are able to carry out detection and treatment as early as possible for students with special needs. Some important information that needs to be extracted from the guardians of prospective students with special needs include:
- d. Guided group discussion (FGD) was conducted with the aim of obtaining more comprehensive information on specific issues related to inclusive education at the National Level.

Model of Inclusive Education

inclusive madrasa class model includes:

- a. In the regular class model, children with special needs can join regular student learning .
- b. In this class model, children with special needs are still in one room but are grouped alone. (Wahyuningsih, 2017 - 356)
- c. The pull-out learning model is a combined learning model in which children with special needs cannot fully participate in regular learning. (Mardini, 2015 - 25)
- d. This class model is the result of collaboration between the cluster and pull out models. This class model combines two forms where sometimes students with special needs must be isolated according to their learning needs and there are times when they join regular classes.
- e. The special class model has the concept that madrasas will facilitate special classrooms for children with special needs, but for certain learning activities they can join regular classes.
- f. On a special model full of madrasas facilitate separate classrooms for children with special needs. And there are certain times they are grouped but only with children who also have special needs.

Inclusion-Based Education Control

In implementing the curriculum, inclusive madrasas use the K13 curriculum which is adapted or modified in order to meet all student learning needs, including the needs for students with special needs: here's an attempt control, which includes:

- 1) Control and Supervision by the Head of Madrasah

The success of an educational institution cannot be separated from the role of the head of the madrasa." In the implementation of inclusive education, the role of the madrasah principal

is considered very important for the success of the inclusive madrasa. There are two forms of efforts by the head of madrasas in implementing inclusive madrasa, namely monitoring and evaluation, which are efforts that are part of a program that is currently or already underway.

a. Monitoring

Monitoring is an effort made by Madrasah leaders to monitor or view process implementation of a program, as well as to assess the achievement of objectives, to see the obstacles to the program and f supporting actor implementation of inclusive education in madrasah. Process monitoring efforts are carried out before and during the implementation of the inclusive education program.

b. Evaluation

E - valuation is a systematic stage in an effort to analyze, compile, and implement information obtained in an effort to recognize stages to the success of a process implementation of inclusive education in accordance certain criteria that have been agreed in determine ns a decision. (Taufan, 2016 - 1) The evaluation process is carried out periodically and has been scheduled so that problems can be found an early solution.

2) Supervision and Coaching by Madrasa Supervisors

In addition to the head of the madrasa, madrasa supervisors have a role in the form of accompany, guide, supervise, evaluate, report and follow up (follow-up) regularly and continuously. In addition, supervisors must also ensure that their fostered madrasas experience significant development in carrying out their programs (PP 19 of 2005, article 55). besides being partners, supervisors are also tasked with guiding and setting an example and collaborate with madrasas in advancing the fostered madrasa. A supervisor has the responsibility to control the running of the inclusive Madrasah program starting from planning, processing and even evaluation.

3) Supervision by Educational Institutions and Community Organizers

The community is referred to as a madrasa partner providing inclusive education which has a very important role as well. The community is a party that supports, supervises and collaborates media, funders and places of social practice for the educational environment. The community really needs to supervise the madrasah implementation program, both formally in the form of deliberation media but also informally with conditional supervision. (Wijaya, 2019 - 144) Madrasah need to make more active efforts to become the center of consumer attention, in this case the community (outside and inside) as well as stakeholders to be moved to participate and contribute to the implementation of inclusive education.

Madrasah providing inclusive education need to cooperate both internally and externally in an effort to improve the quality and effectiveness of the program implementation process. Meanwhile, cooperation with external parties can be in the form of involving other parties such as institutions that have the same goal in education.

Based on this description, in this study it is important to know how to prepare, implement and control Inclusion-Based Education in Realizing Dignified Great Islamic Madrasahs in Blitar Regency.

2 METHODOLOGY

This research is case study research using research methodology in the form of data collection using observation, interview, documentation and other qualitative research approaches. And a discussion and confirmation process were carried out with colleagues to increase the validity of the data. Then the data were analyzed using single case analysis and reduced as needed. For further data presentation, conclusions are drawn.

3 RESULTS

3.1 Preparation

Based on the findings of researchers about the preparation for the implementation of Inclusion-based education at MI Unggulan Darussalam Ponggok Blitar are:

3.1.1. Conducting initial assessment

Before the new school year begins, each student takes an initial assessment activity with the aim of knowing the level of competence in all aspects including the innate nature of students before entering grade 1. The initial assessment consists of reading-writing-counting (calistung) tests, motoric, and religious.

This finding is strengthened by the explanation in the research of Farisia, H in his writing entitled *Optimizing Strategy for Learning Ability of Children with Special Needs* explaining that collecting as well as re-learn general information in all aspects both in terms of students' adaptive behavior skills, physical, medical and psychological characteristics and needs; The advantages and limitations of the environment are also very necessary. (Farisia, 2017 - 7) Assessment of Children with Special Needs is a systematic or regular and comprehensive process or comprehensive in observing each individual. In this assessment process, an assessment of the three most basic things in children with special needs is carried out, namely the child's shortcomings or disabilities, the child's strengths or potential and the needs needed by the child.

3.1.2 Interview

Before the new school year is implemented, each parent/guardian of a new student takes part in an interview with the madrasa regarding the condition of the student and the readiness of parents to cooperate with the madrasa.

Support from parents and their contribution to madrasas are needed. The active and open role of parents can be a good effort in educating students with special needs. The intensity of communication between teachers and parents determines the success of education for students. In addition, parental involvement and cooperation can be an important point in the implementation of inclusive education.

Conducting interviews with parents is an important point for implementing inclusive education because from the results of these interviews the teacher can recognize the symptoms and tendencies of students so that they will get the right treatment. Some important information that needs to be extracted from the guardian students with special needs as an important reference in serving learning needs.

3.1.3 Organizing workshops and training

Holding workshops and seminars in order to prepare all teaching components in order to accept the diversity of students with various conditions, including children with special needs as a form of service in education.

Guided group discussions (FGD) with the aim of obtaining input or knowledge comprehensively on the challenges and share information about inclusive education more broadly. Munif Chatib in his book *Madrasah Man* describes the subject of excellent madrasa. excellent madrasa is a madrasa the concern on the quality of the learning process and do not mind the diversity of student input. (Chatib, 2011 - 93) the learning process is directly proportional to the quality HR (human resources) are teachers. If The input of teachers at the madrasa is high, they will have a significant change impact on their students. Superior madrasas also have teachers who are aware of learning and improve their competence and are also able to strive to ensure that all students are guided to be better, whatever their academic and moral input. madrasas whose education is able to change the quality of academic learning and attitudes of students to be better that is the superior madrasa. (Amen, 2016 - 22)

3.1.4 Setting up a special Room

Setting up a special class to study as well as various learning media that are relevant to the needs of students with special needs.

This thinking is as explained by Karana in his research entitled Implementation of Inclusive Education Management which is supported by research from Yusuf M in his journal entitled Performance of madrasah principals and teachers in implementing inclusive education that it is very important for madrasahs to complete infrastructure facilities. For example, designing a madrasah more accessible especially for people with disabilities so that madrasahs can be accessed by all ABK. The same thing is also explained by Wijaya in his book Management of Inclusive Education that the purpose of infrastructure management is to regulate it carrying capacity to function optimally, work in an integrated manner and according to needs.

3.1.5 Preparing ABK Assistant Teachers

Having a Special Assistant Teacher (GPK) to assist ABK students in one-on-one class, classroom teachers, and subject teachers to teach when ABK is in regular classes.

This finding is in accordance with the provisions of the implementation of inclusive Madrasah education must have a special teacher who accompanies Children with Special Needs (ABK). as explained in PP number 90 of 2013 article 35 that every madrasah that is committed to providing inclusive education must also prepare competent special educators in assisting students with special needs. (Zakia, 2015 - 112) Special assistant teachers are actively involved in the preparation and implementation of Individual learning programs (PPI)s as an effort to provide structured learning services for students with special needs in regular classes by special assistant teachers.

3.1.6 Socializing

Dissemination related to inclusive education was delivered to regular students and all parents/guardians of Darussalam 's flagship MI students.

Grinder in Wijaya's book explains that in pursue happiness in life, one needs attitude, success and social acceptance, acceptance builds self-concept in the form of self-image. Meanwhile, according to Hurlock, social acceptance is: involvement of an individual in social and actively involved in taking a role in the environment. (Wijaya, 2019 - 44)

Social acceptance is very important, especially for the stage of early childhood growth and development, especially during the formation of self-concept which becomes a foundation. Without social acceptance, it will cause psychological and social disorders. Therefore, it is very important that an inclusive madrasah also provides socialization about children with special needs (ABK) so that they do not exclude students with special needs.

All parents of students need to understand and plan to activate or condition a suitable learning environment for each student (inclusive environment). Therefore, socialization is a form of effort so that the inclusive madrasah program can run well. Parents of regular children who are in the same paradigm and involved will have an impact on a supportive educational environment.

Through media publications and madrasahs, the community must receive information in the form of information and be involved in efforts to increase self-confidence and acceptance for students with special needs. within the madrasah. This acceptance should receive more support so that the community will cultivate a more tolerant attitude.

3.2 Implementation of Inclusive-Based Education

Based on the findings of researchers about the implementation of inclusive-based education in realizing Dignified Great Islamic Madrasahs in Blitar Regency, they are:

3.2.1. Class Model

The class model for inclusive education at MI Darussalam is the "regular class with pull out" model. The "regular class with pull out model that is students with special needs continue to study with other students (regularly) in regular classes, but at certain times pulled from regular class to one-on-one class in a special room with a special supervising teacher to learn exclusively according to their learning needs.

This finding is reinforced by Fitriyah's explanation in the journal entitled *Increasing Inclusive Children's Interest in Learning Through the Pull Out Model at MI Nurul Huda Kalanganyar Sedati* who explained that the pull out learning model is a combined learning model in which children with special needs cannot fully participate in regular learning. (Mardini, 2015 - 25) There are certain times when children with special needs are separated in certain rooms to be given special services according to their needs.

3.2.3 Curriculum Model

Regular class: Students with special needs will receive learning according to the regular curriculum. One on one class: Students with special needs will get a modified curriculum, namely a curriculum that has been modified and adapted to the needs and abilities or potential of ABK. The curriculum was modified on aspects of learning objectives, content, learning process, and learning assessment.

This finding is in accordance with Rochmah's explanation in his journal entitled *Policy Analysis of Inclusive Education* and strengthened by Wijaya in his book entitled *Management of Inclusive Education* that implementing the K13 Curriculum is adapted or modified in order to facilitate the entire diversity of students, including students with special needs: (Wijaya, 2019 - 88) implementing the curriculum according to the principle of goodness and improvement in learning services, utilization environmental conditions, the use of environmental conditions and the diversity of students. Modifying the curriculum is included in the effort to humanize relationships. Najeela Shihab in her book *Humanizing Relationships* explains that behavior that arises from anyone involved in education must focus on the needs of children to grow and develop independently by involving adults around them. (Shihab, 2017 - 2) Education that humanizes relationships always starts with the introduction of the child's characteristics and adapts to the child's readiness.

3.2.4 Educator

- 1) When in regular classes, students with special needs will learn to study in regular classes with class teachers or subject teachers who teach in their classes without any differences in actions or activities. Meanwhile, during the one-on-one class, students with special needs will only be accompanied by a special assistant teacher.

These findings are in line with one of the inclusive class management models, namely the Pull-Out Model which can run at a certain time either incidental or scheduled. Meanwhile, students with special needs continue to follow the special learning process and still get a supportive social environment. Stella Olivia explains in her book *Inclusive Education for children with special needs* explaining that the pull-out model means that students with special needs are separated from regular students. In its implementation, students are taken out of class by a special assistant teacher and then taken to a special class as a form of implementing the one-on-one system according to individual learning needs. Pull-out model needs a lot of preparation and infrastructure in the form of space, teachers, tools, media and special time. (Olivia, 2018 - 6) such a situation can result in the application of this model requires accuracy. Not only that, this learning model also requires proper scheduling. this model is one of the efforts of inclusive institutions to provide optimal services to students with special needs. ABK is like other regular students without any difference. In the implementation of this learning model, two activities can occur at once. That is regular class and one on one class at the same time.

- 2) Educators who become special teachers are psychology graduates who are competent in educating Children with Special Needs.

The research findings are in line with Isabella et al in a journal entitled *Evaluation of the Implementation of Inclusive Education for Students with Special Needs at SDN 131/IV Jambi City* who explained that Special Guiding Teachers (GPK), should having an educational background of S1, PLB, psychology or the teacher has attended inclusive education training whose duties are other than as lesson teachers, class teachers or BP

teachers, but indeed play a special role as special teachers regarding the learning needs of students with special needs. (Isabela, 2014 - 2)

3.2.5 Learning process

Students will get the same learning as regular students, both in the types of subjects and the curriculum in regular classes. Learning materials that are obtained in regular classes will be repeated and deepened in one-on-one class with the same subjects and the curriculum has been modified according to the needs and abilities of students with special needs. They will get learning to read, write, count (calistung) which is adapted to the child's condition. Writing activities consist of pre-writing activities, writing their own names, writing letters of the alphabet (starting from thickening to writing neatly). Reading activities consist of recognizing the letters of one's own name, recognizing the letters of the alphabet, reading with reading books, and reading story books. Counting activities consist of recognizing numbers, addition, subtraction, multiplication, and division. Students with special needs will also receive education in the form of activities to train gross motor skills, fine motor skills, concentration, self-development, and socializing.

The same thing was also explained by Maftuhin in his journal entitled Evaluation of Learning for Children with Special Needs (ABK) in Inclusive Classes at SD Plus Darul Ulum Jombang explaining that Developing Individual Learning Programs (PPI) is very necessary in an effort to facilitate students with special needs even though they cannot attend standard curriculum but still has the opportunity to have a learning environment with regular students, so the implementation can carry out PPI in special classes with special teachers. (Mukaromah, 2016 - 908-917) The same thing is also explained by Hendra Prasetya et al in his book Learning Services for Inclusive Children that inclusive institutions can modify the lesson plans and standard curriculum by assigning class teachers with special teachers to create and formulate PPI according to the needs of students with special needs including basic skills in the form of calistung must be really facilitated.

3.3 Control

Efforts to control Inclusion-Based education in realizing Dignified Great Ibtidaiyah Madrasah in Blitar Regency are:

3.3.1. Learning Control and supervision of inclusive education by the Madrasah Head consists of 2 types: Regular monitoring: in the form of reporting inclusion activities from homeroom teachers, subject teachers and special assistant teachers to the madrasah principal at the beginning of each new school year, at the end of the semester, and every Friday during sessions Teacher's School. Incidental monitoring: in the form of consultation on inclusion activities from subject teachers, classroom teachers or a special teacher to the head of the madrasa without being determined time (at any time if needed).

According to Sumarmi in his book Management of Inclusive Education in Madrasahs and supported by an explanation from David Wijaya in his book entitled Management of Basic Madrasah Inclusive Education, both of them explain that there are two forms of efforts by the head of madrasahs in implementing inclusive madrasahs, namely monitoring and evaluation, namely monitoring and evaluation. efforts that refer to activities or programs in the implementation of inclusive education.

First, monitoring is an effort or activity by the head of the madrasah in controlling, guiding and supervising the course of inclusive education programs, as well as evaluate, analyze the achievement of goals, supporting factors and problems encountered during

implementation. The monitoring process is carried out before and during the implementation of the inclusive education program.

The second is evaluation which is a structured process in compiling, reviewing and contextualize input in an attempt to men ninjau the extent to which the achievement of an inclusive education institution is in accordance with certain standards that have been set. (Taufan, the evaluation process is carried out periodically and has been scheduled so that problems can be found early on.

3.3.2. Supervision and guidance from madrasa supervisors

Regular guidance by supervisors is carried out at least once a year on supervision activities by madrasa supervisors, and from time to time as needed.

In the context of these findings, the various roles of madrasah supervisors include being role models and partners, accompanying an institution in implementing the program which also includes the stages of monitoring, supervision, evaluation, reporting and reporting. final reflection as a follow-up effort for supervisors which is carried out routinely, conceptually, scheduled and continuously. As is written in PP 19 of 2005, article 55. in terms of the role of supervisors.

3.3.3. Supervision by the organizers of educational institutions (foundations)

In the context of these findings, the role of the foundation is carried out periodically every year, namely at the beginning and end of the school year. Meanwhile, informal supervision from the community is carried out throughout the implementation of education.

This finding is in line with Nur Hasanah's explanation in a journal entitled Community Participation in the Management of Learning Programs at Inclusive Madrasahs in the Context of Madrasa -Based Management. who are committed to implementing inclusive education need to build cooperation both internally and externally? (Hasan, 2016 - 2) A form of internal cooperation is sought with all citizens madrasahs such as principals, teachers, community circles, supervisors, committees and foundations. As for the form of collaboration with external parties can collaborate with other parties who have the same program of organizing, fostering, and developing scientific knowledge such as PLA, SLB, clinic, therapy center or intervention center, College, Inclusive education resource center, home sick or other institutions. (Wijaya, 2019 - 109)

3.3.4. Supervision by parents/guardians of students

Parents as consumers as well as educational partners are carried out formally at the end of each semester by filling out the madrasa self-evaluation form, and informally all the time. Parents/guardians of students are given the contact number of the head of the madrasa for the purpose of any complaints, and Whatsapp (WA) groups per class are made to facilitate communication.

madrasah it is necessary trying to get people 's attention (inside and outside) as well as policy makers to be willing take an active role and contribute to the implementation of inclusive education. Social media such as WhatsApp groups have a very good impact in facilitating access information. WhatsApp group selected because some people are familiar with the application.

Madrasa really needs to strive to get the attention of the community (outside and inside) as well as policy makers to be willing to take an active role and contribute to the implementation of inclusive education. Social media such as WhatsApp groups have a very good impact in making it easier to access information. The WhatsApp group was chosen because some people are familiar with the application.

4 CONCLUSIONS

Based on the research focus, data exposure, findings and discussion, the results of this study can be concluded as follows:

1. Inclusive-based education design in realizing Dignified Great Ibtidaiyah Madrasah in Blitar Regency first is to prepare education system and management. Second, socialize the ABK paradigm and inclusive education to all madrasah residents. Third, conduct an initial assessment to identify ABK students for appropriate learning. Fourth, conduct interviews with prospective parents of ABK students. Fifth, participate in and organize workshops/seminars to improve the quality and competence of educators. The sixth is preparing the Facilities and Infrastructure for Educators and Education Personnel. The last is conducting socialization to regular students and their parents to be more ready to accept ABK students in madrasahs.
2. The implementation of inclusive-based education in realizing dignified Islamic Madrasahs in Blitar Regency first is to use a regular class model with pull outs. Second, students with special needs will get a modified curriculum. Third, students with special needs study with class teachers or subject teachers who teach in their classes. Meanwhile, during one-on-one classes, students with special needs will study with special assistant teachers. Fourth, students with special needs will get learning to read, write, count (calistung) gross motor skills, fine motor skills, concentration, self-development, and socializing that are adapted to the child's condition. The last is collaboration with parents/guardians of students.
3. Control of inclusive-based education in realizing dignified Madrasah Ibtidaiyah in Blitar Regency is the control and supervision of inclusive education by the Head of Madrasa which consists of regular monitoring and incidental monitoring. Regular supervision and guidance from madrasa supervisors is carried out at least once a year. Supervision by the organizers of educational institutions (foundations) is carried out periodically at the beginning of the new school year and the end of the school year. And the last is Supervision by parents/guardians of students.

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AN ANALYSIS OF ADJACENCY PAIRS ON THE CONVERSATION BETWEEN RACHEL AND BEN IN THE SHORT COMEDY MOVIE ENTITLED TRANSLATOR

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Abstract

The speakers of English have to learn Conversational Analysis, especially adjacency pairs. Learning it can decrease the capability of communication skills. In this present research, the researcher investigates the adjacency pair based on Paltridge's theory in the conversation between Rachel and Ben as the main characters in the movie. Here, the aims of this research are to discover the types of adjacency pairs and the frequent type that occurred in the speakers' utterances. In analyzing the data, the researcher applied the qualitative method by transcribing the conversation based on the video. As the result, the research found that almost all types were used by the speakers in their utterances, except leaving taking adjacency pair type. The speakers applied eight types of adjacency pairs, such as requesting-agreement, assessment-agreement, question-answer, compliment-acceptance, complaint-apology, greeting-greeting, blame-denial, and offer-acceptance. The highest type that frequently occurred in the utterances was the question-answer type which involved the utterances five times. Additionally, the adjacency pair involves in the speaker's utterances because the speaker has the opportunity to speak their idea.

Keywords: conversation analysis, adjacency pairs, movie

1 INTRODUCTION

Learning English as the international language can help the speaker communicate and interact with each other all over the world. To learn it, the speaker has to master the skills, such as writing, reading, listening, and speaking. In speaking skills, the speaker has to arrange the utterances spontaneously. Furthermore, the speaker has to understand the meaning of the interlocutor to deliver the meaning through the utterance in the conversation. The speaker has to avoid misunderstanding to make the conversation go smoothly.

Moreover, one way to achieve ideal communication is to learn pragmatics which branch of linguistics that focuses on the context of language. In pragmatics, the speaker not only learns relating to the use of the language but also the meaning of the language itself (Levinson, 2008). Also, Pragmatics focused on the choice of words based on social interaction and it can affect the circumstance of the environment (Thomas, 2013). As spontaneous speech, the speaker has to deliver the utterance properly when the speaker might use an indirect rather than direct form of request, complaint, criticism, etc. Then, it can help the interlocutor interpret the speaker's utterance easily.

Conversation analysis is the branch of pragmatics that occurs in oral communication or speaking skills. Conversation analysis can show the speaker and the interlocutor's relationship toward the language used and their attitude to each other (Iswara, et al., 2019). It can happen because conversational analysis concerns how language creates by social context based on social interaction in daily activity (Brown & Levinson, 1988). In arranging the utterance, the speaker has to consider the topic to open and close the conversation. Also, conversation analysis focuses on how the speaker takes a turn being the interlocutor and vice versa, overlap, pauses, etc.

Furthermore, there are some patterns in oral conversation, one of them namely adjacency pair. Adjacency pairs can be seen when the interlocutor answers the speaker's utterance by giving the response. It is supported by Yule's statement that adjacency pairs are the counterpart of utterances of the first part and the second part in oral communication (Yule, 1996). It means that the speaker and the interlocutor have a chance to share the idea through their utterances. Paltridge (2012) stated that

when the first speaker produces a first pair part, the other speaker should stop talking and allow the first speaker to produce a second pair part. The freedom of giving a response can involve in speaker's utterance. The speaker can accept or reject the interlocutor's statement. Also, Paltridge has classified the adjacency pairs into some branches namely requesting – agreement, assessment – agreement, question – answer, compliment – acceptance, leaving taking adjacency pair, complaint – apology, greeting – greeting, warning – acknowledgment, blame – denial, threat – counter – thread, and offer – acceptance.

In this research, the researcher found that there were several researchers that analyzed adjacency pairs in the communication. Rum (2017) investigated adjacency pairs in daily communication, especially between a teacher and the students of ELC Education Makassar. Here, the researcher used audio recording. After transcribing it, the researcher started to divide it based on the theory of adjacency pairs proposed by Sacks et. al (1974). Based on the data, the researcher found that the subjects applied some types of adjacency pairs, such as greeting – greeting, question – refusal, offer – acceptance, and question – answer. The subjects applied the greeting – greeting when the teacher entered the class. Then, the question – refusal occurred when the students got misunderstanding. Next, the offer – acceptance involved the utterances when there was an agreement between the teacher and the students. Last, the question-answer can be seen in the subjects' utterances when the teacher asked the students based on their selves and the material.

Furthermore, the theory of adjacency pairs was not only proposed by Sacks et. al but also Paltridge proposed theory relating to adjacency pairs. Isgianto (2016) analyzed adjacency pairs on BBC Learning English, especially in the "Six Minutes English" part. Here, the researcher wrote the transcript and analyzed it by using the qualitative descriptive method. To analyze the adjacency pair, the researcher applied Paltridge's theory. After analyzing the data, the researcher found that the MC used several adjacency pairs proposed by Paltridge, such as (1) Greeting-Greeting, (2) Question – Answer, (3) Opinion provide – Comment, (4) Assessment – Agreement, and (5) Suggestion – Acceptance.

Another previous study related to adjacency pair analysis come by Siahhaan (2018) aims to discover the adjacency pairs used by David Frost and Paul Mc. Cartney in a talk show. By using descriptive qualitative as the research design, the researcher watched the video and wrote down the transcript to collect the data. After that, the researcher started to divide the data based on the types of adjacency pairs proposed by Partridge. As a result, there were two types of adjacency pairs that were involved in the speakers' utterances namely Question – Answer, and Assessment – Agreement. Then, Question – Answer is the most frequently used because David Frost as the MC asked relating to Paul Mc. Cartney's life.

There was more than one research that analyzed the adjacency pairs in the communication. However, there is no research that analyzed the adjacency pairs in the short comedy movie yet. To fill this gap based on the previous research, this research is aimed at investigating the types of adjacency pairs proposed by Paltridge (2000). Also, this research focuses to discover the most frequently used by the speakers in their utterances. Besides, this research expects to give a contribution for the reader to enrich their knowledge relating to the linguistics field, especially in adjacency pairs. Also, this research helps the reader to get better communication. Additionally, this research can be a reference for future researchers in analyzing the adjacency pairs.

2 METHODOLOGY

This research employs qualitative research to obtain the data. The uses of qualitative research are observing the characteristics of an individual unit deeply and analyzing the multifarious phenomena (Bassey, 1999). The qualitative research uses numbering to support the data, not as the main data and it does not use hypothesis. Similar to this research, it describes the situation of the speaker in using adjacency pairs in their communication, especially the types and the frequency in using it.

The primary data of this research is a video containing a conversation between the speakers. The video consists of three characters, but this research only focuses on the two characters. It is because the other character only speaks several lines. The conversation took place in a library where Rachel and Ben are having the conversation. The genre of the video is a comedy which makes the video has so many

viewers. Then, the duration of the video is 8:52 minutes. The researcher downloaded it from YouTube to find out the video. (<https://www.youtube.com/watch?v=PA8HTX6CXBs>)

The researcher applied several steps to discover the findings of this research. First, the researcher started to download the video from YouTube. Then, the researcher transcribed the speakers' utterances based on the video. While transcribing it, the researcher took some notes that might contain the adjacency pairs. Here, the researcher classified it based on Paltridge's theory. Next, the researcher calculated it to discover the frequently used adjacency pairs. Last, the researcher drew the conclusion by interpreting the findings.

3 RESULTS

After collecting and analyzing the data, the researcher found interesting things. Here, the researcher found the findings based on Paltridge's theory (2000). Those speakers applied the adjacency pairs in their utterances automatically.

3.1 Types of Adjacency Pairs

Weather Rachel and Ben as the subjects applied several of the adjacency pairs in the utterances. Based on Paltridge's theory of adjacency pair, the subjects applied almost all types while talking to each other. There were eleven types of adjacency pairs, but only eight types were found in the data. The types of adjacency pairs occurred namely: requesting – agreement, assessment – agreement, question – answer, compliment – acceptance, complaint – apology, greeting – greeting, blame – denial, and offer – acceptance. The findings of the adjacency pairs can be seen in the explanation below.

3.1.1 *Requesting – Agreement*

The pattern of requesting and agreement is commonly used when the speaker needs a favor. This type occurred once in the dialogue between Ben and Rachel. The first participant asks the second participant to do something. The second participant replies to the first participant by approving the speaker's wish. However, not only accepting but denying the speaker's need is also part of this type. It can happen because the process of adjacency pairs happens automatically as a common system in conversation. It can be seen in the example below:

Ben : Wait a minute. Don't you speak French? Would you translate for me? Please.

Rachel : Fine. I'll be your translator.

It can be seen in the dialogue above that Ben as the first speaker asked the interlocutor to be his translator. It happened because Ben wanted to talk with another girl. After that, Rachel responded to Ben by accepting his request. Although Rachel did not want to be the translator, in the end, she accepted it. It happened because Rachel loved Ben. The utterances of Ben and Rachel indicated the use of requesting – agreement type.

3.1.2 *Assessment – Agreement*

In the second type, the first participant as the speaker expresses the feeling, the judgment, or the evaluation. It is based on certain events, people, or objects. That explanation is the characteristic of assessment – agreement type. Then, the response or the other participant responds to the first participant by giving an agreement. Here, the second participant gives feedback on the first participant's opinion. This type occurred once in the dialogue between Ben and Rachel. The explanation can be seen in the conversation below:

Rachel : Claire?

Ben : She is so hot.

In the conversation above, Rachel asked Ben about his opinion when he looked at Claire. As a response, Ben gave his opinion relating to Claire's appearance. Based on Rachel's utterance asking someone's opinion, it contained assessment. Also, Ben's utterance that answered Rachel's question by giving his opinion indicated his word was part of the agreement.

3.1.3 *Question – Answer*

The rule of question and answer are used when the speaker asks something to the second participant in the conversation. Also, the question can be formed to find out information, clarification, etc. Commonly, the first participant asks about the second participant's life. The second participant replies to the first participant by answering the speaker's question. This type occurred five times in the dialogue between Ben and Rachel. It can be seen in the example below:

Ben : She really said that?

Rachel : Yes.

In conversation, the activity of asking and answering is needed for the first participant as the speaker to get the information. The first participant was asked to clarify and the second participant answered it by giving a short response. Thus, the first participant's expectation to get information is accomplished to answer his doubt. Ben played the role of information seek and Rachel as information provided.

3.1.4 *Compliment – Acceptance*

In this pattern, the compliment is a way of praising another person for something he or she has in their life. As a result, the other person gives responded with acceptance. It means that the combination shows that the first participant as the speaker tells the second participant about certain events, states, or affairs. After that, the second speaker responds to the first participant's information by agreeing to it. This type occurred once in the dialogue between Ben and Rachel.

Ben : Beautiful

Rachel : Oh well if you say so I mean I guess I'm not the least attractive girl. Well yeah, thanks.

It can be seen that the first participant complimented the second participant by saying 'beautiful'. Its word is a part of praising words. Then, the second participant makes a comment on the first participant's statement. At the beginning of Rachel's utterance, she did not say thank you because she is shied to admit it. This pattern showed that the first participant express his compliment and the second participant agrees and it is responded shyly.

3.1.5 *Complaint – Apology*

The rule of complaint and apology are used when the speaker complains to the other participant and the other participant apologies for it. Speakers can complain when they feel unsatisfied with something. Then, the second participant can apologize in the response to the complaint by expressing regretfully. This type occurred once in the dialogue between Ben and Rachel.

Ben : You're sabotaging our conversation and I am asking you to stop.

Rachel : Sorry, I'll translate it for real.

It can be seen that the first participant complained to the second participant by stressing his every word. It happened because Ben realized that something wrong with Rachel in translating Ben and Claire's utterances. Because Rachel as the second participant scared that Ben will angry with her, it made she apologized to Ben and translated them for real. This pattern showed that the first participant express his anger by complaining and the second participant answered it by apologizing.

3.1.6 *Greeting – Greeting*

The pattern of greeting and greeting are commonly used in opening conversation. The first participant greets and introduces the second participant or to the other participant in this case audience. Also, giving salutations is the characteristic of this pattern. After that, the second participant replies to the first participant. It can be seen that the process of adjacency pairs happens automatically as a common system in conversation. This type occurred once in the dialogue between Ben and Rachel. The example of this pattern can be seen in the example below:

Rachel : Hi Ben.

Ben : Oh hi.

Based on the speakers' utterances, Rachel greeted Ben by using a short response. Then, Ben responded to Rachel's greeting by saying 'Hi'. The first speaker applied this type to start the conversation. Even though this conversation Rachel and Ben used the same words in responding to the conversation, it is still considered that one type of adjacency pair is used in this conversation is greeting – greeting.

3.1.7 *Blame – Denial*

The rule of blame and denial are used when the first participant blames something, and commonly blame themselves. Then, the other participant gives the feedback by providing the opposition's statement to the first participant's utterance. Here, blame can be seen when the first participant expresses the emotion in utterances that someone or themselves is responsible for the mistake. Also, denial focuses on the statement that to show is not valid. This type occurred twice in the dialogue between Ben and Rachel

Ben : I'm such an idiot.

Rachel : There there. No, you're a good boy.

Based on the dialogue above, Ben blamed his selves because he thought that Rachel lied to him and Claire did not like him. After Rachel saw Ben's hopelessness, Rachel felt sorry. She patted Ben's head and calmed Ben by rejecting Ben's statement. Rachel's statement was the characteristic of denial.

3.1.8 *Offer – Acceptance*

This pattern can be seen in the conversation when the first participant offers something to the second participant. After that, the second participant accepts the offer. The utterance of offer focuses on giving something to someone, it may be in the form of goods or services. Then, the acceptance relates to the response of the speaker to show the offer is accepted. This type occurred once in the dialogue between Ben and Rachel.

Rachel : I'll be your translator.

Ben : Thank you so much. You're the best.

Based on the dialogue above, Rachel offered to be Ben's translator to help Ben communicate with Claire. Rachel offered herself and Ben accepted the offer happily. As the translator, Rachel offered her service in the middle of Ben and Claire. Ben accepted Rachel's help brightly because Ben wanted to talk with Claire but they have language issues. It can be concluded that Rachel and Ben use different utterances in offering and accepting each statement.

4 CONCLUSIONS

Based on the findings in the previous section, the researcher found there were several adjacency pairs involved in the speakers' utterances. It can happen because when the speaker started the conversation, adjacency pairs are always involved in the utterance unconsciously. There were eight types of adjacency pairs based on the conversation between Rachel and Ben, such as requesting-agreement,

assessment-agreement, question-answer, compliment-acceptance, complaint-apology, greeting-greeting, blame-denial, and offer-acceptance. Additionally, question-answer was the most commonly used type of the adjacency pair. Here, Ben and Rachel used this type five times.

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ENCOURAGING STUDENTS' INITIATIVE THROUGH BRAINSTORMING TO PROMOTE STUDENTS' LEARNING MOTIVATION IN EFL CLASSROOM

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Abstract

English is learnt as a foreign language in Indonesia. This situation leads Indonesian students to gain less opportunity to practice their English language skills. Less competency of mastering English skills demotivates students to participate in EFL classroom. This study aimed to explore how brainstorming performs to encourage students' initiative in the classroom and promote students' learning motivation. The participants were two EFL teachers and two different EFL classes in the same level and material which focus on reading skill. This qualitative research will gain the data by interviewing two EFL teachers after the researcher observing their classrooms. The data will be analyzed with thematic analysis. The teachers are chosen purposively according to their experiences in managing brainstorming activities in the EFL classroom. The result found that brainstorming is beneficial to encourage students' initiative to understand a text and it helps students to be motivated to participate in EFL classroom. However, there are several obstacles faced by the teachers during applying this strategy. To sum up, brainstorming can be applied to teach reading material to the students and promote their learning motivation. Besides, more observation to apply brainstorming in different English skills is suggested to be investigated by future researchers.

Keywords: students' initiative, brainstorming, students' learning motivation, EFL classroom.

INTRODUCTION

As an international language, English is learnt as a foreign language in Indonesia. This situation leads Indonesian students to gain less opportunity to practice their English language skills namely speaking, listening, writing, and reading. In this case, students need encouragement from their environment so that they discover English as an important and fun subject. Motivation assumed to play a crucial role to increase students' interest of learning. As cited in Ryanti (2019), motivation plays an important role in second or foreign language learning is unarguable. It is widely known that students with high motivation are likely to be more successful in their language learning.

Additionally, Zimmerman & Schunk (2013) claimed motivation as one of three areas of self-management that should observe to succeed. Motivation is defined as the ability to motivate oneself, manage to set goals, define objectives, develop and keep

the motivation high to get things done. As Bernard et al in Kim et al (2005) assumed a good interpersonal relationship plays a crucial role for learners' motivation, cooperation, and achievement, the role of teachers in operating the classroom is important to engage students' participation during the learning process. Wallace & Leong (2020) found that by gaining a better understanding of how younger learners were influenced by intrinsic or extrinsic factors of motivation can help language teachers identify ways to improve their students' motivation to learn EFL.

One of activities applied to manage the classroom is called "encouraging students' initiative". This activity seems to be crucial to be applied in the classroom as students are able to engage directly to the activities. The statement of Evertson and Harris (2013) in Vitto (2003) has stated one a benefit of this activity namely to lessen students' misbehavior in the classroom by creating an interesting learning atmosphere. Managing a brainstorming is one of the teaching strategies proposed as an interesting model to be used in an EFL classroom. Hashempour et al. (2015) assumed that brainstorming methods can help students use prior knowledge in their writing activities as well as recognize what talents and information they have and what they need to know.

There are two previous studies related to students' initiative. Initially, a research conducted by Wade (1995) aimed to better understand a teacher's and researcher's collaborative efforts to empower a class of 17 fourth-grade pupils in a suburban public school. The findings of this research highlighted the relevance of the teacher's role in student empowerment, the value of students' ownership of their learning, and the significance of recognizing contextual factors on student empowerment. Another previous study conducted by Lewis et al (2010) which examined the actions that elementary pupils took while participating in a three-year intervention to boost scientific learning and English language development. Also, this study looked into whether student initiatives were linked to other aspects of classroom procedures. According to the findings, students often took few, low-quality initiatives. For grades 3 and 4, student initiatives were typically unrelated to the other domains of classroom practices, however for grade 5, initiatives were significantly related to practically all of the other domains.

Moreover, a previous study related to the implementation of brainstorming for improving students' performance and motivation which was conducted by Tsai et al (2020). The purpose of the study was to employ an innovative teaching method for civics education; by integrating the flipped classroom model and the brainstorming strategy, pupils could obtain basic understanding through internet platforms, and the educator could encourage more communications and interactions within pupils using brainstorming to accomplish the objectives of civics education.

As the previous studies found that encouraging students' initiative is beneficial in language learning, and brainstorming is believed as a helpful approach to promote students' participation and motivation in the learning process. This qualitative research focuses on exploring the use of brainstorming in encouraging students' initiative to promote students' learning motivation in EFL classroom. In this research,

students are expected to deliver their ideas related to the learning materials while practicing their speaking and reviewing their knowledge.

Furthermore, this study is conducted in purpose to explore teachers' strategies in using brainstorming to encourage students' initiative, and to promote students' learning motivation by utilizing the brainstorming technique.

LITERATURE REVIEW

1. Students' Learning Motivation

Koca (2016) claimed learning motivation as a key ingredient plays in academic achievement since the motivated students are found easier to follow the lessons than the unmotivated students. It is believed that motivated students usually apply learning strategies, are strong-willed in learning, and are capable to set higher goals to achieve.

"There are three things to remember about education," says Terrell H. Bell (as reported in Ames, 1990). Motivation is the first. The second characteristic is motivation. Motivation is the third." This highlights the significance of motivation in the learning process. Indeed, whether a student has potential or not, learning a second language involves a tremendous lot of effort and patience. Effort and patience, it appears, stem from one's dynamism. The learning process can easily occur if learners are well aware of their objective to learn a language or desire to achieve success in learning due to some internal or external influences. As a result, motivated students will achieve their goals eventually. Language learning outcomes can be influenced by motivation regardless of language aptitude. Thus, it is clear that motivation is one of the most important components driving the language acquisition process.

Motivation is classified as either intrinsic or extrinsic in Self-determination theory. Intrinsic motivation, a cognitive approach to motivation, is concerned with the internal motivations that motivate a person to undertake a specific activity. People participate in a given activity as a result of internal incentives such as pleasure, delight, or the gratification of curiosity. Intrinsic motivation is associated with feelings of competence and self-determination. Extrinsic motivation, on the other hand, is regarded as a stimulation method to motivation, requiring external rewards for a behavior to be displayed. External incentives such as money, awards, positive feedback, and grades, according to Brown (2007), can have an effect on extrinsic motivation.

Moreover, Acikgoz (2005) claimed in a study on teacher qualities and their impact on students' attitudes that pedagogical and professional features of teachers are not adequate to promote a learnable and teachable classroom climate, but personal traits are the most effective in this instance. Clearly, instructors' classroom management styles, which are influenced by their personal qualities, contribute to an effective learning environment. According to Acikgoz (2005) and Morehouse (2007), supportive classroom environments have a favorable impact on students' intrinsic motivation. As a result, classroom management styles can be found to permit such a positive environment while simultaneously strengthening students' intrinsic drive.

2. Brainstorming Strategy

According to Hashempour et al. (2015), brainstorming strategies can assist students in using prior knowledge in their writing activity and recognizing what abilities and information they have and what they need to know. Furthermore, teaching students various brainstorming approaches in class is reasonable because it may help them grow their writing and generate ideas that are required in second language learning (Harmer, 2007).

The goal of brainstorming is to guide people to new ways of thinking and to break away from conventional reasoning. Brainstorming is the automatic act of collecting notes on ideas in preparation for various stages of writing. Some confirm that it is beneficial, while others may deny it. Furthermore, according to MacDowell (1999), brainstorming is "the act of defining an issue or ideas and coming up with anything relating to the topic." No matter how an idea may appear to be. After the brainstorming is finished, all of these ideas are documented and assessed."

3. The Importance of Encouraging Students' Initiative in EFL Classroom

According to Vitto (2003), classroom misconduct can be avoided by promoting students' initiative, which leads to pupils participating throughout the lessons. According to Evertson and Harris (2013), as stated in Vitto (2003), "the more students are engaged and involved in a lesson, the less misbehavior they will demonstrate in the classroom".

Furthermore, numerous activities can be used to foster student initiative, including boosting student opportunities to respond, assuring high rates of success, and utilizing a range of learning methods.

METHODOLOGY

This research used a qualitative method with case study design (Hancock & Algozzine, 2006; Yin, 2018) in order to analyze teachers' perspectives towards how brainstorming is useful to encourage students' initiative and how brainstorming helps students to promote their learning motivation.

The participants of this study were two teachers who will be chosen purposively as mentioned in Etikan et al. (2016). The chosen participants are teachers who have experiences in implementing a brainstorming strategy in teaching English. Both of the participants have been teaching EFL in the same school and level but different classes.

The teachers were interviewed by semi-structured interview in purpose to gain more perspectives of both EFL teachers and students about the implementation of brainstorming strategy, and its impact on students' initiation and students' learning motivation as the advantages of using the instrument (Pettersen & Durivage, 2008). Also, the researcher needs an observation before interviewing the participants in order to provide more specify data that support and strengthen the interview result. Also, the researcher needs to investigate whether the participants meet obstacles in encouraging students' learning motivation by managing the classroom properly.

In analyzing the data, the interview results were transcribed verbatimly and analyzed interpretatively by Thematic Analysis (TA) developed by Braun and Clarke

(2012) as cited in Cooper et al (2012), and Clarke and Braun (2013). Therefore, this research will provide the result of the interview according to the themes that are grouped through the data analysis namely based on the steps that teachers do in applying brainstorming, the teachers' perspectives of how brainstorming is useful to encourage students' initiative, how brainstorming helps students to promote their learning motivation, along with the obstacles that teachers overcome in applying the strategy in EFL classroom.

FINDINGS

The data obtained from the interview is presented in this section according to the research questions of this research. Also, an observation is needed to ensure if the brainstorming strategy is able to encourage students' initiative which is helpful to promote students' motivation to learn English as well. The researcher began the interviews by asking the interviewees to introduce themselves in general.

Initially, the researcher found that the interviewee 1 named NK is 25 years old and has been teaching English since 2017. NK is a full-time English teacher in YPUI Banda Aceh Islamic Junior High School and a part-time English teacher in Khalifah course.

Besides, the interviewee 2 named SR is 26 years old and has been teaching English for around 6 years. SR is a full-time English teacher in MTsS Darul Ulum Boarding School and a part-time English teacher in Aceh Learning Center. Both of the interviewees are bachelors of English education department at UIN Ar-raniry Banda Aceh.

Furthermore, the result of the data is presented according to the research questions mentioned in the Chapter I as follow:

1. To explore teachers' strategies in using brainstorming to encourage students' initiative.

As one of the objectives of this study, it is important to answer the first research question which is "How do EFL teachers encourage students' initiative through brainstorming?". According to the question, the researcher asked about the strategies used by the teacher 1 and 2 in implementing brainstorming to encourage students' initiative. From the interviews, the researcher discovered the practically similar results between two teachers.

Teacher 1 has frequently used the brainstorming strategy as her favorite teaching instruments. The reason of applying the strategy is because this strategy helps her to encourage passive students in the classroom to participate in the learning activities. Also, by implementing this strategy, the teacher believes that the students felt more confident to engage in the classroom and are valued as the teacher responded to their ideas. The translation of teacher's 1 answer will be presented as follow:

".... I think when we encourage students' initiative to participate in class can affect students' learning motivation. Why? because when they feel inputted or included in the teaching and learning process they feel they will be able to, or they are cared for by the teacher

so they are more willing to participate in class so that this can increase their learning motivation.” – Teacher 1

Regarding the first research question, it can be concluded that she usually draws a sort of mind mapping related to the reading material then followed by asking her students to deliver their thoughts which described the learning topic or object. Teacher 1 illustrated her strategy in applying brainstorming as translated below:

“...For example, for example, I want to discuss about narrative text, so from the narrative text I make a mind mapping first. So, from that dream, I asked the students for the willingness or initiative to give answers related, for example, about what narrative is or about, for example, what is used and what examples are there. Then later I write it in front of the class or on the board, like that.” – Teacher 1

Moreover, teacher 1 believed that her students were more active to participate in the teaching-learning activities when the teacher implemented brainstorming strategy. The teacher's 1 answer is translated as follow:

“...So, when I see that children are more active in class, and they have the initiative to participate more in class, I see that they are happy to use brainstorming strategies. Incidentally, several times I've asked about this brainstorming strategy and I asked their opinion. Whether they prefer brainstorming or prefer learning as usual but they answer, most of them answer that they prefer brainstorming strategies because they feel their opinions are heard, that way.” – Teacher 1

On the other hand, teacher 2 who has infrequently implemented a brainstorming strategy assumed that the students greatly understood the learning material when the teacher applied this strategy to teach a narrative text. The translation of teacher's 2 respond is presented below:

“The reactions from students were good, because students could better understand the material by means of brainstorming. They know that, for example, for example, they know that in the narrative text material, we must emerge from its language features, generic structure, and type of narrative text.” – Teacher 2

Also, teacher 2 illustrated the steps she implemented brainstorming strategy which the translation of her respond is presented as follow:

“Initially, I start to draw the brainstorm on the board, and lay out the material I want to teach. For example, like I want to teach narrative text, I will describe the narrative text into several parts, such as: the type of narrative text, its language features, or its generic structure.” – Teacher 2

Furthermore, teacher 2 also believed that this strategy is helpful for students to greatly understand their teacher's explanation about the learning material. The respond is translated and presented as follow:

“...for example, like the narrative text before, the students will be less able to grasp the material. But, using this brainstorming they are easier to understand.” – Teacher 2

It can be said that both of the participants have nearly managed the same method in implementing the brainstorming strategy, namely: by drawing the mind mapping on the whiteboard where the details of the subtopics were delivered by the students.

2. Brainstorming is beneficial to promote students' learning motivation.

In order to answer the second question which is "How does the brainstorming technique promote students' motivation in EFL classroom?". The question emphasizes if the role of brainstorming is beneficial in promoting the students' learning motivation. As the result, teacher 1 stated which is then translated as follow:

"In my opinion, there are many benefits of this brainstorming strategy. First, this brainstorming strategy can increase the intensity of student activity. Second, this strategy also increases students' initiative to participate more in class. Third, in my opinion, this brainstorming strategy can also increase students' motivation to participate in teaching and learning activities. In addition, this brainstorming strategy can also improve... can make students feel more valued because their opinions are heard by a teacher, like that". - Teacher 1

Supporting teacher's 1 idea, teacher 2 responded to the question as translated below:

"The benefits... one of them is that they understand faster, remember faster, and of course are more active in learning." - Teacher 2

Furthermore, as both of teacher 1 and teacher 2 found passive students in their classroom, they illustrated different activities that might be helpful to promote the students' motivation to learn English. The illustration of teacher 1 was translated and presented as follow:

"Usually, I use the calling method. Yes, I usually call students who are passive in bringing out their ideas. So, I do not ask all students to answer but I will appoint several people to answer or provide their ideas in brainstorming strategies. So that passive students also participate in expressing their ideas, like that." - Teacher 1

Besides, teacher 2 illustrated the solution to overcome passive students issue as translated below:

"The trick is group work, because in group work students will be more active because they are dealing with friends. sometimes the passive student must be because he doesn't dare to face his teacher directly. But when he is together with his friends he will usually be active. One way is in the group there will be a presentation. So like it or not, all students should have the opportunity to speak. So, passive students. we can push in this way." - Teacher 2

However, both of the teachers encountered several obstacles in implementing the brainstorming strategy. These obstacles lead students to be demotivated in learning English. First, the less motivated student were frequently struggled to deliver their ideas due to lack of reviewing. The students were struggled as they did not understand the material which leads them not to enjoy learning English. This issue caused the teacher hard to recognize the students' difficulties and the solution

for their problem. In order to overcome the issue, teacher 1 illustrated the solution which was translated as follow:

“If I encounter this problem, then I will ask anyone or ask anyone in the class for their opinion about what they know about a material that I am teaching. In addition, I will also provide some keywords to the person I asked for the opinion. So, I don't necessarily direct the question to someone else, but I will also inject some keywords into him so that his mind is more open about what I teach.” - Teacher 1

These less motivated students frequently reacted passively in the classroom and disobeyed teacher's instruction about the assignment which these attitudes impact students' score. This issue might demotivate students to learn English as they assumed English is difficult.

Second, teacher 2 claimed that brainstorming strategy leads teachers to write limited words that describe the discussed object or topic. In other words, brainstorming contains the summary of the learning material. This issue was found as an obstacle for some students who are not interested in English since they needed further information towards new terms written in the brainstorming. Teacher 2 delivered a solution to this issue which was translated as presented below:

“Now, because in this brainstorming there are limits, yes, when we write on the blackboard, I usually still ask students to write down the definition of each point in the brainstorming. So in their book there are still notes that are not in the form of brainstorming but on the other hand they also have to make brainstorms from the material, so there must be both.” - Teacher 2

DISCUSSION

The researcher managed to do observation before interviewing the two EFL teachers whom are participated in this research. From the observation, the students of both classes taught by teacher 1 and 2 showed practically similar result where the students are more interactive and excited to learn EFL with the brainstorming strategy. Moreover, the students confirmed to their teachers that they could understand the material better by using brainstorming rather than the usual method applied by their teachers which is a lecture method.

Both teacher 1 and teacher 2 also believed that brainstorming is helpful to promote students' learning motivation. Because, the students felt motivated as they understood and mastered the learning material. Also, both of teacher 1 and teacher 2 applied the same method in implementing the brainstorming strategy namely by drawing a sort of mind mapping on the whiteboard and completing the details of each subtopics or sub materials by asking to their students' idea.

Even though, several obstacles such as less motivated students participated passively in the classroom activities and the limitation of space on the whiteboard to write the explanation of each subtopics. Both teacher 1 and teacher 2 found the appropriate solutions to overcome the issues. The solutions are, first, by giving

keywords to the passive students so that they recognize the details that related to the learning material, or asking the passive students to work in group or work in pairs with the students who understand the material so that they could share their ideas confidently with their friends. Second, by asking the students who need definition or longer explanation about the details written in the brainstorm to write the definition or longer explanation they needed on their notebooks independently. This result support the previous study conducted by Tsai et al (2020) that assumed the rule and instruction of the brainstorming approach are simple, and students do not need much effort to learn the procedure of doing class activities; teachers only need to set up the topics and lead group discussions, and do not need to spend a lot of time developing various learning activities.

CONCLUSION

From the result of the interview, brainstorming as an activity of delivering ideas by describing certain object or topic that is discussed in the classroom can be beneficial in teaching reading. The activity was started by drawing a mind mapping on the whiteboard along with asking the students to share the ideas that related to the main object that is previously told by the teacher. From the result of the study, there are several benefits of implementing the brainstorming strategy, namely: to provide general subtopics of the material, to ease the students to understand and remember the materials, to encourage students' initiative, and to promote students' motivation.

However, several obstacles have also faced by the EFL teachers which come from the students and the teacher. From the students', it is found that the brainstorming strategy mostly functioned for those who reviewed the learning material previously. For those who were not familiar with the material were struggled to share their ideas when their teachers implemented the brainstorming. On the other hand, from the teachers, it is found that by applying the brainstorming strategies, teachers could not write longer explanations to the terms that were written to describe the learning topic or object.

Several solutions to overcome the obstacles mentioned above are delivered by teachers as well. Initially, teachers could manage to provide several keywords to the students who had not reviewed the material previously. The keywords should describe the ideas to complete the brainstorming. Besides, the teachers could demand their students to write the longer definition or explanation on the students' notebook to ensure that the students understand the materials.

In conclusion, a brainstorming strategy seems convenient to be implemented in the classroom. Yet it is useful to lead the students to be participated in the teaching and learning activities. Also, this strategy is beneficial to be applied in order to promote students' motivation to learn EFL.

Last but not the least, this research found several limitations. Therefore, the future researchers are suggested to expand this study by gathering more participants, analyzing different types of texts, analyzing the benefits of brainstorming in different language skills, and investigating the implementation of brainstorming in private and public schools, or in formal and non-formal institutions.

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LANGUAGE AND IDENTITY: CODE SWITCHING AND CODE MIXING IN INDONESIAN WEB-SERIES LAYANGAN PUTUS

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Abstract

Language as a tool of communication will be always developing through times. Globalization which enlarges the possibilities of speakers of different language to communicate strengthens the bilingualism. Code switching and code mixing as the most interesting phenomenon of bilingualism are found not only in daily life but also in popular cultures, like movies and web series. This article aims to analyse code switching and code mixing between Indonesian and English found in Indonesian web series *Layangan Putus* (The Broken Kite) using sociolinguistics approach. *Layangan Putus* is an Indonesian-language web-series but there are so many dialogues containing English words. Descriptive method was used in this article utilizing the theory of Hoffman (1991). The data were collected from utterances containing code switching by its main characters like Aris, Kinan, Lydia, and Miranda. The results of this research show that there are three types of code switching (inter-sentential, intra-sentential, and tag switching) and three types of code mixing (insertion, alternation, and congruent lexicalization). It could also be concluded from the research that there are some reasons which influence the use of code switching in *Layangan Putus* web series. They are as follows: discussion about particular topic (requiring English lexicons), interjection (inserting sentence fillers or sentence connector), using repetition for clarification, and expressing group identity. The last mentioned is the most interesting to discuss because it is believed that *Layangan Putus* is promoting high-class urban culture which tended to use English to construct their identity.

Keywords: code switching, code mixing, bilingualism, identity

1 INTRODUCTION

Language is one of the most important aspects of human civilization. Language is not only a means to communicate an object, but also to construct and maintain relationship with other people. (Trudgill, 1974). There are many subjects of science we could use to study language, which are mainly classified as linguistics. Sociolinguistics is one of its most interesting branches. It does not merely focus on grammar and structures, but far beyond them. Sociolinguistics is a sub-field of linguistics that focuses on research on the social aspects of language. It examines the correlation between these social factors and language variation (Hickerson 1980: 81). Sociolinguistics also study the characteristics of language variation, function, and speakers (Fishman, 1972: 4). The most interesting fact of language speakers is the existence of people who can speak several different languages. They tend to use more than one language to communicate and share ideas, thoughts, feelings, emotions, and others. Linguists label these people as a bilingual or multilingual community.

Bilingualism is the skill of people who use or can use two languages, with the same or almost the same level of fluency, while multilingualism is the skill of people who use or have the ability to use several languages (Wardaugh, 1986: 101). Bilingual people are described as people who speak the same two languages, who also act appropriately in sociocultural ways in both languages (Bialystock, 2006: 175). There are some conditions which make a person becomes bilingual; the acquisition of two languages sequentially, such as the second language being learned later at school and the acquisition of two languages simultaneously, such as where young child is exposed to two different languages in the home at the same time (Gunawan et al., 2018).

In bilingual or multilingual settings, people change, switch, and mix the language they use when speak. This phenomenon is known as Code Switching and Code Mixing. ". Code switching can be defined as the use of more than one language variety, or style by a speaker within one utterance or discourse or between different interlocutors or situation (Romaine, 1992: 110). In the other word, code switching is a switch between two languages in one conversation across sentence or clause, while code mixing" is a change from one language to another in the same speech or sentence in spoken or written texts (Hoffman, 1991: 104). In Indonesia, the phenomena of "code switching" and "code mixing" are easy to find in everyday life. Most "code switching" and "code mixing" occur in the speech of young people and public figures. Mixing two languages (especially Indonesian and English) into one is considered as something "cool" (Novedo et al., 2018: 01). In this globalization era, English has become the *lingua franca* of the world. The massive exposure of English on younger generation increases the possibility of bilingualism in many speech communities. The phenomena of "code switching" and "code mixing" which utilize Indonesian and English is not only found in everyday life, but also in media, television and popular cultures like movies, novel, and web series.

Layangan Putus is one of the most viral and successful web series in Indonesia. It is a web series which is aired on paid application named WeTv. This series tells a story about the household of Aris and Kinan. Kinan and Aris are a young couple whose marriage to be ruined because Aris was cheating with another woman named Lidya Danira. Kinan decided to solve their household issues through divorce. "It's my dream, not hers!" is the most iconic phrase from this web series. It is said by Kinan who has a big dream to visit Cappadocia, Turkey. Instead of fulfilling his wife's dream, Aris brought Lydia, her "girlfriend", away to enjoy short trip vacation to Cappadocia. "It's my dream" became so viral in the end of 2021. It was a no.#1 trending in various social media platforms like Twitter and Instagram. The problem is that Layangan Putus is an Indonesian-language show, but why the most viral phrase of this show is in English? Why do Kinan, Aris, and friends love to insert English phrases every time they speak?

The way the actors of Layangan Putus speak English in many occasions in this show is really intriguing. Many Indonesian audience are wondering why Kinan, Aris, Miranda, and most characters in this movie are very "*keminggris*" (a Javanese term for people who try to raise their prestige by using English). Are they actually bilingual? are they just "*keminggris*?" or are there something beyond that? Do the director intentionally mix-matches English and Indonesian to raise the rating or to represent particular identity and cultures? Based on these intriguing questions, it is so thrilling to conduct a study on this issue. This article aims to analyse code switching and code mixing between Indonesian and English found in Indonesian web series Layangan Putus using sociolinguistics approach.

2 METHODOLOGY

This study was conducted using qualitative descriptive approach focusing on content analysis. Content analysis may consist of recorded communication: transcripts of interviews, discourses, protocols of observations, video tapes, and documents (Busha & Harter, 1980). Descriptive qualitative method was used to see the real reality in the form of spoken language, and analyzing it objectively then describing it in the form of words and language. The aim is to understand the actions conducted by the subjects which contain different types of code mixing and code switching, and the reasons of code mixing and code switching based on Romaine and Hoffman's theory.

In this study, the subject of the study and the data source are the utterances of main characters of Layangan Putus (Episode 1A and 1B) which consists of Aris, Kinan, Lidya, and Miranda. The instrument used in this research is human instrument which is the writers themselves. Therefore, they play the role as the main research instrument to collect and analyze the data, while the video broadcasting to analyze is the second instrument. To collect the data, the observation and documentary method were applied. Documentation method is chosen because it can collect the data based on transcript, book, newspaper, magazine, notes, and agenda (Arikunto, 2006: 231) In this study, documentation was utilized to collect the data about the types of code switching and code mixing in Layangan Putus web series. After that, it was analyzed to find out the reason and the background of code switching and code mixing phenomena.

3 RESULTS

3.1 Code Switching in Layangan Putus Webseries

After watching, observing, and documenting Layangan Putus Web series Episode 1A and 1B, three types of code switching are found; inter-sentential, intra-sentential, and tag switching.



Figure 1. Promotional Poster of Layangan Putus Web Series.

3.1.1 Intra sentential

Intra sentential is code switching within the clause or sentence. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. Intra sentential is code switching in which switches occur between a clause or sentence boundary (Girsang, 2015: 05). The writers found some sentences which contains intra sentential code switching. Some of them are displayed in the following table.

Table 1. Intra Sentential Code Switching in Layangan Putus

	Sentence	Speaker	Eps/Time
1	<i>But hopefully</i> bisnis kita makin lancar yaa (But hopefully our business would run well)	Miranda	1A/ 04:45
2	<i>Sure, why not?</i> Yuk, temenin yuk, <i>let's go!</i> (Sure, why not, let's accompany her, let's go!)	Miranda	1A/ 06:05
3	<i>Not just Sangria, I mean if you like</i> kita ada Cendol Dawet juga (Not just Sangria, I mean if you like we also have Cendol Dawet- kind of Javanese beverage-)	Aris	1A/ 06:01
4	<i>So that's what you want,</i> balon udara? (So that's what you want, air balloon?)	Aris	1A/34:05
5	<i>I don't know</i> pasti ada waktulah buat nge-cas (I don't know you must have time for charging)	Kinan	1B/02:53
6	<i>Don't forget invoice</i> juga cepet cair (Don't forget the invoice will be released soon)	Miranda	1A/04:48

3.1.2 Inter sentential

Inter sentential occurs when a bilingual or multilingual person switches from one language to another between different sentences. One sentence will be in one language while the other sentence will be in a completely different language (Novedo, et al, 2018: 06). Some of inter sentential code switching found in Layangan Putus web series are as follows:

Table 2. Inter Sentential Code Switching in Layangan Putus

	Sentence	Speaker	Eps/Time
1	<i>Oh, so sweet.</i> Gue buka yaa (Oh, so sweet. Let me open it)	Kinan	1A/ 02:04
2	<i>Oh thank you, Mir.</i> Kenalin ini sahabat-sahabat aku (Oh, thank you, Mir. Let me introduce you to my friends.)	Kinan	1A/ 05:43
3	<i>I love you six, bye!</i> Hati-hati ya. (I love you six, bye! Take care!)	Kinan	1A/ 11:04
4	<i>I have to steal you for a while.</i> Sebentar ya culik dulu Kinan-nya (I have to steal you for a while. Let me kidnap Kinan for a minute)	Aris	1A/ 02:16
5	<i>Anyway, congratulations!</i> Raya udah mau punya adek sekarang. <i>I can't believe it.</i> (Anyway, congratulations! Raya is going to have a little brother now. I can't believe it)	Miranda	1A/ 04:37
6	Lain kali aku janji akan aku perbaiki. <i>It won't happen again.</i> (Next time I promise to fix it. It won't happen again)	Kinan	1B/ 04:08

3.1.3 Tag switching

This switching is called tag switching when the speech occurs with an exclamation mark in a different language. Generally, these tags are used to emphasize something or express some kind of feeling like sudden surprise (Sualang, 2017: 07).

Table 3. Tag Switching in Layangan Putus

	Sentence	Speaker	Time
1	<i>I think I forgot, ya!</i> (I think I forgot, yes!)	Kinan	1B/ 02:04
2	<i>I know this is too much, khan?</i> (I think this is too much, isn't it?)	Lidya	1B/ 21:35
3	<i>You know,</i> biasa ada urusan penting. (You know, there is an important thing as usual)	Miranda	1B/ 08:52
4	<i>Thank you, loh!</i> (Thank you, though!)	Kinan	1A/ 03:12

3.2 Code Mixing in Layangan Putus Web series

After watching, observing, and documenting Layangan Putus Webseries Episode 1A and 1B, the writers found three types of code mixing, they are: insertion, alternation, and congruent lexicalization

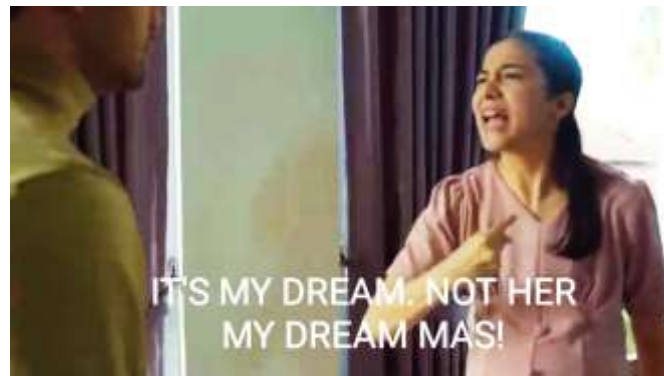


Figure 2. Screenshot of "It's My Dream" scene.

3.2.1 Insertion

Insertion refers to an event when a speaker is inserting lexical items or entire constituents from one language into a structure of the other language within a sentence (Riarda, 2017). There are dozens of insertions found in Layangan Putus. Some of them are displayed below.

Table 4. Insertion in Layangan Putus

	Sentence	Speaker	Time
1	Sorry tadi agak <i>hectic</i> di rumah. (Sorry, it was little bit hectic at home)	Kinan	1A/ 04:32
2	Good ya gitu-gitu aja sih. (Good that's just fine)	Aris	1A/ 26: 59
3	Aris itu masih belum <i>move on</i> dia masih <i>insecure</i> (Aris has not moved on, he is still insecure)	Aris' friend	1A/ 04: 11
4	Jagung rebus, jagungnya <i>hot</i> , tapi lebih <i>hot</i> kamu (Boiled corn, the corn is hot, but you are hotter)	Aris' Friend	1B/ 07:02
5	Kita disuruh ngumpulin tugas <i>crafting</i> minggu depan (We are supposed to submit crafting assignment!)	Kinan	1B/ 08:28

3.2.2 Alternation

Alternation occurs between clauses. It means that alternation is used when speaker mixes his or her language with a phrase from other language. Alternation is particularly frequent in stable bilingual communities with a tradition of language separation (Muysken, 2000: 306). The writers spotted some alternation in Layangan Putus which could be described as follows:

Table 5. Alternation in Layangan Putus

	Sentence	Speaker	Time
1	Nggak apa-apa, <i>It's okay</i> . (I am really fine. It's okay)	Kinan	1B/ 07:05

2	Oh nggak lah, <i>what's up?</i> (of course not!, what's up)	Kinan	1B/ 08:13
3	Kalau kamu ada masalah <i>let me know!</i> Cerita! (if you have problem please let me know, speak!)	Kinan	1B/ 03:47
4	<i>You look really nice</i> , Ini <i>custom-made</i> atau <i>off the rack?</i> (You look really nice. Is this custom-made or off the rack?)	Miranda	1A/ 05:07

3.2.3 Congruent Lexicalization

Congruent lexicalization refers to the situation where two languages share grammatical structure, which the structure can lexically filled with elements from their language. Congruent lexicalization is most often present mixing between dialects and between languages, which are close to each other in structure (Riarda, 2017: 46). There are only two findings about congruent lexicalization as mentioned below:

Table 6. Congruent Lexicalization in *Layangan Putus*

	Sentence	Speaker	Time
1	Tapi lebih merasa <i>hepi</i> sih dari pada cape nya (But I feel happier than tired)	Kinan	1A/ 08:14
2	Aduh kamu tambah <i>gelowiiiiing</i> banget (You are more glowing so much)	Bu Mary	1A/ 11:47

The first finding shows that Kinan says “*hepi*”, which is actually an English word “happy” using Indonesian accent: he-pi. The second finding shows Bu Mary (Kinan’s neighbour) praising Kinan’s beauty using the word “*gelowiiiiing*” (with long emphasize the end) which is influenced by Indonesian accent. In Indonesian, we can add long emphasize in the end to express exaggeration. For example: “*besar*” means big but “*besaaaaaar*” means very big. This modification does not exist in English.

3.3 Reasons Influencing Code Switching and Code Mixing in *Layangan Putus* Web Series

After watching, observing, and documenting *Layangan Putus* Web series Episode 1A and 1B, the writers found four reasons influencing code switching and code mixing, they are: discussion about particular topic (requiring English lexicons, using repetition for clarification, and expressing group identity

3.3.1 Discussion about Particular Topic

The fact that particular languages are always associated with particular topic or field is very interesting. For example, it is not surprising that English is always considered as language of technology, business, and science, meanwhile Arabic is somehow associated with Islam or anything religious. In *Layangan putus*, there are some examples of how English and Indonesian are interchangeable due to some topic discussed in the dialogue.

“Not just Sangria, I mean if you like kita ada Cendol Dawet juga”, (not only Sangria, I mean if you like we also have Cendol Dawet), said Aris in a party.

It is intriguing how Aris suddenly switched from English when he talked about Sangria to Indonesian when he talked about cendol dawet. Sangria represents modern western-style alcoholic

beverage and cendol dawet represents traditional Indonesian/Javanese beverage. It could be inferred from this switch that in discussing about culinary topic, Aris tended to use English for modern drinks and Indonesian for traditional drink to make it more appropriate.



Figure 3. Sangria Vs Cendol Dawet

“Don't forget invoice juga cepet cair”. (Don't forget the invoice will be released soon), said Miranda to Aris

You look really nice, Ini custom-made atau off the rack? (You look really nice. Is this custom-made or off the rack?), said Miranda complementing Aris' good-look.

The second finding comes from Miranda. Owning a big multinational corporation, Miranda holds the title as “the most *keminggris* character” in the show. *Keminggris* is a Javanese term for those who love to speak English for prestige. In fact, the use of English by Miranda is not surprising. In business setting, the use of English is massive, especially in Jakarta. Therefore, Miranda prefers to say: “don't forget invoice” instead of “jangan lupa nota tagihannya”. It is believed that English lexicons is more specific and accurate to describe business terms than Indonesian. Not only in the topic of culinary and business, in fashion, the use of English language is also enormous. Therefore, Miranda preferred to say “custom-made” and “off the rack” instead “sesuai pesanan” or “beli di toko”. This is due to the lack of ability of Indonesian to describe fashion terms

3.3.2 Using repetition for clarification

It is common for a bilingual speaker to repeat a word or phrase in a language with a word or phrase from other language to emphasize or clarify the meaning. This repetition also occurs few times in *Layangan Putus* web series as described below:

Nggak apa-apa, it's okay (I am fine. It's okay, said Kinan to Aris

In this sentence, Kinan is trying to convince Aris that she has no problems if Aris spends a night in Bandung for a business purpose. Therefore, she repeated his statement in other language to emphasize that she has no objections.

3.3.3 Expressing group identity

English as an international language is an unavoidable necessity to survive in this globalization era. In order to communicate and negotiate with anyone around the world, everyone is required to speak international language. English holds its position as *de facto* (if not *de jure*) international language. The phenomenon of code switching and code mixing in Indonesia is one of most obvious effects of the influence of English as an international language. According to Devie

Rachmawati, a sociology scholar from Universitas Indonesia, in bilingual setting, mixing languages is a hierarchical symbol that shows social status, education, and honour (CNN Indonesia, 2018)

Layangan Putus is a perfect example of this issue. Set in the elite South Jakarta neighbourhood, all characters of this series are the member of Jaksel (Jakarta Selatan) community. South Jakarta is home to many wealthy families, celebrities, and expatriates. SCBD (Sudirman Central Business District), the largest business quarter in Indonesia is located here. Many international schools are located here and the youth of this community prefers to study abroad for higher education. Therefore, bilingualism is an inevitable phenomenon. Ni Wayan, a linguistic scholar from Unair explains about Jaksel language: "The social level of the people of South Jakarta is considered higher so they feel the need to include elements of English in their daily conversations," (Kompas, 2019)



Figure 4. Aris and Kinan's luxurious house

Aris is depicted as the CEO of a big multinational company, as well as Miranda. Meanwhile, Kinan, having a graduate degree in medicine (but deciding not to be a doctor but to be a housewife), is always surrounded by Dita and Andre, both are doctors and Lola, a lawyer. Lidya as the *femme fatale* is depicted as psychiatrist in international school where Raya and Brandon (Kinan and Miranda's children) study. All these characters construct the identity of an elite and prestigious community.

Before Layangan Putus, web series is not really popular in Indonesia. People get used to watch Sinetron, an Indonesian version of telenovela or soap opera which typically portray stories about husband-wife. The story is always cliché, exaggerating and is intended to target medium-class audience. Therefore, I believe that the director of Layangan Putus intentionally utilized English to build the image of a more "classy" show. It will broaden the target audience from medium-class housewives to youth and higher-class community. In the word English language is "exploited" to raise the rating of this show.

4 CONCLUSIONS

It is always mesmerizing to see how globalization and the development of technology has made boundaries between nations and cultures nearly vanished. A language as one of the main barriers between communities has been blended, mixed, and inter-connected. This research describes how globalization has influenced the characters in Layangan Putus to conduct bilingualism in their speeches. It could be summarized there are three types of code switching (inter-sentential, intra-sentential, and tag switching) and three types of code mixing (insertion, alternation, and congruent lexicalization). It could also be concluded from the research that there are some reasons which influence the use of code

switching in Layangan Putus web series, they are as follows: discussion about particular topic (requiring English lexicons), interjection (inserting sentence fillers or sentence connector), using repetition for clarification, and expressing group identity. The director of Layangan Putus intentionally inserts the element of English to construct the identity of its characters. This show has successfully brought the typical "husband-wife" which is always cliché to the highest level.

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STUDENTS' LEARNING STRATEGIES LEVELS IN LEARNING EFL AT STATE ISLAMIC INSTITUTE OF KEDIRI, INDONESIA

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Abstract

Learning strategies are some appropriate ways used by learners to achieve successful learning. The aims of this research are to measure the levels of learning strategies and to see the most and the least of learning strategies used by learners in learning EFL. The research design is qualitative. 125 students of English Department of IAIN Kediri, Indonesia are used as respondents. This research uses 50 statements of closed questionnaires of strategy inventory of language learning (SILL). The results show that students' learning strategies are at high level with the mean score 3.6. It means that the students generally use their own learning strategies in learning EFL. Among the six types of learning strategies, metacognitive strategies get the highest mean score 3.8, at high level; while memory strategies get the lowest mean score 3.3, at medium level. It means that metacognitive strategies are the most frequently used, while memory strategies are the least frequently used. EFL learners should be aware in using the most appropriate learning strategies for them in learning to achieve successful results.

Keywords: learning strategies, EFL learners

1 INTRODUCTION

English as a foreign language (EFL) is a compulsory subject for Indonesian learners since they were sitting in Junior High School. Even some favourite or qualified Elementary Schools and Kinder Garten in Indonesia also have implemented English subject in their schools. When students are sitting in a university level, they have been learning English for many years. Although university students have been learning English for many years, they still face some problems or difficulties in their learning. There are some causes and one of them because of the different pattern between Indonesian, the language that has been learned, and English, the target language they are learning.

The interference of the first to the second language, Indonesian to English, causes problems. First, English has time and tense, while Indonesian just has time and does not have tense. Second, English has different verb form: verb-1, verb-2, verb-3, and verb-ing, and they are used in different tense and time, while Indonesian just has one verb form which can be used at different time and condition. Third, English has singular and plural noun, while Indonesian does not have. When learners want to plural noun of Indonesian, they just add an adverb of frequency in order to show the number of the quantity. Fourth, in forming a noun phrase, English uses adjective + noun pattern, while Indonesian uses noun + adjective.

Besides the interference of Indonesian to English, problems in learning EFL are caused by the limitation the English knowledge, such as faulty generalization to apply the formula without realizing some exceptions how to change from singular to plural noun, how to change from the first to the second and the third verb form, and etc. In line with the statements above, Gayo and Widodo find that the major sources of errors are interlingual errors which are caused by interference of the first to the second language and intralingual errors which are caused by the limitations of learners' competence to master EFL rule systems (2018). In order to overcome those problems, learners of EFL have to find out the ways how to learn effectively so that they are able to achieve successful learning. It means that learners of EFL have to use appropriate learning strategies to help them improve their learning.

Learning strategies are specific ways, actions, or activities used by learners to make learning easier and more effective to achieve more successful results (Oxford:1990; O'Malley & Chamot: 1990)). Therefore, learning strategies play a very important role in language learning (Su:2018). Students should be aware to use their learning strategies to improve their learning and teachers have to guide their students to use the most appropriate learning strategies in order to overcome problems in learning (Thamer:2022). Besides guiding the students to use their own strategies, teachers have to be aware and to be able to train the most appropriate learning strategies to their students to help them enhance their style and their English skills (Winarto:2015; Khoshsima & Tiyyar: 2015). Different learning style tends to use different learning strategies or learning strategies will change based on their learning style. (Kafadar:2014; Setiadi et al.:2016). Students may get failures in learning because of inability to choose appropriate learning strategies (Jamaludin et al.:2021). Successful students use more variations of learning strategies than unsuccessful students (Simsek et al.:2010). Based on the information above, knowing students' learning strategies is very important for them and their teachers.

In this research, the researcher uses Oxford's theory that divides learning strategies into two big classifications, direct and indirect learning strategies. Firstly, direct strategies are strategies used by learners which involve directly the language they learn. She divides direct strategies into memory, cognitive, and compensation strategies. Memory strategies relate to storing and retrieving information. Cognitive strategies relate to thinking that needs mental operations. The third type of direct strategies, compensation strategies, relate to using new word or synonym to overcome the limitations of the learners' competence. Secondly, indirect strategies are strategies used by learners which do not directly involve the language they learn. She divides indirect strategies into metacognitive, affective, and social strategies. Metacognitive strategies are strategies that involve actions outside of the cognitive devices. Next, affective strategies relate to learners' feelings and emotions. At last, social strategies relate to other people that can help learners to learn. Based on the background above, the aims of conducting this research are to measure the students' level of learning strategies used in learning EFL and to see the most and the least frequency of students' learning strategies used in learning EFL.

2 METHODOLOGY

The design of this research is qualitative. This design is used because the researcher presents the description of phenomena holistic-contextually through the collection of data from natural setting. There is no treatment to the respondent and no statistical analysis used to analyze the data to prove the hypothesis. The numbers of data are only used to help the researcher to analyzed the research results and they are interpreted descriptively.

The respondents are 125 students taken from the second and third year students of English Department of State Islamic Institute of Kediri. The considerations of taking those respondents are they are still active to have English subjects and they have enough knowledge and enough experiences in learning EFL. From these points it is assumed that they use various of their learning strategies when they learn EFL.

The instrument used is closed questionnaire. There are 50 statements of closed questionnaire taken from Strategy Inventory for Language Learning (SILL) for speakers of EFL adapted from Oxford. The 50 statements are divided into six parts; they are: 9 statements of memory strategies, 14 statements of cognitive strategies, 6 statements of compensation strategies, 9 statements of metacognitive strategies, 6 statements of affective strategies, and 6 statements of social strategies.

The collection of data is divided into some steps. First, the researcher prepares the questionnaire sheets. The questionnaire sheet includes directions how to give response to the statements given, the aims of distributing the questionnaire sheet, the request to give response based on the facts, and the clarification that the responses have no effect to their academic subjects so that they are not asked to write their names in the sheets. Second, the researcher distributes the questionnaire sheets to 125 respondents and ask them to submit the questionnaire sheets when they have finished. The respondents give response to the 50 statements whether every statement is always or almost always true (score 5), usually true (score 4), somewhat true (score 3), usually not true (score 2), and never or almost never true (score 1).

After collecting the data, the researcher counts the score of every statement item and of every respondent. After counting the sum of the scores of every item of all respondents, the researcher counts

the mean score of every item, the mean score of every type of learning strategies, and overall mean score of the students' learning strategies. At last, based on the mean scores, the students' learning strategies levels can be measured and can be interpreted.

Table 1. Scoring Rubric of the Learning Strategies Level

No	Range of the Mean Score	Classification of the Learning Strategies Level	Frequency of the Learning Strategies Used
1	4.5 - 5.0	Very High	Always or Almost Always Used
2	3.5 - 4.4	High	Usually Used
3	2.5 - 3.4	Medium	Sometimes Used
4	1.5 - 2.4	Low	Rarely or Usually not Used
5	1.0 - 1.4	Very Low	Never or Almost Never Used

3 RESULTS

Based on the instrument given to 125 respondents, there are 50 statements of closed questionnaire taken from SILL which consist of 9 statements or statements number 1 to 9 represent memory strategies, 14 statements or statements number 10 to 23 represent cognitive strategies, 6 statements or statements number 24 to 29 represent compensation strategies, 9 statements or statements number 30 to 38 represent metacognitive strategies, 6 statements or statements number 39 to 44 represent affective strategies, and 6 statements or statements number 45 to 50 represent social strategies. The research results are as follows.

Table 2. Students' Learning Strategies Levels

No	Students' Learning Strategies	Item Number of Statements	Mean Score	Learning Strategies Levels	Learning Strategies Frequencies Used
1	Memory Strategies	1	3.7	High Level	Usually Used
		2	3.5	High Level	Usually Used
		3	3.7	High Level	Usually Used
		4	3.2	Medium Level	Sometimes Used
		5	3.0	Medium Level	Sometimes Used
		6	2.9	Medium Level	Sometimes Used
		7	3.2	Medium Level	Sometimes Used
		8	3.4	Medium Level	Sometimes Used
		9	3.3	Medium Level	Sometimes Used
		1-9	3.3	Medium Level	Sometimes Used
2	Cognitive Strategies	10	3.5	High Level	Usually Used
		11	3.8	High Level	Usually Used
		12	3.9	High Level	Usually Used
		13	3.4	Medium Level	Sometimes Used
		14	3.6	High Level	Usually Used
		15	3.6	High Level	Usually Used
		16	3.4	Medium Level	Sometimes Used
		17	3.5	High Level	Usually Used
		18	3.6	High Level	Usually Used
		19	3.4	Medium Level	Sometimes Used
		20	3.5	High Level	Usually Used
		21	3.4	Medium Level	Sometimes Used
		22	3.5	High Level	Usually Used
23	3.5	High Level	Usually Used		
		10-23	3.5	High Level	Usually Used

3	Compensation Strategies	24	3.8	High Level	Usually Used
		25	4.0	High Level	Usually Used
		26	3.5	High Level	Usually Used
		27	3.2	Medium Level	Sometimes Used
		28	3.5	High Level	Usually Used
		29	3.8	High Level	Usually Used
		24 - 29	3.6	<i>High Level</i>	<i>Usually Used</i>
4	Metacognitive Strategies	30	3.8	High Level	Usually Used
		31	4.0	High Level	Usually Used
		32	4.0	High Level	Usually Used
		33	4.1	High Level	Usually Used
		34	3.5	High Level	Usually Used
		35	3.8	High Level	Usually Used
		36	3.6	High Level	Usually Used
		37	3.6	High Level	Usually Used
		38	3.9	High Level	Usually Used
		30 - 38	3.8	<i>High Level</i>	<i>Usually Used</i>
5	Affective Strategies	39	3.9	High Level	Usually Used
		40	3.8	High Level	Usually Used
		41	3.1	Medium Level	Sometimes Used
		42	3.4	Medium Level	Sometimes Used
		43	2.6	Medium Level	Sometimes Used
		44	3.4	Medium Level	Sometimes Used
		39 - 44	3.4	<i>Medium Level</i>	<i>Sometimes Used</i>
6	Social Strategies	45	4.2	High Level	Usually Used
		46	3.6	High Level	Usually Used
		47	4.0	High Level	Usually Used
		48	3.8	High Level	Usually Used
		49	3.5	High Level	Usually Used
		50	3.4	Medium Level	Sometimes Used
		45 - 50	3.7	<i>High Level</i>	<i>Usually Used</i>
Overall Students' Learning Strategies Levels		1 - 50	3.6	<i>High Level</i>	<i>Usually Used</i>

3.1 Students' Learning Strategies Levels

The research results of the students' learning strategies levels are reported based on the learning strategies classification, memory, cognitive, compensation, metacognitive, affective, and social strategies. Besides they are reported separately, they are also reported in general of the overall students' learning strategies.

3.1.1 Memory Strategies Level

Among the nine statements of the memory strategies, statements number 1, 2, and 3 get score 3.7, 3.5, and 3.7 which are classified as high level. In learning EFL, the students usually try to connect what they have learnt with what they are going to learn, use new words in a sentence, and try to connect the sound of new English words and an image in order to help them to remember. On the other hand, statements number 4, 5, 6, 7, 8, and 9 get score 3.2, 3.0, 2.9, 3.2, 3.4, and 3.3 which are classified as medium level. In this case, the students sometimes use the following strategies: remembering new word using mental picture of situation, rhymes, flashcards, physical acts. Besides that, students sometimes recall their memory by reviewing often and remembering the place, the page, etc. The average of the overall score of memory strategies is 3.3. It means that the students' level of memory strategies is at medium level. In this case, the students sometimes use their memory strategies.

3.1.2 *Cognitive Strategies Level*

Statements number 10 to 23 represent students' cognitive strategies. Statements number 10, 11, 12, 14, 15, 17, 18, 20, 22, and 23 get score 3.5, 3.8, 3.9, 3.6, 3.6, 3.5, 3.6, 3.5, 3.5, and 3.5 which are classified as high level. In this case, students usually do the following activities in English, such as: saying or writing new words often, talking to native speakers, practicing the sounds, making conversation, watching tv, writing notes, reporting news, skimming, finding patterns, translating globally, and summarizing. On the other side, statements number 13, 16, 19, and 21 get score 3.4, 3.4, and 3.4 which are classified as medium level. Here, in learning English, students sometimes using words in different ways, reading for pleasure, finding similar words, and finding the meaning of words. The average of the overall score of cognitive strategies is 3.5. It means that the students' level of cognitive strategies is at high level. In this case, the students usually / generally use their cognitive strategies.

3.1.3 *Compensation Strategies Level*

Among the six statements of the compensation strategies, statements number 24, 25, 26, 28, and 29 get score 3.8, 4.0, 3.5, 3.5, and 3.5 which are classified as high level. Based on the data of compensation strategies, most of them are at high level. They usually use the strategies of guessing, using gestures, making up new words, and using synonym. But statement number 27 gets score 3.2 which is classified as medium level. It means that students sometimes use the strategy of reading without looking up word by word. The average of the overall score of compensation strategies is 3.6. It means that the students' level of compensation strategies is at high level. In this case, the students usually / generally use their compensation strategies.

3.1.4 *Metacognitive Strategies Level*

In term of cognitive strategies, statements number 30 to 38 get score 3.8, 4.0, 4.0, 4.1, 3.5, 3.8, 3.6, 3.6, and 3.9 which are classified as high level. In this case, all metacognitive strategies are at high level. Students usually use the strategies of finding various ways, identifying the mistakes and trying to improve them, planning, looking for people to talk, reading a lot, setting goals, and thinking about the progress of their learning. The average of the overall score of metacognitive strategies is 3.8. It means that the students' level of metacognitive strategies is at high level. In this case, the students usually / generally use their metacognitive strategies.

3.1.5 *Affective Strategies Level*

Among the six statements of the affective strategies, statements number 39 and 40 get score 3.9, and 3.8 which are classified as high level. In applying affective strategies, students usually do activities to make them feel relax and encourage them to brave to perform in English. On the other hand, statements number 41 to 44 get score 3.1, 3.4, 2.6, and 3.4 which are classified as medium level. It means that students sometimes rewarding themselves, writing down their feelings, talking to other people about their feelings, in order to control their feelings and emotions. The average of the overall score of affective strategies is 3.4. It means that the students' level of affective strategies is at medium level. In this case, the students sometimes use their affective strategies.

3.1.6 *Social Strategies Level*

In term of social strategies, statements number 45 to 49 get score 4.2, 3.6, 4.0, 4.0, 3.8 3.8, 4.0, 4.0, 4.1, 3.5, 3.8, 3.6, 3.6, and 3.5 which are classified as high level; while statement number 50 get score 3.4 which is classified medium as high level. In using social strategies, students usually ask other people to repeat or to slow down, ask other people such as: teachers / lectures or friends or others to correct their work or ask for help or ask for questions, etc. Besides that, students sometimes learn about English cultures. In summary, the average of the overall score of social strategies is 3.7. It means that the students' level of social strategies is at high level. In this case, the students usually / generally use their social strategies.

3.1.7 *Overall Students' Learning Strategies Level*

Based on the students' learning strategies levels, memory and affective strategies are at medium level which means they are sometimes used by students in learning EFL. On the other hand, cognitive, metacognitive, compensation, and social strategies are at high level which means they usually or

generally use those strategies. Based on the table below, the first rank is metacognitive strategies, the second rank is social strategies, the third rank is compensation strategies, the fourth rank is cognitive strategies, the fifth rank is affective strategies, and the sixth or the last rank is memory strategies. Although there are still two classes of the learning strategies are at medium level, the overall of the average score of the students' learning strategies is 3.6 which means the level of the students' learning strategies in general is high. It can also be said that students generally or usually use of about their learning strategies in learning EFL.

Table 3. Recapitulation of Students' Learning Strategies Levels

No.	Students' Learning Strategies	Mean Score	Learning Strategies Levels	Learning Strategies Frequencies Used	Rank
1	Memory Strategies	3,3	Medium Level	Sometimes Used	6
2	Cognitive Strategies	3,5	High Level	Usually Used	4
3	Compensation Strategies	3,6	High Level	Usually Used	3
4	Metacognitive strategies	3,8	High Level	Usually Used	1
5	Affective Strategies	3,4	Medium Level	Sometimes Used	5
6	Social Strategies	3,7	High level	Usually Used	2
<i>Overall learning strategies</i>		<i>3,6</i>	<i>High Level</i>	<i>Usually Used</i>	

3.2 The Most and The Least of Students' Learning Strategies Used

Based on the research results, the highest of the average score among the six categories of students' learning strategies is metacognitive strategies. These strategies get score 3.8 which is classified as high level. The students usually, generally, or commonly use their metacognitive strategies.

On the other hand, the lowest of the average score among the six categories of students' learning strategies is memory strategies. These strategies get score 3.3 which is classified as medium level. The students sometimes use their memory strategies.

3.3 Discussion

Based on the theories and previous researches, it can be seen that all students use their own learning strategies in learning EFL. Students use various learning strategies either to overcome their problems in learning English as a foreign or second language or to enhance their competence in learning English. It also can be said that different learners have different styles in learning; therefore, they use different learning strategies. It is assumed that those who know, understand, and realize the best ways to learn, the most effective learning strategies, they will get easier in learning and are able to achieve successful results.

Based on the research results, the learning strategies which become the most frequently used by students are metacognitive strategies. Besides metacognitive strategies, there are still three other learning strategies are at high level, they are: social strategies, compensation strategies, and cognitive strategies. In other words, we can say that students usually, generally, or commonly use those strategies in learning EFL. On the other hand, the learning strategies which become the least frequently used by students are memory strategies, then followed by affective strategies. Those strategies are at medium level. In other words, we can say that students sometimes use memory and affective strategies in learning EFL. Although in summary, the research results still come to the conclusion that the students' learning strategies are at high level which mean that they usually use their learning strategies in learning EFL.

The research results above support the previous researches. It has been found that metacognitive strategies are the most dominant learning strategies used by students in learning EFL (Tanjung: 2018;

Wulandari: 2018). On the hand, the learning strategies which are the least frequently used are affective and memory strategies (Wulandary:2018). Besides that, Winarto (2018) has proved that metacognitive and social strategies are able to improve students' writing skill. In short, almost all researchers agree that students have to be aware in using the most appropriate learning strategies based on their own styles in learning. On the other side, English teachers or lectures can train their students to use their learning strategies to become habit. It has been proved that successful learners use more various learning strategies than the unsuccessful ones. The failure in choosing the most appropriate learning strategies will affect the negative result in learning, or at least students will be unable to achieve the maximum results in their learning.

4 CONCLUSIONS

Learning strategies are students' ways in learning to make learning easier and more effective to achieve successful results. Based on the research results, memory strategies get score 3.3 which is at medium level, cognitive strategies get score 3.5 which is at high level, compensation strategies get score 3.6 which is at high level, metacognitive strategies get score 3.8 which is at high level, affective strategies get score 3.4 which is at medium level, and social strategies get score 3.7 which is at high level. Based on the mean scores of the highest to the lowest mean score of those students' learning strategies levels, the first rank is placed metacognitive strategies, then followed the next ranks are social strategies, compensation strategies, cognitive strategies, and the two lowest ranks are affective and memory strategies. Although there are two learning strategies are at medium level, in summary, the overall of average of the students' learning strategies levels is 3.6 which is at high level. It means that students generally / commonly / usually use their learning strategies in learning EFL. Secondly, the learning strategies which are the most frequently used by students are metacognitive strategies; while the learning strategies which are the least frequently used are memory strategies.

By knowing students' learning strategies levels, and the most and the least of the students' learning strategies frequently used, English teachers / lecturers and English students or learners have to be aware about the students' learning strategies. It will be useful if teachers or lectures have a chance to train their students to use various learning strategies. On the other side, every student has also to be able to select and choose the most appropriate learning strategies that can be used by him / her to make learning easier and more effective in learning EFL to achieve maximum results.

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AN ANALYSIS OF ENGLISH YOUTUBE CONTENT AS A MEDIA TO IMPROVE PRONUNCIATION SKILLS

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Abstract

Pronunciation is fundamental of the English components which is important to be learned because to minimize misunderstandings in communication. Therefore, an appropriate learning media is needed to help students improving their pronunciation skill. The purpose of this article then was written to analyze YouTube content which helps to improve students English pronunciation skills. Qualitative content analysis research is used in this study. This research then focuses on analyzing the content of the VOA Learning English channel for students to learn pronunciation. There are 86 videos which were analyzed. The channel shows that people who learn English must master pronunciation skills since a slight difference of pronouncing the sound of a word need to learn in detail. The result showed that 16 videos discussed about vowels, 34 videos discussed about consonant, 32 videos discussed about common issue and several definitions about pronunciation, 9 videos discussed about how to pronounce word stress in many words, 6 videos discussed about consonant sound, 3 videos discussed about how falling and raising intonation, 2 videos discussed about syllable. This indicates that pronunciation becomes the concentration of student learning to determine understanding in English. In conclusion, students must be able to their pronunciation used in communication need.

Keywords: Pronunciation, Improve students, VOA Learning English.

1 INTRODUCTION

Language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area or the same cultural tradition (Verderber, 1999). Why should we pay attention to pronunciation in speaking? The answer is so simple, it is because pronunciation is the most important thing when communicating with others (Astuti, 2017). Whereas, Pronunciation is the main means of communication, and communication almost always occurs in some kind of social English student's interaction. One of the problems commonly faced by students in learning English is the pronunciation of English words (Purba et al., 2019). It requires students to understanding and recognizing connections between pronunciation and the people who use it. The main purpose of learning pronunciation that is to have not miss understanding. According to (Gilakjani, 2012) The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. Tecnological developments in the era of globalization make it easier for students to access learning media in the world of education. One of thr online media that can support as learning media is youtube. Moreover, YouTube is also believed to encourage students' independence in learning because students can self-study independently wherever and whenever (Mulyani and Dewi Sartika, 2019). The use of youtube as media of learning students it is very useful, because of students can access easily the various contents such as videos on YouTube. In addition, this media can increase sense of learning students to learn curiosity with the supporting media YouTube. English learning especially pronunciation become interesting material and increase enthusiasm current students learning styles.

In this modern era, there are some media that can be used to improve pronunciation ability. Many students get difficulties to imitate the native speaker, because generally native speakers speak quickly. So, they sometimes cannot understand what is conveyed by native speakers. They have to repeat many times to get understanding what the speaker said. According to Astuti et.al (2017) asking other people to repeat what they have said for many times might be considered as impolite one. It means

that it would be inappropriate if one asks another to always speak slowly and to repeat many times when doing a conversation. This condition then can be minimized by improving pronunciation skill to have better communication. Further, the way to improve pronunciation comes easily by the development of technology. One of the ways is the use of social media namely YouTube. It can be used to improve pronunciation since it provides a channel which deals with some contents to learn English. The channel is VoA which provides some videos to improve pronunciation. The explanation of the materials in video is very clear because the native speaker speaks correctly and slowly. Although the students are still in the process of imitating, at least they already have an idea (input) on how to pronounce each word and sentence properly.

Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction (Gilakjani, 2012). (Permatasari, 2019) state that the good pronunciation ability helps the speakers not only to produce an unambiguous statement orally but also to understand what the other speaker says. For students, producing a correct pronunciation is a tough challenge. Making mistakes in pronouncing English as a foreign language is common because they are not used to saying it yet (Astuti, 2017).

In fact, pronunciation is still a problem for students learning English. Indonesian learners often face some difficulties in learning English, especially in its pronunciation system (Saputra et al., 2020). (Fadillah, 2020) has highlighted that English pronunciation because of its official status as a foreign language, and the fact that English is only spoken by a small-scale population, Indonesian people are having difficulties learning English if not from scratch, and throughout its history in Indonesian education, English has been taught without first learning about its phonological and phonetic system. (Lasabuda, 2017) declared that learning words without pronunciation during beginning lessons is potentially damaging to their overall success. The reason why pronunciation is difficult to learn is because in the foreign language has many phonemes (sounds) that are not in the mother tongue or the first language of the learners (Astuti, 2017). An Indonesian learner may have problem to pronounce English words, although he gets an English subject at his school but he cannot make a pronunciation well (Simarmata & Pardede, 2018). Understanding pronunciation is importance will help design the instructional and academic ways to learn pronunciation. However, in this study, this research focus on analyzing of VoA video content as media to improve students pronunciation ability.

This research analyze VOA (Voice of America) video content of YouTube for English student's learners. There are some materials of pronunciation inside the video such as; how to pronounce vowels correctly, common issue for English pronunciation in many countries and several definitions about pronunciation, how falling and raising intonation in sentences, how to pronounce word stress in many words, syllable, how to pronounce consonant sound. However, this research only focuses on how to improve pronunciation skills using the theory of the implementation technology as media to learn and this a notable gap that the writer need to fill.

Considering the vital of pronunciation skills and the problems this is confronted through the students in communication, the researcher had been involved to their problems in pronounce the use of an educative an amusing approach. The approach that turned into selected turned into VoA (Voice of America) Learning English Video. The researcher selected VoA due to the fact this approach has a unique aspect, the speaker in VoA is a native speaker however they communicate slower than different general native audio system in order that the students can apprehend what the speaker said. Based on the rationale above, we had been involved to discover whether or not or now no longer the students' pronunciation talent may be advanced through VoA (Voice of America) Learning English Video.

2 METHODOLOGY

This research used content analysis as the research design to analyze the data of article. Mayring (2015) describes three basic forms of Qualitative Content Analysis that are correlated with three different objectives summarizing, explaining, and structuring (Mayring, 2015). He subsequently developed eight different tools (or applied methods) of analysis (Kuckartz, 2016). What they all have in common, and what is also the foundation of VCA (Video Content Analysis) as a content structuring approach, are six methodological principles: Qualitative Content Analysis (a) examines

communication, (b) as fixed (or documented) communication, (c) works systematically and therefore, (d) follows strict rules and (e) its theoretical foundations, with the aim of (1) drawing a conclusion regarding specific aspects of the documented communication (Mayring, 2004, 2014, 2015). Data were collected through identify the content video. According to Moretti et al. (2011), the advantage of qualitative research is the richness of the collected data and such data need to be interpreted and coded in a valid and reliable way. While this research uses video content analysis as the main material under the research.

3 RESULTS

Pronunciation learning materials are the important aspects of English, therefore, pronunciation is needed to be discussed. This study analyzed one of technology using as an utilization media to learn pronunciation. It was analyzing one YouTube channel namely VOA learning english as an media to learn pronunciation. The channel was chosen since it offers many materials of pronunciation lesson which can help people to improve pronunciation class. The analysis then was classified into some categories. There are two elements of pronunciation namely suprasegmental features (included stress, intonation, and connected speech) and segmental features (included phoneme). Which then has been constructed in form of an instrument. The categories talk about some components which must be learnt to support the process of pronunciation. Consist of 16 videos discussed about vowels, 34 videos discussed about consonant, 32 videos discussed about common issue and several definitions about pronunciation, 9 videos discussed about how to pronounce word stress in many words, 6 videos discussed about consonant sound, 3 videos discussed about how falling and raising intonation, 2 videos discussed about syllable . Further, the result of the analysis can be seen as in the table below.

Element of pronunciation	Definition	Description	Frequency
intonation	According to Kelly (2000, p. 86), the term intonation refers to the way the voice goes up and down in pitch when we are speaking.	how to practice falling and raising intonation in sentences	3
word stress	Kelly (2000, p. 66) assumes that all of the words have each identifiable syllable, and one of the syllables in each word will sound louder than the others	pronunciation in stressed words by american speakers	9
syllable	syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.	explained about syllable stress	2
vowel sound	One of the speech sounds that is always produced by people is a vowel. Kelly (2000, p. 29) assumes that vowels are articulated when a voiced airstream is shaped by the mouth.	Vowel sound contain about how to pronounce e, æ, ʌ, ʊ, ɒ, ə, i, ɪ, ɔ, ɔ, u, ɑ, ɪə, eə, ɪə, ɔɪ, ʌɪ, ɒʊ, ɪʊ	34
consonant sound	According to Kelly (2000, p. 47), there are three ways of describing the consonant sound: the manner of articulation, refers to the interaction between the various articulators and the airstream; the place of articulation, gives more information about what the various articulators actually do; and the force of articulation, the following terms are used: fortis or strong and lenis or weak.	Consonant sound contain about how to pronounce f, v, θ, ð, z, ʒ, ʒ, h, P, b, t, d, k, g, tʃ, dʒ, m, n, ŋ	6
common issue	English is the International language, this may cause English learners to think that learning pronunciation must be able in communication. Every culture has its own way of English, which is commonly become problems. Many students find pronunciation as one of the most difficult aspects in learning English (Gilakjani, 2012).	define about the mistakes of speakers from several countries and some definition about voicing	32

3.1 The Analysis of VOA learning English as Media to Improve Pronunciation Skill

Please, do not number manually the sections and subsections; the template will do it automatically.

3.1.1 Intonation

Intonation is the linguistic use of particular contours in the production of speech. According to ((How to) Kelly, Gerald - *How to Teach Pronunciation-Longman (2001).Pdf*, n.d.) the term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is an esseential part of how students know the expression our thoughts and to understand other people. This is a very conscious of English language, but mostly nan- native english students equally miss understanding. On VOA learning English video, they explains about falling and rising intonation in sentence, yes/no question and WH question.



Figure 1. Intonation.

3.1.2 Word Stress

((How to) Kelly, Gerald - *How to Teach Pronunciation-Longman (2001).Pdf*, n.d.) assumes that all of the words have each identifiable syllable, and one of the syllables in each word will sound louder than the others. On VOA English video, they explain about American speakers making a word stress in an abbreviation, compound noun, last part of verb, first part of phrasal verb and phrasal noun, last word of a place name, and when adjectives follow by noun.



Figure 2. Word Stress.

3.1.3 Syllable

Since the emergence of Prague School linguistics, the syllable has generally been recognized as a fundamental unit in phonological analysis among all the major schools of thought in the field (Mott, 2017). More recently, (Goldsmith, 2011) reminds us that "The syllable is one of the oldest constructs in the study of language, and most studies of phonology have found a place for the syllable within them." The philologists of the nineteenth century were fully aware of the fact that the outcome of the development of sounds is largely dependent on their phonetic contexts, which might mean their position in the syllable rather than their adjacency to other sounds in the speech chain. Therefore, a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. On VOA English video, they explain about schwa and how to say fast and breakfast with syllables. On VOA English video, they explain about schwa in a syllable.



Figure 3. Syllable.

3.1.4 Vowel Sound and Consonant Sound

According to ((How to) Kelly, Gerald - *How to Teach Pronunciation-Longman (2001).Pdf*, n.d.), phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle that gives us the total number of phonemes in a particular language. Kelly (2000, p. 2), defined the set of phonemes consists of two categories: vowel sounds and consonant sounds. On VOA English video, they explain about the correct pronunciation with IPA voice.



Figure 4. Vowel Sound.



Figure 5. Consonant Sound

3.1.5 Common Issue

English is the International language, this may cause English learners to think that learning pronunciation must be able in communication. Every culture has its own way of English, which is commonly become problems. Many students find pronunciation as one of the most difficult aspects in learning English (Gilakjani, 2012). As stated by Richard and Schmidt (2002:440) pronunciation is the way a certain sound or sounds are produced. It is unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.: You haven't pronounced this word correctly, and often relates the spoken word to its written form, e.g.: In the word knife, the k is not pronounced. Therefore, learning pronunciation have to focus on improving the oral production of students and solve that, including pronunciation. On VOA English video, they explains about explain some definitions of the elements of the phoneme and the pronunciation mistakes that are often made by speakers from seven countries.



Figure 6. Common Issue.

4 CONCLUSIONS

The research analyzed the content of YouTube and the objective of the research about some ways to improve pronunciation skills based on VOA learning English video YouTube Content. It showed that the content can help students to be able learn English pronunciation. This research is expected to make a real contribution to students learners, especially pronunciation skills. The use of Youtube in English class is very help enrich the material for learners. Input that does not only come from books help the internet generation who are familiar with various digital information sources understand the learning material better. This research is also expected provide an overview of technology, especially video internet-based, especially video technology based on English learning. Integration Youtube in learning English students are expected to increase students' interest and interest so that it can improve student pronunciation in English through content youtube videos.

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Our suggestion for the next writer is to do more research on video content analysis that can be used as teaching material for teacher And we also hope for further researchers to be able to analyze the application of Youtube content from other channels for student learning.

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AN ANALYSIS OF YOUTUBE CONTENT AS AN ALTERNATIVE MEDIA TO LEARN SPEAKING

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Abstract

An easy access of learning media and materials, a flexible schedule, an appropriate learning model, and an opportunity to practice are needed to learn English. In this digital era, learning English is facilitated by various kinds of social media which can be accessed anywhere and anytime, one of which is YouTube. Since speaking is the most important skill to master, therefore, this study aims to show that YouTube content can be an alternative media to learn speaking. This study uses qualitative content analysis where YouTube channel about strategies for learning speaking skill was analyzed. The result shows that from 248 videos analyzed, there were 23 videos about tips and motivation to learn English, 30 videos about the analysis of common mistakes in grammar and writing, 16 videos about idioms and some expression in daily communication, 2 videos about slang words, 24 videos about pronunciation, 76 videos about vocabularies, 3 videos about accents, 62 videos about public speaking and some videos which share the creators' experiences or daily lives, and 12 videos about grammar. Since the channel offers many contents for learning speaking, then YouTube can be chosen as an alternative media for learning speaking skill which offers an easy access.

Keyword: *YouTube videos, content analysis, strategies to learn speaking, learning media*

1. INTRODUCTION

An easy access of learning media and materials, a flexible schedule, an appropriate learning model, and an opportunity to practice English language skills are really needed to learn English as a foreign language. Since speaking helps people to transfer ideas and messages verbally in every part of life, therefore, it becomes the most important skill to master when learning a language. According to Nunan (2003:48) as cited in Safari and Fitriati (2016) and Brown (2007:4) as cited in Parmawati (2018) speaking is a productive oral skill which consists of constructing systematic verbal utterances to produce, receiving, and processing speech of sounds. There are five components should be seen when learning or assessing speaking, they are pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, 1974 in Fauzi et.al, 2021 and Brown, 2003: 172-173).

Pronunciation is very important part to be learnt to support interactive process of speaking since it leads learners to understand native speakers better and to be native-like speakers properly. Learning about pronunciation develops the learner's abilities to comprehend spoken language. The speaker's utterances can be understood by the hearer even if she makes mistakes in other areas of language when pronunciation is learned properly (Yudar et al., 2020). It means that by producing acceptable pronunciation, a speaker's speech can be understood despite having other mistakes and vice versa. Moreover, Fraser (2000) also said that being able to speak English involves certain subskills such as vocabulary, grammar, and pragmatics.

Since grammar is a branch of accuracy and accuracy is one of speaking aspect therefore grammar's ability is also needed to support speaking. According to Richards & Renandya, W. (2002) in (Abbaspour, 2016:146) grammatical competence helps speakers to use and to understand English language structures accurately and immediately, which then it facilitates their fluency.

Hence, fluency is also needed to support learners' learning speaking. Harmer (2015) mentions that fluency refers to focusing on the content of speech to communicate as effectively as possible because if a learner has good fluency he then can use a language quickly and confidently, with limited hesitations, unnatural pauses, etc.(Bailey, 2003 in Shahini & Shahamirian, 2017). There are four

characteristics for a successful speaking fluency according to Ur (1996) in Ilyas & Putri (2020). First, learners talk as much as possible of a period of time allotted to the activity is occupied by learner talk. Second, class discussion is not dominated by a minority of talkative participants; all the group members get their chance to speak and contributions are fairly, evenly distributed. Third, learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve the task objectives. Last, learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Other components which also support to learn speaking are vocabularies and comprehension. As stated by Neuman & Dwyer (2009) in Alqahtani (2015:24), vocabulary is words that support communication going effectively. It means that having sufficient vocabulary is important since it can help to construct a good sentence in the process of communication. Meanwhile, comprehension is also important to have for it to know how far students' ability responding oral communication.

Further, there are a lot of types of media that can be used to learn English, particularly speaking skill. Kahler, Jacobs, Raftery and Ditnes (2017) say that 68% of learners are accustomed to watch videos for their classes and coursework in colleges and universities. One of the ways to get the video is through social media. Moreover, YouTube belongs to the third most visited social media which can be used to upload, share and view videos. It is created in 2005, and it was founded by Chen, Hurley, and Karim, as three former employees at PayPal Company. It then is developed and grew rapidly as more than 100 million videos uploaded per day (Hosch, 2002). YouTube is undeniably the most popular online video uploader that can be used for language learning. It can be incorporated in blended learning to substitute verbal input by the teacher to make the class more interactive (Ataei, 2012 in Ilyas & Putri, 2020). According to DeWitt et al. (2013), YouTube is potential to be used as an instructional tool in the performing arts in line with current trends of collaboration and social networking in education.

Additionally, the related previous study from Syafiq et al. (2021) discussed about the use of YouTube videos to improve speaking skill and to conduct teaching-learning process in the class. The data was from 85 learners chosen by using purposive sampling. The data was obtained from speaking assessment and interview which analyzed by using constant comparative method and descriptive statistic. Meanwhile, the second previous study is from Saed et al. (2021) which examine the effectiveness of using YouTube videos in teaching speaking skills towards (EFL) learners in Jordan. The study sample comprised 80 learners attending Oral Skills classes in the English Language and Literature Department at a private university in Jordan. The similarity with the previous studies is both used YouTube to improve speaking skills, while the difference is that this research only focuses on content analysis which aims to show that YouTube contents can be used as an alternative media to learn speaking. This study then limits the analysis on one YouTube channel which provides many videos to support learning speaking for several reasons which are stated in methodology.

2. METHODOLOGY

The design of this research is content analysis as the research design to assess some YouTube videos . Krippendorff (2004: 3-18) and Ary, et.al (2010: 457) defined that content analysis is a systematic reading of written or visual materials such as texts, images, and symbolic matter based on author's or user's perspective. This study then uses qualitative content analysis which describe the contents of a manifest communication text. According to Drisco & Maschi (2016: 2) in Luqman (2019) manifestation in content analysis refers to visible and explicit communication text. In this study, the researcher analyzed videos on *Guruku Mr. D* Youtube channel.

The data used in this study was taken from *Guruku Mr. D* Youtube channel. This channel helps learner to learn English with native speaker easily for the native is able to speak Indonesia language. Thus, it can be minimized learners to get anxiety in learning a foreign language. Furthermore, this channel is chosen not only for it has many subscribers because of the creator's popularity but also for it provides some materials to learn speaking since the videos discuss about some vocabularies,

English slang words and idioms, grammar, common mistakes, accent, pronunciation and some tips and experiences to learn speaking.

Since qualitative put the researcher itself as the main instrument to understand the method of doing the research (Ary et.al., 2010) therefore, the data collection and analysis technique for this study were done by the researchers themselves. The researchers then used checklist as an instrument to analyze *Guruku Mr. D* YouTube channel. The checklist helps researchers to evaluate YouTube content (in form of videos) to fulfil the objective of the research. It is analysing YouTube content as an alternative media to learn speaking skill. The researchers create a checklist table by using Harris (1974) and Brown's theory (2003) which explain five components of speaking. Those components then are considered as categories to analyze YouTube content. The categories are pronunciation, grammar, vocabulary, fluency, and comprehension which are then explained systematically in Table 1. Later, the researcher used expert validation to get the validity of data.

How to Learn Speaking	Guruku Mr. D Youtube Content	Description	Total Number
Grammar	Analysis of common mistakes in grammar and writing.	Correcting the wrong words both in grammar and writing	
	Grammar.	Explaining the use of grammar	
Vocabulary	Idioms and some expression in daily communication.	Explaining the use of figurative words and how to use them	
	slang words.	Explaining some slang words	
	Vocabularies	Discussing some daily vocabularies	
Pronunciation	Pronunciation	Practicing how to pronounce a word correctly	
	Accents	Explaining about what accent is and how to differ between British and American accent	
Fluency and comprehension	Tips and motivation.	Explaining about: How to improve English speaking Skill Constructive advice Inspirational word and experience How to differ some words which have similarity in pronouncing or meaning	
	Public speaking and some videos which share the creators' experiences or daily lives.	Sharing some experience and giving a practice to do a conversation	

Tabel 1. Instrument Checklist adapted from Harris (1974) and Brown's theory (2003)

The researchers followed the process of seven stages from content analysis stated by Cohen, Manion, and Morrison (2018) i.e. to find out the results. The stages are a) determine the research questions, b) determine the population, c) determine the sample, d) create categories for analysis, e) start analyzing, f) summarizing, and g) construct speculative inferences.

3. FINDINGS AND DISCUSSION

Looking at how important and complex speaking is; therefore, speaking is needed to be discussed. This study then analyzed one of social media as an alternative media to learn speaking. It was analyzing one YouTube channel namely *Guruku Mr. D* as an alternative media to learn Speaking. The channel was chosen since it offers many contents which can help people to learn speaking. The analysis then was classified into some categories based on Harris (1974) and Brown's theory (2003), which then has been constructed in form of an instrument. The categories talk about some components which must be learnt to support the process of speaking. They there are five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. In detail, the following are the result of the data analysis based on the categories. There are 42 videos talks about grammar, 94 videos about vocabularies, 27 videos about pronunciation, 85 videos talk about fluency and other things which support the process of learning speaking such as ability to compose conversation an even non-verbal skill. Further the discussion of each category can be seen below.

3.1 Grammar

One of the components which supports the process of learning speaking is grammar. On *Guruku Mr. D* Channel, the discussion about grammar is classified into two as seen in table 2.

How to Learn Speaking	Guruku Mr. D Youtube Content	Description	Total Number
Grammar	Analysis of common mistakes in grammar and writing.	Correcting the wrong words both in grammar and writing	30
	Grammar.	Explaining the use of grammar	12

Tabel 2. The Result of Youtube Videos Analysis (from Guruku Mr. D.' Channel) about grammar materials

The first is analysis of common mistakes in grammar and writing which shows about correcting the wrong words both in grammar and writing. Grammatical mistake is the slips of tongue or pen that everyone made related to grammar (A. R. E. Lestari, 2016). When you want to make a word in English, we must first understand each word. Because most people want to look cool, they use English words, but there are still many mistakes when writing them. One example we can see it at Figure 1. about meme reaction performed by Mr. D.



Figure 1. Video Title: Guruku Mr.D Reacts: Meme Bahasa Inggris #4

Here are some examples of common errors. First on the word "No pen No gain" it is false, and the correct word is "No Pain No gain". The second, in the word "Hand stitching boots" it false, and the correct sentence is "Hand stitched boots" and the last word is "Blueberry" it's wrong, the correct sentence is "Blueberry". Such writing errors can change the meaning of the sentence itself.

The second is grammar itself which talks about explaining the use of grammar. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Ratnawati & Sulastri, 2018). Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be

studied in depth. Where in the video *Guruku Mr.D* explains the use of "when" and "while" as seen in Figure 2.

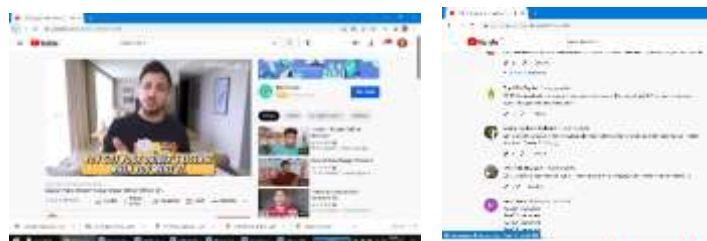


Figure 2. Video Title: *Kapan Pake When? Kapan Pake While? While In..*

There are 30 videos which talks about the analysis of common mistakes in grammar and writing and there are 12 videos which discuss about how to use Grammar. Grammar is an essential element of a language where learners can speak English properly.

3.2 Vocabulary

Vocabulary is one of the components which supports the process of learning speaking. *On Guruku Mr. D Channel*, the discussion about vocabulary is classified into three as seen in table 3. There are 16 videos which talks about the analysis of Idioms and some expression in daily communication and there are 2 videos which discuss about slang words and there are 76 videos which explain about vocabularies.

How to Learn Speaking	Guruku Mr. D Youtube Content	Description	Total Number
Vocabulary	Idioms and some expression in daily communication.	Explaining the use of figurative words and how to use them	16
	slang words.	Explaining some slang words	2
	Vocabularies	Discussing some daily vocabularies	76

Table 3. The Result of YouTube Videos Analysis (from *Guruku Mr. D.'s Channel*) about vocabulary materials

The first is idioms and some expression in daily communication which shows about explaining the use of figurative words and how to use them. Raffles & Candra (2019) stated that idioms are structural patterns that deviate from the general rules of language, usually in the form of phrases, while the meaning cannot be explained logically or grammatically by relying on the meaning of the words that form them. For some people, studying idiomatic considered as less important but idiomatic themselves can give us a valuable lesson. Where in addition to be interpreted, words can also be interpreted as a figure of speech. Therefore, we must understand the context of the sentence before we can determine its meaning. Figure 3. as below gives us some idioms and expression in daily communication.



Figure 3. Video title: *mantul gak? Eps.1 idioms and expressions*

The figure shows an example of the use of idiom “Cry over spilt milk”. When this word is translated literally, it means “*menangisi susu yang tumpah*” but this word also has a meaning or reaction that means “don’t be excessive” atau “*jangan lebay berlebihan*” for example, there is no use crying over spilt milk. Another idiom that is also discussed in the video is “Get out of hand”. This word has a similar meaning with “Out of control”. The example of the sentence is “the situation is getting out of hand”.



Figure 4. Video title: 14 slang Bahasa Inggris biar kamu gaul

The second is slang words videos which talks about the explanation of some slang words. Slang is an ideological framework for reasoning about language that defines a class of deviant registers of language (Saputra & Marlina, 2019). In this millennial era, we meet many people who use slang to communicate. In English there is also a lot of English slang words. Here, we can learn 15 English slang words, such as the slang word “For real” which has similar meaning with “really” for the example, you got 10 chickens? Yeah, for real and many more, like “Juiced (have a much stamina)”, “in a New York minute (Really fast)” “You bet/Your batcha (Definitely)”, “Ditch (Leave)” and many others.



Figure 5. Video title: percakapan petunjuk arah

The third is vocabularies themselves which talk about discussing some daily vocabularies. There are various definitions of vocabulary. One of them can be seen in Figure 5. When we want to increase our English vocabulary, we can use several ways, one of which is watching English conversation videos, like in this video. This video explains about directions, which is to tell the exact location of a place you want to visit, such as the word "straight" which means straight ahead, "street" which means road, and many other vocabularies. Here, we can learn from easy and basic vocabulary first, and improve it over time.

3.3 Pronunciation

One of the components which supports the process of learning speaking is pronunciation. On *Guruku Mr. D* Channel, the discussion about pronunciation is classified into two as seen in table 4. There are 24 videos which talks about the pronunciation and there are 3 videos which discuss about accents. Pronunciation is an essential element of a language.

How to Learn Speaking	Guruku Mr. D Youtube Content	Description	Total Number
Pronunciation	Pronunciation	Practicing how to pronounce a word correctly	24
	Accents	Explaining about what accent is and how to differ between British and American accent	3

Table 4. The Result of YouTube Videos Analysis (from Guruku Mr. D.' Channel) about pronunciation materials

The first category of pronunciation shows about practicing how to pronounce a word correctly. In general, the videos talk about English pronunciation; the reasons behind such errors; and the suitable techniques and strategies to help the learners improve their English pronunciation. When we learn pronunciation, we often meet the words that sound similar. Then the pronunciation will be difficult to understand. One of the videos as seen in figure 6 will be given tips for pronunciation who encounter the above problem.



Figure 6. Video title: *Bedanya Pengucapan by Guruku Mr D*

The video discusses several ways to pronounce word “Breath, Breathe, Bread, Bride, Bird, Beard, Beer, Brat, Brad, Bard, Bear, Bare). When your pronunciation is good, then people can easily understand what you want to convey.

The second category of pronunciation is accent which talks about the definition and some types of accents; and how to differ between British and American accent as seen in figure 7.



Figure 7. Video title: *bedanya diantara english dari british dan American.*

‘Accent’ refers to the way in which a speaker pronounces, and therefore refers to a variety which is phonetically and/or phonologically different from other varieties (Sumekto & Erlangga, 2018). Mr. D’s stated that American and British accent have a similar accent and pronunciation, but it can differ by the vocabularies. In British the word is “colour”, but the American is “color”. We can learn both British and American accent from native speaker, but the very important is a good pronunciation.

3.3 Fluency and comprehension

Fluency and comprehension also support the process of learning speaking. On *Guruku Mr. D* Channel, the discussion about Fluency and comprehension are classified as seen in table 5. There are 23 videos which talks about tips and motivation and 62 videos which discuss about public speaking and creators’ experiences or daily lives.

How to Learn Speaking	Guruku Mr. D Youtube Content	Description	Total Number
Fluency and comprehension	Tips and motivation.	Explaining about: How to improve English speaking Skill Constructive advice Inspirational word and experience How to differ some words which have similarity in pronouncing or meaning	23
	Public speaking and some videos which share the creators' experiences or daily lives.	Sharing some experience and giving a practice to do a conversation	62

Tabel 5. The Result of YouTube Videos Analysis (from Guruku Mr. D.' Channel) about fluency and comprehension materials

First, the video about tips and motivation shows about the way to improve English speaking skill, constructive advice, inspirational word and experience, and the way to differ some words which have similarity in pronouncing or meaning. Motivation is the teacher's traditional language that drives learners to learn. Motivation is driving people to achieve high levels of performance and overwhelming barriers in order to change positively (Tohidi & Jabbari, 2012). In this video, Mr. D gives some tips and motivation how to learn English for beginner person. After analyzing the video, we can get some point about tips how to learn English from zero. The first tips are learning some simple vocabularies, for example: plan (*Rencana*), we (*Kita*), have (*Punya*), and others. Then, creating a simple sentence from those vocabularies. Next, inviting people to have discussion by using English Language as the motivation to build a strong mentality. With all these tips, you will be able to learn speaking English properly and correctly.



Figure 9. Video title: ESP-English for ojek

The second type of the video is some videos about public speaking and creators' experiences or daily lives. In this video, Mr. D gives an example by speaking to one of taxi bike rider (ojek) starting from introduction to the end of the conversation. Here is the example.

"Good afternoon, sir, this is ayu your ojek. I'll be there in 5 minutes. And the next, ask passenger's destination. " Where is your destination?" And other.

Thus, getting lots of tips and motivation to learn English particularly speaking; and getting knowledge about public speaking or looking at some videos which share the creators' experiences or daily lives can build learner' mentality and ability to be confident and fluent to speak English.

4. CONCLUSION

Based on the result of the analysis, it can be concluded that "Guruku Mr.D" is a YouTube channel which provides a lot of contents about a basic of learning English. It provides some contents

about how to learn English including grammar, tips and motivation to learn English, the analysis of common mistakes in grammar and writing, idioms and some expression in daily communication, slang words, pronunciation, vocabularies, accents, public speaking and some videos which share the creators' experiences or daily lives. According to the results of the analysis, YouTube can be an alternative media to learn speaking which gives the learner an easy and flexible access. It is learning how to speak English. Hence, YouTube can be a recommended media to support learning English, particularly *Guruku Mr. D channel* which offers good materials to learn how to speak English. Further, it can be suggested that the next researcher can do a research quantitatively to know how effective *Guruku Mr.D Channel* supporting EFL Learners ability in speaking English.

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“I HAVE NO TIME”: THE EXPERIENCE OF 2 IN-SERVICE EFL TEACHERS ON SELF-INITIATED PROFESSIONAL DEVELOPMENT IN DIGITAL ERA

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Abstract

This narrative inquiry explores the experiences of novice and senior EFL teachers in their self-initiated teacher professional development (TPD) during Covid-19. To collect the data, semi-structured interviews were conducted. Transcriptions of the recorded interviews were then analyzed carefully to identify the major themes of findings using thematic analysis. This study reveals that there are similarities and differences between novice and senior teachers' experiences. Although both teachers shared positive perspectives toward self-initiated TPD, they hold different views when encountering problems. The novice teacher tends to look at problems as a challenge while the senior teacher views problems as difficulties. Due to this difference, their responses to problems also differ. Novice teachers indicated a more independent behavior in solving the problems. Their way to find the solution itself is part of the self-initiated TPD. Meanwhile, the senior teacher admitted a more dependent behavior in solving the problems. The finding implies, that for senior teachers, self-initiated TPD might be less successful without a good support system. Differentiated forms and mechanisms for self-initiated TPD are suggested.

Keywords: self-initiated, professional development, teacher professional development, EFL teacher digital era.

1 INTRODUCTION

Teacher professional development improves every year; teachers are expected to acquire, improve, and develop competencies in teaching, knowledge, skills, and strategies to facilitate students to receive the ability presented. During the new learning environment, professional development (PD) is essential for assisting online teachers in introducing new pedagogies, assessing these new positions, acquiring the necessary competencies, and re-creating their teacher persona in an online environment (Baran & Correia, 2014: 96). The development of the teaching profession is organized by the government, such as schools, universities, and institutions. Still, it does not close the possibility of teachers' professional development on their initiative.

Self-initiated professional development is based on the need for knowledge and skill upgrades not obtained through formal programs. The current pandemic requires all activities to be conducted virtually (Rahayu & Wirza, 2020). Priajana (2017) assumes self-initiated development is essential in individual teacher development because each teacher has his or her own unique teacher development goals and needs. According to Richards and Farrells (2005), while teacher development activities can arise through a teacher's initiative, collective PD activities improve individual and group performance. Self-initiated TPD may be done individually, as with self-monitoring, critical incident analysis, journal writing, and reflection. Peer counseling, peer observation, critical colleagues, and team teaching can also be done one-on-one. It may also be group-based, such as research papers and teacher support groups (Day, 1999). In conclusion, self-initiated TPD is activities carried out by the teacher itself based on increasing the competence of teachers and aims to improve their abilities, knowledge, and attitudes from various sources such as seminars, webinars, and others. With new circumstances during the pandemic, several unfamiliar EFL in-service teachers have difficulty implementing online teaching using new media, thus making them have to learn.

The Ministry of Education and Cultural of Indonesia in the Circular Letter of Ministry of Education and Cultural of Indonesia Number 4, 2020, states that learning could be done in this situation was online learning and done at home, challenging teachers to deal with changes, such as teaching conducted by online methods that require teachers to use platforms such as Zoom, Google Meet, Google Classroom and more to deliver learning materials.

Concerning all things done online, then teachers' self-initiated online professional development is necessary to be examined because the program provides solutions that make it easier for teachers without having to F2F, more efficient, flexible time, and ease of access (Dash. et al., 2012; Alzahrani & Althaqafi, 2020). Teachers' self-initiated professional development is needed to increase teacher skills, experience, and knowledge, which is practiced directly by initiating teachers to find and participate in training programs, watching television, youtube, listening to podcasts, and online webinars. With the government's sustainable professional development program (PKB) PERMENNEGPAN and RB NO.16 of 2009, teachers' self-initiation can support teacher quality because it is done consciously by oneself and the needs of the teacher.

Several previous investigations have examined the same topics as Abbasi (2017), stating that teachers are enthusiastic about participating in professional development because it allows them to work toward and experiment with new ideas and practices. They could undertake their reflection and evaluation to improve their teaching skills. Utami (2019) suggests that Indonesian English teachers prefer to increase their professional development through web surfing, book reading, colleague sharing, reflection, and research. The study also suggests that several contributing factors can help them advance in their careers. Other studies by Borup and Evmenova (2019) find out that online teaching professional development would have massive impacts on teaching. On the other hand, the models of online courses were designed and facilitated by adjusting the needs of each faculty. Faculty tended to be more eager to win digital badges than expected, although they were unsure what would become of the badges once they had been achieved.

Professional development of teachers with self-initiation is nothing new in research. The research database notes that studies that raise this issue are increasing, as has research that has been done before. However, there can be significant gaps; previous research focused on the professional development of teachers before covid-19 and also has not discussed in-depth how teachers face difficulties when dealing with self-initiated professional development. In addition, the professional development of self-initiated teachers may not be considered very important because at the moment learning with an online system makes teachers focus as much on taking care of the tasks of the school. This issue can be discussed, considering that the professional development of teachers is significant. This study is aimed to investigate (1) How in-service EFL teachers' perceptions of SIPD and (2) is there any difficulties faced by in-service EFL teachers of self-initiated professional development.

2 METHODOLOGY

The researcher undertook the research in the form of a narrative inquiry. A narrative study is a research methodology that uses stories as research data or as a tool for data analysis or presentation of findings (Barkhuizen et al., 2014). The biographical approaches used in this study for narrative inquiry mean that the researchers examine or tell the participants' stories.

The study's participants were chosen with the study's specific objective. Purposive sampling is selecting a particular sample based on the requirements (properties, traits, characteristics, and criteria). This study's participants were two EFL teachers who took part in a semi-structured interview session, and all participants were aliases (EFL-1 and EFL-2). Table one shows the participants' demography.

Table 1. The participant demography.

Participant	Gender	Age	Teaching Experience
EFL-1	Male	29 years old	< 10 years
EFL-2	Female	57 years old	> 10 years

The semi-structured interviews were performed both in-person and online through WhatsApp platforms. The semi-structured interview was this study's most commonly used format in language teaching and learning research. In this case, the interviewer employs a pre-programmed interview guide as "a resource that can be drawn on in whatever way and to whatever extent is appropriate" (Richards, 2003: 69). Because the interviewer asked follow-up questions for respondents to clarify or elaborate on as the interview progressed, semi-structured interviews allow for some flexibility.

When analyzing the narrative data, thematic analysis was used to analyze multiple case studies of the data. Thematic analysis is appropriate for multiple case studies because it is used to compare the narrative in a data set, share themes, and highlight individual differences. The Barkhuizen et al. (2014) thematic analysis model was used, which consists of three steps: (1) repeatedly reading the data, (2) coding and categorizing the data extracts, and (3) recognizing the thematic heading. First, we read the data several times to ensure that we understood the stories. Following that, the stories of the participants were coded into two major themes. The first theme is how in-service EFL teacher's perceptions of SIPD. The second theme is the challenges that in-service EFL teachers face when it comes to self-directed professional development. The data is then categorized and placed in the table under the same themes. Finally, using the research questions as headings, we interpreted the data by connecting the codes and identifying themes.

3 RESULTS

In this section, the research retold the participants' stories regarding experiences of in-service EFL teachers' perceptions of SIPD and the difficulties in-service EFL teachers face in self-initiated professional development.

3.1 How in-service EFL teachers' perceptions of SIPD

EFL-1

EFL-1 is an English teacher in one junior high school in Indonesia. He is 29 years old and took an undergraduate degree in English Education. EFL-1 has been teaching English for three years. He had experience teaching in the classroom before the pandemic and now online learning. According to EFL-1, TPD is important for teachers, especially new teachers, because they can improve their teaching ability or create more varied teaching materials. However, before getting the opportunity to join the TPD program, he was already faced with a new situation: teaching online classes. He would like to join the TPD program but has not had the opportunity yet, so he took the initiative to undertake self-initiated professional development. Changing the teaching system to online makes him learn new things to make it easier for him to convey material to students. Delivering learning materials with new media is considered problematic. He initiates utilizing web surfing, watching YouTube, and others to add insight and learn how to make new learning media.

EFL-1 said that he started doing SIPD by reading books because he had previously worked as library staff, so he liked reading. Changes in learning make EFL-1 feel challenged to learn new things by making learning media. He said he often watches YouTube video editing tutorials. According to EFL-1, doing self-initiated things makes him more aware of what he needs, and he likes to improve his professionally as a teacher.

EFL-1 said self-initiated professional development is significant for teachers, especially teachers with little experience like himself. Self-initiated professional development has many advantages, such as time, place, and the knowledge needed to be determined by himself.

EFL-2

EFL-2 is an English teacher at a high school in Indonesia. She has taught for more than ten years and has experience participating in teacher professional development programs. As a teacher with ample teaching experience, EFL-2 understands how to improve her professionalism in teaching, making materials, teaching media, and others. During her career as an English teacher, she often participates in teacher training programs held by schools, education offices, or universities. These activities made her

professionalism as a teacher experience many positive changes and helped her move up to a higher career ladder. The change of the learning system to online learning so that all activities are carried out online, making her learn and find out new things that she had never applied before when teaching, such as the use of teaching applications, Zoom, Google Classroom, and others.

According to EFL-2, the TPD program is beneficial. However, in the current pandemic era, it is difficult to participate in activities due to restrictions on gathering, so teachers find other ways to learn new learning systems that can be quickly followed and accessed and do not require any meeting. SIPD or self-initiated professional development, according to EFL-2, really helps teachers improve their professionalism because it is done on their own accord and SIPD is important for the teacher to improve their ability, knowledge, etc.

EFL-1 and EFL-2 conveyed the importance of SIPD for EFL teachers. The activities in the SIPD can help teachers in learning new teaching material, and learning media, and of course, help them to improve their knowledge and teaching skills. This result is in line with the research from Abbasi (2016) that teachers strongly agree and agree about the importance of professional development. With the existence of the SIPD, teachers feel helped in improving their abilities, especially at this time when teachers are faced with new learning conditions. Two in-service EFL teachers agree with the importance of self-initiated professional development. During the pandemic, where the absence of activities can cause crowds, self-initiation is considered more effective than it can be done anywhere. Teachers can also choose activities that suit their skills and interests. These results coincide with other research findings (Abbasi, 2017; Utami, 2019; and Borup and Evmenova, 2019) that teacher professional development is essential for the teacher in their practice. Of TPD issues, the importance and teacher personal responsibility was noted as the most frequent perception for both participants.

3.2 Is there any difficulties faced by in-service EFL teachers of self-initiated professional development

3.2.1 Teacher personal responsibility

EFL-1

The key to successful teacher professional development is teacher personal responsibility, and teachers have a responsibility to themselves to always have achievements in all situations. The pandemic has forced teachers to have other ways or strategies that can be done to improve their professionalism in addition to participating in existing programs. EFL-1 chooses to self-initiate professional development as his responsibility in improving his knowledge, skills, and practice by reading books and web browsing to learn about learning media tools. EFL-1 expressed that during the pandemic, he chose to read books and web browsing as activities that could support his teaching skills. He also mentioned the books he read and the web he searched about learning media. Online learning makes him have to think of suitable media to teach the material.

EFL-2

EFL-22 also mentioned that during the pandemic, she must learn about new technologies used in online teaching because no program is held that requires her to learn on her own. She did self-initiation because, before the pandemic, she taught directly in class and now has to teach online, making her learn new things with the help of her child.

Both interviews were found from the results of the two interviews by EFL-1 and EFL-2 who did self-initiation as their responsibility as teachers to improve their professionalism in the pandemic era in line with research from Abbasi (2016); Alshaikh (2020); Priajana (2017); and Utami (2018); that self-initiated professional development activities as a comfort activity since the activities undertaken by teachers based on their interest.

3.2.2 Teachers' digital literacy

Both in-service teachers have different problems in digital literacy; EFL-1, as a novice teacher, enjoyed following his self-initiated TPD. He chooses activities such as reading books and joining webinars. He is a young teacher familiar with social media, and digital literacy makes it easier

to find sources of knowledge or webinars on the internet. In contrast, EFL-2 experienced some difficulties doing it. She faced the problem because she was unfamiliar and needed help from her son.

Another theme that has been identified from participants' collective stories was teachers' responsibility, teachers' digital literacy, and teachers' balancing of professional, social, and personal life and time. However, two in-service EFL teachers face a similar problem that they do not have time to do self-initiated TPD. EFL-1 is a new junior high school teacher who teaches and serves as library staff. The many tasks assigned to him by the school, such as managing administration, assessment, learning media, and learning materials, leave him with little time to improve his professional skills as a teacher. In the case of EFL-2, she did not have time to balance her professional, social, and personal life. She has much to do as a teacher, housewife, and grandmother. All of those things make it difficult to make professional self-improvement.

Related to previous studies, two in-service EFL teachers positively agreed with teacher self-initiation for their professional improvement. Research by Utami (2019) and Alshakhih (2020) says that some teachers preferred initiating TPD over the institution. However, in natural settings, there is a difference between new and senior teachers' preferences. New teachers like to self-initiate, while senior teachers prefer to follow the institution's schedule. However, in the implementation, they have difficulty initiating themselves for professional development; they tried to do TPD, one of which is reading or web-browsing.

4 CONCLUSIONS

Teachers' experiences when they undertook self-initiated professional development were relatively varied. Their experience in teaching may have influenced it, and this study reveals some similarities and differences between two in-service teachers. Novice and senior teachers shared their positive perceptions toward initiating professional development, but they responded differently when they viewed some difficulties. The finding implies that novice teachers might view the problems as challenges, while the opposite for senior teachers. This study also identified the factors in self-initiation that may affect the teacher: teacher responsibility, teachers' digital literacy, balancing professional, social, and personal life, and time management. Identification of these problems implies that novice and experienced teachers face different challenges. EFL-2 did not have time to do self-initiated professional development because of many tasks from school and her responsibility as a housewife. Both teachers have different ways of problem-solving, and they need an excellent support system and diverse kinds and techniques for self-initiated TPD. Therefore, teachers should take activities that they feel are not burdensome and based on their needs.

While this study has revealed teachers' positive perceptions and similarities and differences in the struggle for self-initiated professional development, the future investigation should thoroughly examine the aspect that this study has not adequately addressed.

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INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) PRACTICES AND THEIR INFLUENCE ON STUDENTS' CREATIVE WRITING

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Abstract

This study investigated the contribution of informal digital learning practices or activities in developing students' creative writing skill. Informal digital learning of english practices involving quantity (frequency/amount of time) and quality (diversity) activities was conducive to students' creative writing. Data (n=3) were gathered narratively through a questionnaire and semistructured interview, 2 participants from one of international private schools (cambridge assessment) in Surakarta and 1 participant is a journalist in Surakarta. This study found that quantity and quality of informal digital learning of english (IDLE) was significantly associated with the result of creative writing. These results lead us to the conclusion that the frequent and quality practice of informal digital learning of english (IDLE) activities give an impact toward creative writing. Furthermore, engagement with varied types of informal digital learning of english (IDLE) activities can give the skills to fulfill a role as a professional writer.

Keywords: creative writing, informal digital learning of English, English practice

1 INTRODUCTION

Nowadays, technology is inseparable from everyday life especially for millennials. Y generation or millennials are the generation born around 1981 to 2000 (Young, et al., 2013). In a recent survey conducted by Pew Research Center (2016) that millennials can be inseparable from technology, especially the internet to get the information and for the entertaining reason. In other research, the research conducted by Alvara Research Center (2014) mentions that internet consumption of millennials and age 15 to 34 years is much higher. This indicates dependency on this generation of internet is very high. Millennials live in an era of information obtained openly from the internet, therefore they can get all information easily. In this digital era, technology is a powerful tool that can support and change education in many ways, from making it easier for teachers and students (Tapscott, 2009). It is related to the current situation, technology is the most important tool that is used in all of the fields, such as in educational purposes. Nowadays, the government applies the regulation in online learning or distance learning during Covid19, therefore students have more time dealing with technology, especially for the higher students who use the technology for educational purposes. According to The Ministry of Education and Culture Nadim Makarim said that the government's top priority is to prioritize the health and safety of the students, education personnel, family, and society in general therefore the government applies Distance Learning (PJJ) or the student has to study from home. In this case, technology is used for educational purposes, such as the usage of educational applications (Zoom, Google Classroom, Schoology, etc). The students have more time to engage with technology and make students learn more independently at home using the technology.

In Indonesia, the language learner learns English as English Foreign Language (EFL), therefore they learn to use English for some purposes, such as to take the TOEFL test for job application requirements. Therefore, the EFL learners have to achieve competencies, namely speaking, reading, writing, and listening. Zacharias (2003) stated that L1 can be seen as a barrier to English exposure. This could be a main disadvantage for English foreign language learners since English is considered as a foreign language and not being used in daily communication. It is very important for English learners to improve their skills through several ways, one of which is using technology. Nowadays, technology can be used to facilitate learning independently to achieve English skills.

In the digital era technology expands into all fields, no exception in education. Technology is used for some reason such as to make learning activities more enjoyable. This is the reason many researchers investigate the informal digital learning that is known by Informal Digital Learning of English (IDLE). Lee (2017) state in his study that the quantity and quality of IDLE activities can influence the L2 outcomes. Lee & Lee (2017) state in their study that IDLE can be theorized as “self-directed, naturalistic, digital learning of English formless, out-of-class environments and independent of a formal language program”. The definition is appropriate for the Indonesian language learner and preservice teacher. In another study Lee & Dressman (2017) explain that the concept of IDLE is self-directed informal English learning using different digital devices (eg. Smartphones, desktop computers) and resources (web, apps, online games, social media). The definition of IDLE is appropriate for learners, especially millennials because almost they engage technology everytime and everywhere.

This recent study takes into account a debating community at an Islamic boarding school through which the students are trained to have higher critical thinking ability and English-speaking performance. This study focused on one problem statement, namely How does IDLE practices influence in creating creative writing products? At the same time, it also reveals many aspects of informal digital learning of English beyond creative writing.

2 METHODOLOGY

This study is started by directing a preliminary research so as to explore the issues about informal digital learning of english and creative writing. After carrying out the preliminary research, the researcher leads an open-ended questionnaire and semi-structured interviews in order to gain insights dealing with the participants’ perceptions on informal digital learning of English practices. The participants were 3, 2 participants came from one of the international private junior high schools (cambridge assessment) in Surakarta and 1 participant is a news writer in Surakarta. The open-ended questionnaire was sent to the three participants to gain general insight about the research topics. The results of the questionnaire were analyzed thematically and then semi-structured interviews were conducted at the same time during May. To gain more information and for triangulation purposes, researchers collected participants’ creative writing products. In this study, the researcher uses member checks in which the participants are involved in checking whether the analysis, transcription, interpretation, and the conclusion of data reported by the researcher are recognizable as a set of adequate representations of their own realities or not. The researcher sought the participants’ comment and feedback on the interpretation of the data by the researcher.

3 RESULTS

3.1 How does IDLE practices influence in creating creative writing products?

Based on the data, participants agreed that informal digital learning of english practices can influence their english skill, especially in writing skill. There are two kinds of informal digital learning of English practices, namely receptive IDLE and productive IDLE.

“I think my informal digital learning of English has already helped me in my current job, being a news writer, because my readers are mostly American. I mean they’re the target readers. Easier for me to understand their pop culture, their music, style, custom, and their political issues. I could rely on my previous knowledge that I got from my friend, reading quora or anything.” (1st participant)

“By watching videos on youtube and social media apps helps me learn English better. Especially in enriching my English vocabulary. Through social media, having chat with strangers and English friends also builds my writing skill even better.” (2nd participant)

“Of course for the first I often use my phone or laptop to open youtube or google that we know that from those website we can easy learn many aspects. In this time I also ever use zoom, skype, google meet, google form, etc, I can get listening skill for the youtube, I can get reading skill from google or etc. I can get speaking skills actually from zoom, skype, etc, but I don't use it well, mostly I still have to be a listener. Moreover, I don't yet have a native to be my friend in the application that I have. Thus, I made

it. I also have an audiobook librivox application to try my listening skill. I also ever have volt application for increasing the vocabulary.”

Some of the applications help the participants to increase their english skill, especially in writing skill. Based on the data above, participants create a product (creative writing) such as writing a news article, short stories and poetry.

3.1.1 Receptive Informal Digital Learning of English

Table 1. Receptive Informal Digital Learning of English.

Participant	Activities	Outcomes
1	Share english content, watching movies and youtube, listening to podcasts, listening to music, reading quora and thread on twitter.	Listening, reading, vocabulary
2	Listening to music, using google translate, watching youtube, searching journals, reading novels	Listening, reading, vocabulary
3	Reading old literature, listening to music, watching youtube and movies	Listening, reading, vocabulary

3.1.2 Productive Informal Digital Learning of English

Table 2. Productive Informal Digital Learning of English.

Participant	Activities	Outcomes
1	video call through WhatsApp and Instagram, talking with non native or native speakers, commenting on social media, writing captions on Instagram, Chatting online through games, and writing news in english.	Speaking and writing
2	Speaking through video call on whatsapp and Line, talking with non native speakers, commenting and writing caption on Instagram, and share english content youtube	Speaking and writing
3	Chatting on whatsapp, talking with native English speakers, writing caption on instagram, comment on twitter, sharing content, and sending email	Speaking and writing



Figure 1. Caption for the figure.

Figure 1 is the example of news created by 1st participant, informal digital learning of english practices help the participant to build new ideas in creative writing.

4 CONCLUSIONS

From the information given by Interviewee (3 participants), learning through IDLE activities is a subconscious process from various IDLE activities. Friends from IDLE activities help them to practice their IDLE. Therefore, they feel more confident because facing native and the culture are parts of their daily activities. Their practice not only for private communication but also public communication in social media. Before knowing the advantages of IDLE activities, interviewee (2nd) did not spend much time with IDLE activities. However, when she knew the benefits and during the COVID-19, she spent much more time doing IDLE activities. Lecturer triggers by introducing some applications and the benefits. After having more time and with less variety of IDLE activities, she feels IDLE activities could help her IDLE. IDLE activities also help the 1st participant to be news writer, because through IDLE activities give her the new ideas or new perspective from another culture.

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ENGLISH ASSESSMENT DURING COVID 19 PANDEMIC

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Abstract

Covid 19 makes many changes in the world, not only in business, or life but also in education. Students cannot attend the school because the social distancing, they have to stay at home and start a new method in learning, that is Online Class. Not only for the students the teacher must prepare something new for Online Class especially in assessment. This article is aimed at investigating the assessment during COVID 19 pandemic also the challenges of the teacher faced during. This article use conceptual article or library research that obtain necessary data by reading literature sources. The data was collected from Journal, news and social media and other relevant sources. There are many types of assessment that can be assess online and also the struggle that have been through to assess the students by online class.

Keywords: assessment, Covid19, pandemic, English, challenge

1. INTRODUCTION

In the late December of 2019 has spread around the world and interrupted many activities such as activities at home, outside, working, and especially education. Students, teachers, schools, colleges are impacted with this pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) over 800 Million learners have been affected this pandemic, they cannot attend school and attend to class of higher education. To prevent the spread of Covid 19 pandemic the government ask all of their people to do their activities at home, work at home, and also the students attend their online school. It called social distancing. It also happened in Indonesia when Hadiani and Arisandi explained that because of the Covid 19 pandemic, the Minister of Education and Culture Republik Indonesia has given an instruction toward all of students, and teacher that the school would have online learning in 17 March 2020 for the areas that affected Covid 19. So, it leads the student going to learn at home.

Regarding the situation, educational field has to be change. The teaching and learning process need to integrate with technology in their teaching and learning process. The technologies that used in teaching and learning online such as web-site based teaching, mobile phone. So the teaching method, teaching media, and also the teaching assessment then all aspect in teaching and learning it all implemented in technologies.

The students and teachers have new condition, their activities would be different. The teaching method replaced to be online learning. Many activities such as seminar, meeting, extracurricular and teaching adapted due to Covid 19 condition. The teacher needs something new for this kind of situation. The teacher needs to assess the students in weekly achievement. To assess them the teacher needs a new assessment via online for test them. Then, the assessment can help the student to understand the material and get score for their report. Based on ^[5]Barootchi (2002) English Foreign Language or EFL learners need assessment to contribute for monitoring their progress.

^[14]Tangirova and Chiesa (2009) explained, Assessment is very important part in learning process, because the abilities of students have to be measured by the teacher to know the level of students understanding and abilities during the learning or the success of teacher in teaching. As we know that Assessment has to types, Formative Assessment and Summative Assessment. Formative Assessment is an assessment that conduct by the teacher, the teacher measured the student,

Summative is an assessment to know about what the students know and not. ^[15]Wahyudi et, al (2021) explained in connection with online learning, the assessment also have to carried online using media that already prepared by the teacher.

The Online Assessment mean the assessment will conduct online same as the Online learning. Regarding the online assessment the teacher have to know how to change the paper assessment to be an online assessment. It will be not easy and will face many challenges in internal or external factors (Kearns, 2012)^[9]. The students also have to adapt to do online assessment. In this kind of situation the teachers and students have to face many challenges in online assessment. Based on explanation above the writers interest to know the education during the pandemic, the assessment that can be occur in the middle of pandemic, last is the struggle that happened during the pandemic. This library research will collected the data by find sources such as News, Journal, social media, and all the relevant sources.

2. METHOD

The current study is a library research or literature study related to the changes of face-to-face class into online class and its effects. Data were collected from books, journals, news, social media and other relevant sources. Literature study is carried out to obtain the necessary data by reading the literature sources. The data collected was then analyzed qualitatively.

3. RESULT

A. EDUCATION IN INDONESIA DURING PANDEMIC

Education is part of our life and become something important to make a better human being that can be capable for others, and for us. Based on UU No. 20 Year 2003 the purpose of education is to develop student's potential to become human being who have believed and fear of God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen. It hopes in every situation education can still bring some good changes and form a quality generation for a better future in Indonesia.

One of important component in education is curriculum, curriculum is a set of plans and arrangement regarding to objectives and content and learning material as well the method also the guidelines for the implementation of learning activities to achieve goals in education. In Indonesia, there have been changes to the curriculum and some a new design curriculum for the future for Indonesia's education. The current curriculum in Indonesia uses K-13 curriculum. K-13 curriculum is kind of modern curriculum that focus on student's learning, it means the students ask to be more active and tell them that the information of the materials does not depend on the teacher's explanation, so they have to find by themself. Such as find the information from the internet and analysis them.

Since pandemic a lot of change that happen in Indonesia's education. The government has a policy to limit the activities outside and stay at home until this pandemic subsides. The government also imposed the a Large Scale Social Restriction or it called PSBB (Pembatasan Sosial Berskala Besar). It makes all the activities outside had to be stopped. As a result the process of teaching and learning activities must be carried out online to minimize the spread of Covid-19. Based on government policy No. 4 years 2020 about the implementation of Educational Policies in the emergency period for the spread of Corona Virus Disease (Covid-19), the learning is carried out online. It is done for preventing and avoid the spread of Covid-19 which is currently hitting various countries, including Indonesia.

This Covid-19 pandemic has provided us with overview the future of education through the help of technology. However we cannot replace the role of teachers, lectures and learning interaction between students and teachers because education is not only providing knowledge but also about the values, cooperation, and competence. It challenges every

individual to be more creative in using technology to develop the world of education. It was stated by the Director General of Higher Education of Ministry Education and Culture, Nizam, at the International Conference on Energy and Sustainability (Kemdikbud, 2020).

The Covid-19 condition forced all individuals in education sector to be able to adapt in learning process. In here the teacher and the students have opportunity to gain wider learning experiences and new competencies through several learning activities outside their study program in Online Learning.

Online learning is a learning system that is not done face to face directly in a place but, using a platform that can help teaching and learning process such as Google Meet, Zoom and the others. Based on ^[12]Sofyana and Rozaq (2019) The purpose of online learning itself is to provide a quality and wider environment to reach and interest in learning spaces. In online learning we can join the class and learn anytime anywhere, without being limited with space and time. Students also can interact with teachers at the same time, such as using video calls or live chat (Ermayulis, 2020)^[7]. The teachers must ensure that students receive learning materials even though teaching and learning activities are carried out online or at home.

Online learning also provide memorable things for the teacher and students who can be directly supervised by their parents during learning the unlimited creativity. The teacher become innovative in delivering material learning and improves teacher's understanding of existing technology. The success of teachers in conducting online learning in this Covid-19 pandemic situation is this teacher ability to innovate the design and concocting materials, learning methods, and what application are in accordance with the materials and methods. Creativity is a key of success for a teacher to stay the enthusiastic in learning online and not to a psychological burden (Harnani, 2020).

Based on ^[3]Arsyad (2009) Online learning media or called e-learning as a media to support education and not as a substitute for education. It means the learning process still need teacher and student. Teacher becomes the facilitator and the students become active participatns in teaching and learning activities. Therefore, teachers have to require a good learning model and students are required to play an active role in the learning process.

The implementation of learning system through electronic devices such as mobile phones, computers, or laptops that must be connected to the internet connection. Then the teacher usually use other online media such as WhatsApp, Zoom, Google Meet, Google Classroom and many others media learning (Anugrahana, 2020)^[2]. Here the example of learning process by WhatsApp that i have done. The teachers make an interesting video about the materials that put on Gdrive, send the link of Gdrive on student's group chat. Then, after they watch the video there will have question section. After that give them assignment. Through media that used by the teachers, the teachers explores the learner knowledge, provides teaching, and even monitors the activities of students.

Deputy for Coordination of Education Quality Improvement and Religious Moderation at Coordinating Ministry for human Development and Culture (Kemenko PMK, 2020) Agus Sartono explained that to overcome this kind of situations, innovation was needed, especially by teachers and school in taking advantages of limited circumstances. It was explained by Deputy Agus when giving directions in 'Sosialisasi Terbososan Pemanfaatan TIK Sederhana untuk Mengatasi Hambatan PJJ' via zoom and attended by hundreds of school representatives from regions.

Some schools in mountain and rural also islamic boarding house's school still used offline class in the middle of pandemic. Especially for mountain and rural location, usually in their area signal is hard to find and also some of student's families are cannot afford laptop or mobile phones for their children to attend online class. For technological barriers a team from Yayasan Nurani Dunia has innovative use of simple ICT. The innovation made was by utilizing simple devices for learning media by teachers, used TV to be the media learning. By being connected to the mobile phone or laptop so children who have problems with the inability to own a device can study in groups and with health protocol under guidance the

teachers. Then, Yayasan Nurani Dunia also had socialization to teachers so that they could preparing interactive learning content to make the students do not feel bored and it is easier to understand in the learning process.

Online learning during the Covid-19 pandemic certainly has positive and negative impacts. Teachers, students, parents, and all individual that involved must be responsible for responding to thin online learning. The variety problems that exist during online learning does dampen the enthusiasm for seeking knowledge. Obstacles encountered must be resolved in a good way. Existing problems must still be evaluated to find out the processes that occur in the online learning process that is carried out.

B. ENGLISH ASSESSMENT DURING PANDEMIC

As we know that assessment is very important to measure the student ability. Because of this pandemic, the assessment have to conducted online. In online assessment the teacher have to be more ready to adapt from paper assessment to be online assessment. Most of school used any media online for their assessments. We can said that the implementation of Online Learning is asynchronous, the student can get their materials in form of e-book, videos, and power point presentation (Perveen, 2016)^[11].

^[4]Atmojo and Nugroho stated (2020), the teachers use several application and platforms that have categorize;

1. Learning Management system
2. Chat and messages
3. Video conferences
4. Content maker
5. Assessment
6. Video streaming and sharing
7. Online learning provider
8. Additional resources.

From the categorize above there are some platforms and application that suitable with it;

1. Google Classroom and Scholgy, Whatsapp
It used for managing their online learning and share the materials also share the information about the tasks, discussion, and answer-question session, also give the personal feedback
2. Zoom
The teachers can explain about their materials orally like as face to face in classroom. The activities such as discussion, question and answer session also the teacher's feedback will have done orally.
3. Autodesk and Sketchbook
It used to replace the whiteboard to present the materials. The teachers can give the materials in form of written and drawing.
4. Fastone Capture
It created screen-casting video and explain the material orally by showing PowerPoint slides. Google Meet also can this screen sharing. And also zoom
5. TEDEd
It used to create a lesson video by editing the available video.

There are three common media that usually used by the teacher to assess the student online; (Dicky, et al. 2021)^[6]

1. Google Classroom
Google classroom is a media that support by Google. It web-site is a place to conduct teaching and learning activities. The primary purposes from Google Classroom are sharing files between teacher and students. In 2021 about 150 Million user uses Google Classroom. Google classroom become the main platform in learning process (Kiki, 2021)^[13]. It because in this platform the teacher can give the materials, practice question, and assignments. In this platform, we do not have to save to our laptop or phone to recall the materials from the teachers or the teachers works, because it will be saved on Gdrive in this Google Classroom, so it become the main platform of learning process.

The teacher that conduct online learning used Google Classroom give the students materials after that the teacher asking the students directly to the selected student to know their understanding toward the materials (Dicky, et al. 2021)^[6]. So in here the teacher give the files of the materials and directly discussed to the students. The point from the ask and answer activities would be the branch mark for their final score. It called summative assessment using google classroom.

Based on Diah about her research (2021) explained that the schools still used to types of assessment, Summative Assessment and Formative Assessment. But, it could not use formative assessment as often as Summative Assessment.

2. WhatsApp Group

Every individual know what WhatsApp is. Because this media already become part of our life. WhatsApp launched in 2009, this app is kind of communication tools that called multiplatform because it apps can make a call voice or video, send a messages, share status, and also share files.

Whatsapp is used as an online assessment. The teacher usually used whatsapp for share test, daily test question, or final test. (Dicky, et al. 2021)^[6]. The teacher can ask the students to take a picture their homework, or give them link that will direct them to the question. So that how the teacher can give a score for the students, and it will save more time. But WhatsApp groups commonly used for instructions than give materials and discussion (Kiki, 2016)^[13].

3. Google Form

Google Form is a free online tool that supported by Google. It allows user to make a survey and also quizzes as well. User can give, picture, video or else. It can help the educator for assess the students in the beginning of class and give them pre-existing knowledge. Google form also can be used for receive feedback. For student the Google Form can help them to collect the data when doing research.

Google Form can make the time efficiently for the teacher, the teacher will enter the assessment question in Google form and it will generate to be a link that the teacher can share to the students then the output from Google form make the teacher's works more easier to process the grade and score (Dicky, et al. 2021)^[6]

Many teacher or lectures are used Google Forms in form multiple choice (Kiki, 2021) ^[13]. It because it easy to make a score and also it easy to enter it in Google Form and also can put the key answer. Then, they can know the score of their students directly.

We can combine three common media that used in Online Assessment for one meeting. The procedure for implementing learning English Online (Kiki, 2021) ^[13];

1. The lecture creates a class in Google Classroom and shares the code of the class to the students.
2. Each meeting the lectures can upload the materials, instructions, and assignments to the Google Classroom.
3. Before entering the Google Classroom, the lecture instruct the students to on the whatsapp groups to enter Google Classroom and conduct discussion or question answer activities.
4. At the end of subject session, the lecturer gives question in form of multiple choice test question.
5. Students do their work and submit them in Google Classroom or the teacher can using Google Form to give the students.
6. Class over.

Based on Diah (2021), The teacher used E-portfolios, Self-Assessment, and teacher's feedback. The Self-Assessment is ask the students to reflect their own works that they have been submitted on Google Classroom. So, the students will directly know which one is wrong and which one is right. The teacher give the students self-assessment sheets to reflect their own works.

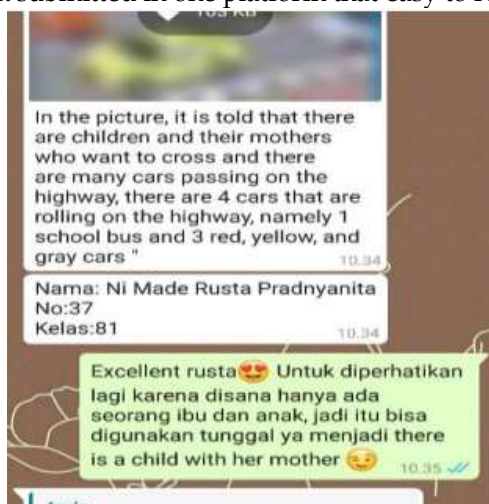
Kelas/No. Absen : VIII-109
Materi pembelajaran : Recount Teks

LEMBAR PENILAIAN DIRI SISWA

No	Pernyataan	Penilaian Diri I			Catatan (tuliskan alasan pemberian skor pada penilaian diri)
		3	2	1	
1	Saya memahami apa itu recount text		√		Saya masih suka bingung
2	Saya mengetahui struktur teks recount		√		Saya masih suka lupa apabila tidak membuka catatan
3	Saya mengetahui bagaimana cara menyusun teks recount yang baik dan benar		√		Saya masih belum bisa menggunakan tense yang benar dan sulit untuk menggunakannya
4	Saya mengetahui tujuan saya menulis teks recount		√		Selain untuk mendapat penilaian, saya jadi belajar banyak kosa kata dan tense baru
5	Saya meminta bantuan orang tua / keluarga saya ketika membuat teks recount			√	Saya selalu membuat tugas saya sendiri
6	Saya mengalami masalah ketika diminta menulis teks recount	√			Sulit untuk menulis teks berbahasa Inggris apalagi saya susah memahami tense nya walaupun simple

Sources: Diah (2021)

E-Portfolios is when the students take a picture about their works and submitted on Whatsapp Group, the teacher will give the feedback for them, this E-portfolios can help the students and the teacher recall about their materials and works (Diah, 2021). It because of the student's works and also the teacher's feedback submitted in one platform that easy to reach.



Source : Diah (2021)

By having E-portfolio the teacher could see the improvement of student's works, so the teacher know which one that have to be improved or now. E-portfolios can make the Online Assessment easier, with direct feedback from the teacher without face to face class the students can improve the subject. [1]Amaya explained (2013), E-portfolios is important because it can improve the teaching and learning process. E-portfolio also can be recorded well, so the students or the teacher know the improvement with their skills.

C. THE STRUGGLE OF ASSESSMENT DURING COVID-19

Assessment is the key of pedagogical programs, it can monitor the quality of education and learning process. Online Assessment has been in place many years. Although Online Assessment already apply in many pedagogical programs, but, still many struggle that reported which affect the practice (Nasim, 2021)^[8]. Because of the Covid-19 Pandemics, the transition of Physical Classroom, based Traditional Assessment, or usually used papers to a virtual one caused a big impact towards Classroom based Assessment. There are many aspect that involved in Online

Assessment, how the teacher faces the challenges, and their strategies is important. There are many Struggles or Obstacles during the Online Assessment (Irinna & Hudaidah, 2021)^[10];

1. The limited internet connection

This is the most obstacle that would be bother the learning process and assessment process. The students usually late to collecting their assignment because constrained by difficult signal. Because their location, or maybe whet the electrifies are off and the signal is gone.

Based on ^[6]Dicky, et al (2021), their research also find that signal or bad connection is the main struggle in Learning and Assessment online process. This technical barrier is very bother the students and the teacher. So, the teacher must be able to resolve the problem by making other assessment plans.

2. The limited quota

Not only the signal limitation but quota of the internet become the barrier of learning and assessment online. Not a few times, student spend a lot of internet quota when they have to Zoom, G-meet or submit their Assignment. The quota purchased for internet needs has soared and many parents are not ready to increase the budget in providing an internet network (Evayanti, 2020).

The government efforts have been made to assists online learning such as by providing free quotas for teachers and students. It is hoped that this can slightly reduce the barriers to online activities and learning. Teachers also keep trying to teach the students by visiting student's homes to teach because of existing condition and limitations (Yunitasari & Hanifah, 2020)

3. The Stress and Boredom

Stress and Boredom of studying online, it also makes the students answer the teacher's question carelessly. Therefore, teachers must think of effective strategies on how to get out of their boredom and stress. In normal learning before the pandemic, boredom and stress from students when studying in the classroom can affect on learning and goals and targets, so the teacher must strive so that the learning atmosphere is not monotonous and can make all students interested and enthusiastic.

Students enthusiasm or interest when solving the questions is low (Kiki, 2021) ^[13]. It means that students started to feel bored with the class situation. The teacher must be find the interesting method for their students in Learning or Assessment Online activities.

The lack of support of their environment ^[6](Dicky, et al. 2021). It can make the students feel lazy to do their assignment that have been gived by the teacher. This happens in students whose parents do not support their children to be disciplined in the teaching and learning process and also online assessment. So, the student's low motivation lead to students disinterest when the teacher conducted online assessments.

Online assessment also affect the teachers to be more creative in delivering their materials during online learning and also during online assessment (Prastikawati, 2021). Give the students interesting media, give them interesting video and power point or picture can help the students to forget about their boredom. They would focus on the materials and easy to understand the materials. Based on ^[16]Yulianto (2021), The teachers cannot directly monitor the students' performance, besides, the parents who should act as teachers, at home, to accompany the students have a limited time because of work from home. Every part of families can be a teacher for the students at home.

4. The lack of knowledge about technical (Dicky, et al 2021)^[6]

The barrier that make the students struggle is about the lack of their understanding of the app. It make the students confuse, and do not know how, and where they have to submit their assignment, or download the material.

Students work the assignment on time, but they forgot to click "Turn In" in Google Classroom so, their assignment have not been collected and the assignment would not enter to lecturer or teacher's account. (Kiki, 2021) ^[13]. It makes the teacher confuse to submit their score, and the students usually do not know if they not submit their assignment, that would be misunderstanding. In here, the teacher should remind or share about the information how to operate the application or remind them with show who have submit their assignment or not. So, the students will know about their assignment.

Not only the students, the lack of understanding of the teacher also be the barrier of Learning and Assessment online (Dicky, et al. 2021)^[6]. In indonesia there are not a lot of online learning,

they usually classroom based learning. So, the teachers also do not familiar with the media or any other application that they have face. It became the obstacles toward the teacher to implementing the Assessment Online. They need more time to study the online media used and prepare materials for online assessment.

The struggle of assessment and teaching can be helped by people around them. If students are in trouble parent should help the students, and also the teachers. When the teachers have the problem, the others teachers can help each other to give an tips to make an interesting and a good materials. Then, the government has also maximized the internet network and also the internet's quota for every individual who participate on educational sector.

4. CONCLUSION

The Covid-19 Pandemic make the change in education, the education that usually in class, must change to online class. Not only the class, but also the assessment must be conducted online. There are many ways to conduct assessment online used media such, three common media for online learning and assessments are; Google Classroom, WhatsApp groups, Google Forms. There are many students and teacher that not used with online class have many struggle such as; The limited connection, The limited quota, The stress and Boredome, The lack of knowledge and technical.

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PEER ASSESSMENT ON SPEAKING PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENT OF MAMBA'US SHOLIHIN GRESIK

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ABSTRACT

The adoption of peer assessment in the teaching of speaking skills at senior high school of Mamaba'us Sholihin Gresik is described in this paper. The purpose of writing this scientific paper is to find out how to apply Peer Assessment on Speaking Performance among Senior High School Students of Mamba'us Sholihin Gresik. This is a descriptive study in which the researcher is a participant observer. The participants in this study were senior high school of Mamba'us Sholihin Gresik first-year students. The researcher used the next process approach to observe the class using an observation sheet and taking field notes in order to see how the peer assessment was implemented. Classroom observation demonstrates the three processes of adopting peer assessment: pre-peer assessment, during peer assessment, and post-peer assessment. Researchers also noticed that implementing peer assessment to peers enhanced students' enthusiasm to provide peer assessments and gave them more confidence in doing so.

Keywords: peer assessment, speaking performance, implementation

1 INTRODUCTION

Assessment is a process to obtain information in any form that will be used as a basis for making decisions about students both regarding the curriculum, learning programs, and school policies. The results of the assessment can also be a guide for Smart Teachers to determine how to manage learning in the classroom, how to classify students in different learning programs, provide levels of assignments for students according to their respective abilities and needs, provide guidance and counseling. and this is in line with what Arends (2004) states, that assessment can be used not only to measure students' ability to receive knowledge and the teacher's ability to transfer knowledge, but also to make learning. Learning assessment can be categorized into three types, namely: assessment of learning (assessment of learning), assessment of learning (assessment for learning), and assessment of learning (assessment as learning). Assessment of the learning process or summative assessment has the aim of determining the level of achievement of student learning outcomes carried out at the end of the learning material. Meanwhile, assessment for and as learning or often known as formative assessment aims to collect information that will help Smart Teachers provide feedback and follow up on the learning process. Formative assessments can also help students improve their way of learning by redefining learning strategies that suit their needs.

Peer assessment is an assessment method that involves students. Boud D, Cohen R & Sampson J (1999). defines peer assessment as the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher". In the implementation of peer assessment, students are divided into 2, namely assessors and assessees. In the opinion of Topping KJ (2009). The assessor is the student who assesses, while the assessee is the student who is assessed. Student involvement in the grading system allows students to be more active in learning. Students can feel assessing a material before they are assessed by the teacher. Peer assessment makes students feel more responsible and can identify their own learning needs.

There are several factors that can affect students' learning motivation which is reduced to two factors, namely internal factors and external factors. Internal factors are factors that come from

within students such as physical and spiritual conditions, ideals/aspirations, student abilities, attention and others. Second is external factors are factors that come from outside the students, such as the teacher's efforts to teach students, learning facilities and environmental conditions around students.

Social interaction with peers can occur anywhere, one of them is at school. It's the same with the behavior of teenagers in general, the behavior of children at school also shows many symptoms of demoralization as a result of the declining quality of character values in students. Various problems such as brawls between students, cheating, bullying, immoral acts, destruction of school facilities and other acts of violating discipline have become the daily routine of most students, especially at the secondary education level. Today's teenagers tend to justify assumptions of the group, regardless of whether it is right or wrong in the eyes of the public.

Therefore, one of the goals of peer assessment is to use the positive role of students as assessors of students' speaking skills, and it is hoped that it can reduce the negative impact on the learning process. Peers are one of the external factors that can affect the increase or decrease in student achievement. And peer assessment is an assessment carried out on peers that can have a positive effect on the results of student learning such as students starting to learn responsibility for the assessments given to other friends, and students who are assessors should understand the material they are assessing.

The problem that generally occurs is in speaking or the ability to speak in English. Keep in mind that the most important thing to learn English is practice. Speaking is the most important part in English because when other people know the ability we have in English, it is our speaking ability. However, the problem that often arises is that many students find it difficult to speak English, there are many reasons for this problem. The problem that most often occurs is that students are often not fluent in speaking English, well that's because they are not accustomed to speaking English, secondly, students often seem to think in advance what to talk about, the third is the lack of vocabulary they have. Therefore, the application of peer assessment on students' speaking skills requires students to practice their speaking skills in front of their classmates.

Based on the opinion of Wilson (1983: 5), speaking is defined as the development of a relationship between the listener and the person speaking. The main purpose of speaking is to create communication by expressing it in a creative way. it can be concluded that speaking learning requires an interlocutor or a listener, in the classroom, students need peers to practice speaking learning. To take advantage of this condition, the application of peer assessment can be an effective method to improve student learning outcomes, especially in learning speaking.

2 METHODOLOGY

This study uses *participant observation* techniques. It is an observation in which the researcher participates in the activities carried out by the group under study. Participation here means that the researcher participates in the activities or activities that are being carried out by the group being studied. So even though they are observing, the researcher is not only watching but also mingling. This method is suitable for observing things related to psychic aspects such as impressions, meanings, what is felt. However, it is considered less objective. The reason is, when researchers make participatory observations, the people being studied or participants generally know that they are being studied. According to James P. Spradley (1980). "Participant observation is a type of research strategy. It is a widely used methodology in many disciplines, particularly, cultural anthropology, but also sociology, communication studies, and social psychology". In the sense of *participant observation*, the researcher comes in class to observe the implementation of peer assessment on speaking skills at the high school of Mambaus Sholihin. The researcher did nothing except observe the implementation of peer assessment in the classroom, without changing any activities in the classroom, because it was feared that it could damage the teaching and learning conditions in the classroom.

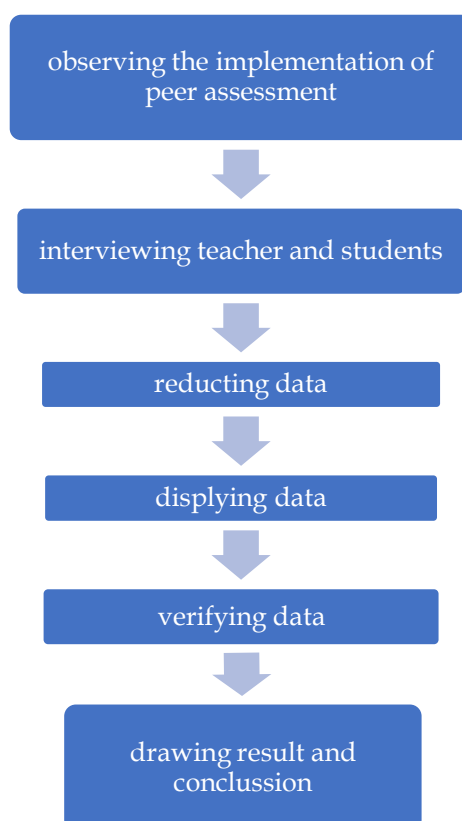
At the Mambaus Shalihin high school, there are 6 classes, the author only chose 1 class for the object of research, in this 1 class there are 30 students, and all students are male, and there is 1 teacher who implements peer assessment in their lessons.

The single most important instrument in qualitative research is the researcher himself. The researcher may use assistive devices to collect data such as a tape recorder, video cassette, or camera. But the usefulness or utilization of these tools is highly dependent on the researcher himself.

Researcher as an instrument (called "Participant-Observer") in addition to having advantages, also contains some disadvantages. The advantages include, first, researchers can directly see, feel, and experience what is happening to the subject they are studying. Thus, researchers will gradually "understand" what meanings are hidden behind the visible reality (*verstehen*). This is one of the goals to be achieved through qualitative research. Second, the researcher will be able to determine when the conclusion of the data is sufficient, the data is saturated, and the research is stopped. In qualitative research, data collection is not limited by instruments (eg questionnaires) which deliberately limit research to certain variables. Third, researchers can directly collect data, analyze it, reflect continuously, and gradually "build" a complete understanding of something. Remember, in qualitative research, researchers do "construct" a hidden reality (*tacit*) in society.

In this study, the author uses two research instruments, namely observation and interviews sheet. Observation is very important in collecting data regarding the implementation of peer assessment on speaking skills in the classroom. Researchers used observation sheets to collect data regarding the activities of implementing peer assessment in the classroom. The researcher acts as a direct observer in the classroom in the implementation of peer assessment on speaking skills. For the second instrument, namely the interview, the researcher used an interview sheet with the object of the English teacher and also students in the class, this interview sheet was given after the implementation of peer assessment in the classroom, the interview sheet was used to obtain information or data on the effectiveness of the use of peer assessment in the classroom. For the stages of research the author explains in the following table:

Figure 2.1: Stages of research



Data reduction is part of data analysis, so it can also be interpreted as the process of removing unnecessary data, organizing data in such a way, so that final conclusions can be obtained or even have been successfully verified. The process of data reduction and its various transformations will continue until the final research report is complete. In addition, data reduction which is a stage or technique of qualitative data analysis is a process which has the aim of being able to produce meaningful information and facilitate the drawing of conclusions obtained in collecting the data. The data that is reduced in this data reduction process will provide a more specific picture and will also make it easier for a researcher to conduct research when collecting data, which will then be used to find additional data if needed. The researcher only collects the necessary data, and specifies the data needed for research regarding the implementation of peer assessment on students' speaking skills.

Data display or data presentation is also a stage of qualitative data analysis techniques. Presentation of data is an activity when a collection of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions. The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks or charts. Through the presentation of the data, the data will be organized and arranged in a relationship pattern, so that it will be easier to understand. In this stage, the researcher will display the data collected from data reduction, in this process the researcher will present the data in the form of research conclusions from all the data collected.

Drawing conclusions and verifying data is the final stage in qualitative data analysis techniques carried out to see the results of data reduction still refer to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems. After all the data is collected and has passed the data collection steps, the researcher analyzes in depth and draws conclusions about the implementation of peer assessment on speaking skills.

3 RESULTS

In this section, the authors explain in as much detail as possible in presenting an explanation of the results of activities and observations of research or work carried out.

3.1 Peer Assessment

Topping, K.J. (2018, p. 1) defines Peer-assessment as “an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners”. This explains that students who act as assessors and those who are assessed are students who have the same status or in another sense friends in the class. In another opinion, Stribos and Sluijsmans (2010, p. 265) have defined “Peer assessment is an educational setting in which students assess the performance of peers quantitatively and/or qualitatively and which stimulate students to reflect, discuss, and collaborate”. From the explanation above, it can be concluded that peer assessment is an assessment in the educational process carried out by students who have equal status, between assessors and those being assessed, and can stimulate students' knowledge in the teaching and learning process, and responsibility as assessors of the value they give to as assessed.

Topping (2003). defines “Peer assessment can be summative or formative, one-way or reciprocal, face-to-face or online, anonymous or non-anonymous, the assessor(s) and assessee(s) may be individuals, pairs or groups, and they may be of the same or different age and/or of the same or different knowledge level”. Formative assessments are quizzes and tests that evaluate how a person learns the material during a course. Summative assessments are quizzes and tests that evaluate how much a person has learned during a course. In class, it means formative assessment takes place throughout the course, while summative assessment is a final evaluation at the end of the course.

Peer Assessment is an assessment that allows students to rate each other's performance. This can be invaluable in helping students to learn from one another by listening, analyzing and solving problems. It gives students the opportunity to deal with diversity in different ways, criticize and

judge and ultimately, students learn how to take responsibility for their own learning. Chan C.(2010), mentions some of the advantages and disadvantages of peer assessment as follows:

Advantages

- Encourages students to critically reflect each others' work.
- Encourages students to be involved in the assessment process.
- Helps students develop their judgmental skills when they assess the work of other group members.
- More feedback can be generated by students compared to one or two teachers.
- Reduces the time and workload of marking for teachers.
- Discourages the problem of 'free rider' because students tend to put extra effort to perform better in front of their peers.
- Maintains the fairness of assessment because everyone has the chance to assess each other.
- Students learn how to criticize, evaluate and apply other generic skills during the process
- Students learn more from each others' work.

Disadvantages

- Peer pressure and friendship can influence the reliability of grades given by students.
- Students may have a tendency to give everyone the same mark (for example, there may be collusion in return for good grades).
- Students are not experienced in assessing each other.
- Students may cheat in collaboration for group assignments.
- Fairness may not be maintained because extroverted students can be usually be marked higher and quieter students got marked down.

According to, White,E. (2009), there are seven stages to implementing peer assessment, the explanation is as follows:

1. Preparing the peer rating sheet before mid-term and final presentation classes.
2. Students' responsibility for setting up recording equipment to record each presenter.
3. Distributing the checklist (rubric) sheets of peer assessment to each student.
4. Filling out, the rubric sheet for each presenter by students during and after each presentation.
5. Collecting rubric sheets at the end of class and giving it to teachers.
6. Recording rubric scores for each presenter and determining an average peer assessment (PA) score which ranges from 5 (very good) to 1 (poor).
7. Returning rubric sheets of the previous week presenters to the students in the subsequent meeting.

Before the implementation of peer assessment, the teacher explains in advance the procedure of peer assessment to students, as explained above, and the teacher explains, how to assess and what is assessed through the value rubric that is distributed, each student gets the opportunity to become an assessor and who is assessed, in the last session, rubric scores are collected to the teacher for then the teacher distributes to each student according to their name for evaluation material and develop their skills.

According to Tarigan (1979), speaking is defined as the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings. Thus, whatever is conveyed by the speaker and the listener is information. Speaking skill is one of the language skills that students need to master. In speaking skills, special abilities and skills are needed, such as choosing vocabulary, compiling vocabulary into structured sentences and proper pronunciation. This causes difficulties in speaking skills, causing the low quality of these skills. Based on the author's

observations, the low quality of English-speaking skills among the public, especially students, is caused by the lack of optimization of students in learning English skills. The learning provided, both through formal and informal institutions, is not so applied by students. More specifically, students are less trained in speaking in teaching and learning activities in class.

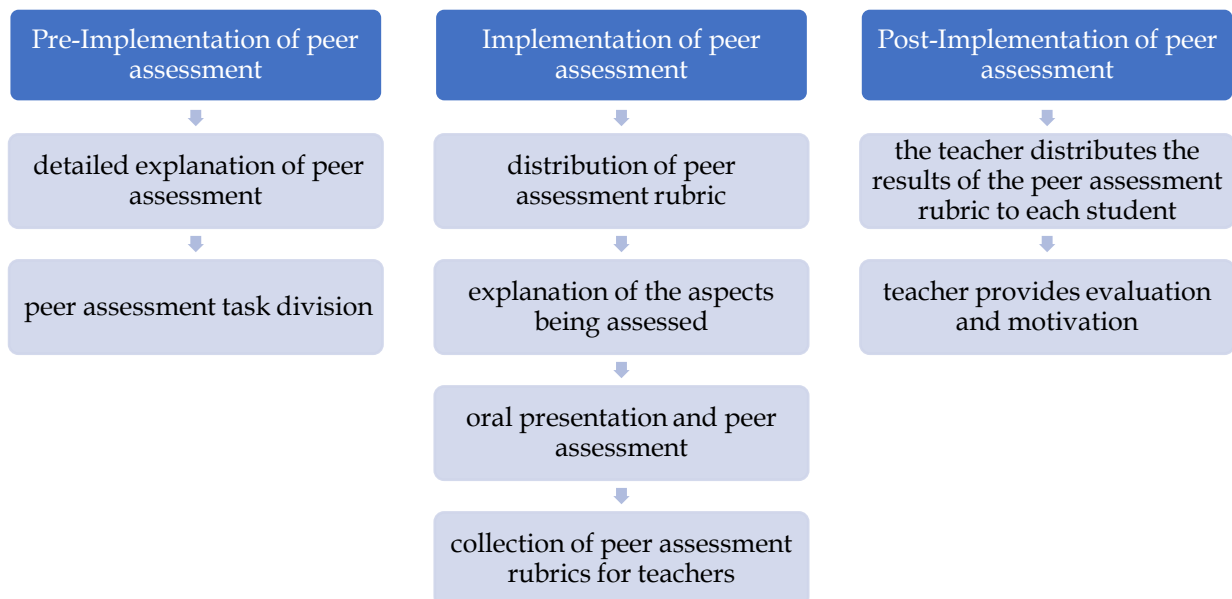
The factors that cause the low mastery of English in senior high schools consist of internal factors and external factors. Internal factors refer to the condition of students, including students who are passive, lack confidence or are afraid of being penalized if they speak incorrectly, while external factors come from outside the students themselves, one of which includes inappropriate learning methods.

White (2009) stated that the purpose of peer assessment in assessing speaking is to improve students' speaking skills. By evaluating speaking skills based on peer assessment, it is hoped that students can improve their speaking skills, on the other hand students must also be responsible for their assessment of peers.

3.2 Peer Assessment Result on Speaking

In this study, researchers observed the implementation of peer assessment on the speaking skills of high school students of Mambaus Sholihin, divided into three stages, namely pre-implementation of peer assessment, implementation of peer assessment, and the last stage is post-implementation of peer assessment, which the author will explain through table and also the explanation as follows:

Figure 3.2.1: Stages of research observation



Based on the table above, there are three observation steps in the application of peer assessment on speaking skills, namely pre-implementation, implementation, and post-implementation of peer assessment, and an explanation of each step as follows:

3.2.1 Pre-implementation of Peer Assessment

At this step the teacher explains in detail how the rules and how to use peer assessment, which includes the division of students as appraisers and students who are assessed, each student gets the opportunity to be an assessor and who is assessed.

3.2.2 Implementation of Peer Assessment

This step explains how to carry out peer assessment, the teacher distributes the peer assessment rubric first, then the teacher explains what aspects must be assessed in the presentations made by their friends. In order for students to initially give grades, the peer assessment rubric has been completed with a guide to the grades that will be given, the aspects assessed are: Pronunciation, Grammar, Vocabulary, Fluency. And the explanation is as follows:

a. Pronunciation

Pronunciation is the pronunciation of words in English based on how they are pronounced in the Oxford Dictionary or Longman Dictionary. These two major English dictionaries are widely used references. This also applies to pronouncing consonants as well as vowels correctly. We use the muscles of the mouth and surrounding areas such as the tongue and lips. Other important aspects of Pronunciation include:

- Word stress – stress on certain syllables in a word. Every word that has two or more syllables always has stress when reading one of the syllables.
- Sentence stress – emphasis on certain words in a sentence. Of course, it would sound strange if in one sentence there was no stress in one or more words in it. Because stressing certain words in a sentence can make it easier for other people to understand what is being said.
- Linking/word connection – how to pronounce certain words when combining. In English there is a word connection or the connection or combination of certain words, usually this combination is related to the pronunciation of a vowel with a consonant letter or vice versa.
- Intonation – the rise and fall of our intonation when we speak. Intonation when speaking is very important in addition to how to pronounce words correctly. Intonation when speaking makes other people better understand what we are saying and even includes emotions when we say a sentence.

b. Grammar (Grammar)

Grammar is a rule about the grammatical structure of language. This set of rules is commonly known as grammar. Important aspects in Grammar are the use of the right part of speech, the use of correct tenses and others.

c. Vocabulary (Vocabulary)

Vocabulary is a collection or list of English words that have been mastered, words whose meaning and use are known. Generally, vocabulary in English has different meanings depending on what kind of speech is used. Also, one word has 3 types, namely past, present, future.

d. Fluency

Fluency is fluency in speaking and understanding English.

Assessment method:

Category

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

Score guide

4 = perfect

3 = good

2 = less

1 = poor

How to determine speaking test scores? This is done by using a scoring table. Pay attention to the following scoring table:

Name	Pronunciation	Grammar	Vocabulary	Fluency
X	3	3	2	4
Y	4	4	3	4

The description of the results of the speaking test above is as follows:

The maximum score is 16 and the minimum score is 4. The score range is 1 - 100. In the above case, X gets a total score of 12. This means that he gets a score of 12: $16 \times 100 = 75$. Meanwhile, Y gets a total score of 15. So Y gets a score of 15: $16 \times 100 = 94$. In conclusion, X gets a category C score and Y got an A.

After all students have a turn to be appraisers and those who are graded, then the rubrics that have been assessed are collected to the teacher.

3.2.3 *Post-implementation of Peer Assessment*

At this stage the teacher distributes the peer assessment rubric that has been filled in by their peers to each student, this distribution aims to evaluate students' performance in speaking skills based on the results of peer assessment. The teacher does not stop just distributing the results of the peer assessment rubric, but also provides motivation and evaluation of students.

After all the observation steps, the researcher continued on the second instrument, namely the interview, at this step the researcher interviewed teachers and students, the purpose of this interview was to get more concrete data related to the implementation of peer assessment on speaking skills to high school students of Mambaus Sholihin. The results of interviews with teachers show data about the effectiveness of the application of peer assessment. The teacher said that the effect of implementing this peer assessment is that students who are usually indifferent to lessons and the environment become more active, because students are required to understand what they value. And interviews with students, the authors obtained data about, students felt they had to carefully observe the ability of their friends to speak, and also be able to evaluate their skills against peer assessments that had been done.

4 CONCLUSIONS

Based on the data collected from the observations and interviews, the researchers concluded that the implementation of peer assessment on speaking skills at the high school of Mambaus Sholihin was said to be successful. This success, of course, cannot be separated from giving a clear and detailed explanation by the teacher, so that the concern that students will give grades incorrectly is refuted. According to the results of interviews with teachers, students began to evaluate their respective skills, even though they were not only finished with the implementation of peer assessment but also when they saw the skill abilities of their friends, this shows that the influence of friends on the learning process is very important, because students will compete to show their skills. It is their best, because they are aware, who judge not only the teacher, but their classmates as well.

In the opinion of the researcher, the peer assessment method is applied in all subjects or even used in organizational systems, or in everyday life because every opinion from our friends is very different, from the assessment and opinions of colleagues, we can evaluate what is lacking and what what's wrong with us.

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Appendix 1

PEER ASSESSMENT RUBRIC VALUE OF SPEAKING SKILL

Speaker's Name : _____

Speaking Context : _____

Score category : _____

Aspect/value	4	3	2	1	Total
Pronunciation					
Grammar					
Vocabulary					
Fluency					

Note: provide a checklist according to the value you want to give.

The maximum score is 16 and the minimum score is 4. The score range is 1 - 100.

Total score : $16 \times 100 =$ Score result.

Score guide

4 = perfect

3 = good

2 = less

1 = poor

Category

A = 90 - 100

B = 80 -89

C = 70 - 79

D = 60 - 69

Appendix 2

INTERVIEW SHEET OF TEACHER

NAME:

1. Have you done this peer assessment method before?
2. When did you apply the peer assessment in method?
3. What is the condition of students before using this peer assessment method?
4. How is the condition of students after the application of this peer assessment method?
5. How do you overcome student confusion in the assessment rubric of this peer assessment method?
6. How do you deal with cases of assessment that are not in accordance with the rules of the peer assessment rubric?
7. Do you think this peer assessment method should be used outside of English lessons?

ANSWER:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Appendix 3

INTERVIEW SHEET OF STUDENT

NAME:

1. Does the teacher explain the rules on the peer assessment method clearly?
2. Do you understand the scoring rubric system in the peer assessment method?
3. When do you feel you have to evaluate your ability in speaking skill?
4. What do you think about the application of this peer assessment method in the classroom?
5. Do you rate your peers according to the rules of the peer assessment rubric?
6. What do you do when you find out the results of your speaking skill assessment based on a peer assessment?

ANSWER

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

DESIGNING RECEPTIVE SKILL ASSESSMENT TEST: STUDENT'S READING AND LISTENING COMPREHENSION OF REPORT TEXT

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Abstract

Assessment is a process of collecting data to determine the extent, in what case, and how the educational goals have been achieved. Receptive skills are listening and reading. Because learners do not need to produce language to do this, they accept and understand it. Exposing students to a lot of listening will quickly improve their ability to communicate orally. Reading is the process of receiving interpreting information in language from via the medium of print. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. In this study, the researcher wanted to Design assessment test for student's reading and listening comprehension through report text. This article limits on assessing reading and listening comprehension in report text. It is undeniable, listening and understanding a foreign language requires a fairly high level of concentration. Moreover, this is if students have not really mastered it. although the assessments in listening and reading are almost similar, there are also differences in them. The purpose of the report text is to convey information about something as it is as a result of systematic observation or analysis. This Report text also helps them get to know new vocabulary and grammar. This article can be useful for readers to read and to know the assessment test of receptive skills.

Keywords: assessment, reading, listening, report text

1 INTRODUCTION

English is the official language used for international. English plays an important role in day-to-day life. There have been many good books written in English. The Indonesian government has determined that English is one of the compulsory subjects in particular for junior high school students and high schools. English has many skills that must be mastered. One of them is listening (Andyani, 2012, p. 29). English is one of most spoken language around the world. In this era of globalization, almost all countries provide their facilities in English. English has developed into an international language not only in education, culture, technology, business but also in job. For example, Indonesians have been teaching English to children since they started learning in kindergarten. Indonesians recognize that English is needed for their child because they need English to prepare for work when they grow up (Gunantar, 2016).

In language teaching, there are four skills which are divided into two categories namely receptive and productive skill. Skill is generally defined as the ability to do something well or with expertise. Speaking and writing skills are called productive skills. Productive skills are also called as active skills, because is a broadcast of information that a language user produces in spoken or written form. It helps the students to practice real-life activities inside the classroom (S et al., 2021).

Receptive skills are listening and reading. Because learners do not need to produce language to do this, they accept and understand it. These skills are sometimes known as passive skills. When learning a new language, learners tend to develop their receptive skills first and then acquire productive abilities. It is a complex relationship between the two as they all play a supporting role by developing other skills. For example, reading skills can be a contributing factor to the development of writing, while listening can improve speaking fluency (Masduqi, 2016).

Learning receptive language skills aims to develop students' competence in capturing the meaning of various types of texts that are heard and read. The level of understanding of various types of texts can be distinguished based on the level of skills that must be achieved by students including (a) literal comprehension skills, (b) interpretive skills, and (c) evaluation skills (Eriyanti, 2020).

Assessment is one of important aspects in learning process in order that the students can develop their potential. Assessment can also be classified into three types according to the person who evaluates. The three types of assessment are self, peer and teacher assessment. The assessment is also to determine whether the learning objectives have been accomplished or not. Each skill in both productive and receptive skill should be assessed differently since the ability which is being assessed is different each other (Amalia, 2017). A test is a special form of assessment. all tests are assessment, but not all assessments are tests.

The test is one of the important aspects in the teaching and learning process. measuring the success of the teaching and learning process is one of the functions of the test. Most formal tests use the written phrase as a stimulus for test-taker response; even oral interviews can also additionally require studying overall performance for positive tasks. Reading, arguably the maximum critical skill for achievement in all instructional contexts, stays a talent of paramount significance as we create tests of general language ability (Brown, 2006)

The government of Indonesia has decided that English is one of the compulsory subjects especially for Junior High School and Senior High School students. Teacher plays an important role in education especially increases the quality of the students because he or she transfers his or her knowledge through communication to the students with different kind of learning style (Wijayanti, 2019). Many students have different potential to learn knowledge. In order to measure their knowledge, the teacher should assess their ability. A teacher also has the ability to measure the intelligence, interest, aptitude and values of the students by using appropriate instrument.

Listening is an important skill in learning English, which is found as significant challenges by non-English speakers. In the past, conventional teaching methods such as audio-lingual had limited resources. Teaching listening is usually carried out in a language laboratory by using textbooks and also with recorded CDs. The recorded CD cannot be copied easily because the publisher limited it. So, The students can practice listening only during the classroom lesson. (Fauzanna, 2017, p. 331). According to (N. Z. Azizah & Yaumi, 2018, p. 117) In listening spoken language, we have to understand what the speakers mean when they speak particular words. It is not easy to understand their words. So, the learners have to pay attention to the sound, situational context, and the gesture.

Learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

A lot of students think that listening is a passive skill. English as second language, so they do not want to learn much about English comprehension. Listening is a way to get information and understanding. For studying other English skills, we also need listening to get information. If they want to learn how to speak, they should first learn to understand the spoken language they hear. A lot of learners can find the difficulty of listening skill to learn. This makes the teachers must change their listening exercises into an effective way. The development of listening skills can help learners to succeed in language learning and increase their understanding. (Ahmadi, 2016, p. 7). Learners with good listening comprehension skills can be better to participate in class effectively.

Reading is one of the most important components of learning English, and it is used from elementary school through university. When students are pursuing their education, reading is quite vital. Students in certain schools are given English textbooks that are written in English. These textbooks include an information about the subjects that the students studied. In order to access this material, individuals must have a sufficient command of the English language. They should, in particular, be able to read so that they may fully comprehend them. That is why mastering reading abilities is crucial. (Kusumawanti & Bharati, 2018).

Reading aims at some new things to learn. Learning will succeed when there is a change of mind by knowing something from the unknown. Teachers must understand that reading is not a simple activity because students must acquire new knowledge in a reading. Reaching a lot of information in reading

will help students to have a lot of knowledge, especially related to their studies. Students can increase their background knowledge and experience from reading the text (Ikhsan, 2017).

Report Text contains detailed information about something in general a research. It is one type of text in English that describes the details of an object. The explanation in the report text is the result of observations, research, observations and studies on various things. The main purpose of this report text or report text is to inform specific functions or detailed information about an object.

Derewiaka (1990) as cited in Azizah (2019) says that information reports classify and describe the phenomena of our world. We use it when we talk about things, like bicycles. The main focus of this text is on 'things' (or rather, classes of things) rather than sequences. The topic of the report usually begins with an opening general statement or general classification and is followed by a series of paragraphs describing the topic. In this paper writer try to explain about designing student's reading and listening comprehension of report text.

2 METHODOLOGY

This study used descriptive qualitative method. This is a descriptive study using literature review as the method. The data were secondary data in the form of documents, including articles, journals and books. The data were collected through reading and reviewing such documents. From the results of the descriptive analysis in this study, then the results of the description are designing student's reading and listening comprehension of report text.

3 RESULTS

3.1 The Importance of Assessment

Assessment conducted to know the students and the quality of their learning. It is also important to use a variety of techniques to discover what students have learned. Assessments can be designed to measure a variety of abilities. Assessment is designed to measure students' higher order thinking skills which can be done by developing several evaluation instruments.

Language assessment in second language education is important because it helps teachers "to understand, analyze and apply information about student performance to improve teaching". Furthermore, Knowledge of different types of assessments enables teachers to select the most appropriate and effective instrument to meet their learning objectives. A teacher with assessment literacy can interpret assessment data, communicate with students about their understanding status, and use this information to set short- and long-term learning goals (Bayat & Rezaei, 2018).

According to (Davied, 2000, as cited in Ernawati et al., 2019) Assessments that directly support learning have five main characteristics:

- 1) students are engaged so that a shared language and understanding of learning is developed,
- 2) students self-assess and receive specific descriptive feedback about learning during learning,
- 3) students collect, organize, and communicate evidence of their learning with others,
- 4) instruction is tailored in response to ongoing assessment information, and
- 5) safe learning environments invite risk taking, encourage learning from mistakes, allow for focused goal setting, and support successful learning.

Assessment of foreign language teaching and learning is carried out for various reasons. First, it reveals how many students have achieved their learning goals in foreign languages, who have difficulties or problems with their learning, and what techniques are useful in teaching foreign languages. Second, the teacher can decide whether to continue the foreign language teaching program or not.

The assessment includes information about students' awareness, understanding, perception and learning attitude. Assessment addresses student needs and is central to teacher planning, including testing. Standardized tests are most often associated with the following guiding principle terms: practically, authenticity, reliability, validity, and the washback effect (Tosuncuoglu, 2018).

3.2 The Principles of Assessment

Assessment is the process by which educators assess the knowledge, understanding and skills of their students. Therefore, assessment policies and procedures need to be the basis for conducting an assessment. Assessment also plays an important role in the learning process of students, this is very important for the quality of learning outcomes that teachers provide to their students, therefore there are assessment principles that support various policies, procedures, and comprehensive assessment practices. According (Brown, 2006) There are five principles:

a. Practicality

The first principle is practicality. There is no doubt that a good test is effective if the test is practical. This means that in conducting a test, the test does not have to spend a lot of money, according to the time limit provided, it is easy to use, and has a specific assessment procedure.

Bachman & Palmer (1996) established a specific formula to measure the practicality of a test. It assesses practicality with resources. Bachman & Palmer classify these resources into three types:

- 1) human resources, including test writers, scorers or assessors, and test administrators, as well as administrative and technical support personnel;
- 2) material resources including space, equipment (e.g. computer or video) and materials (e.g. paper and drawings)
- 3) the time which includes the time for developing questions, the length of the test, the time of assessment or scoring.

In considering the various types of resources, it is also important to estimate the (financial) costs that may be associated with each resource, as costs are closely related to the ability to procure resources.

b. Reliability

The reliability of a test is something that should be considered by the developer / test maker to see if the test made is consistent and can be accounted for. A reliable test is a test that if tested on the same student at different times, the answers or results of the students should be the same as from the previous test. The content of an unambiguous test or question will definitely produce a definite answer, meaning that if the question or test is repeated at different times, the answer will remain the same.

c. Validity

Validity is one of the most important principles in the implementation of a test. Why is it important, because a valid test is a test that is in accordance with the learning objectives or the material being taught. A valid test can be seen if the results of an assessment are appropriate, meaningful, and useful for the purpose of carrying out the assessment.

d. Authenticity

Authentic relates to the suitability of language assessment tasks with actual or real-world communication situations. Authentic assessment is a term to describe various alternative assessment methods that allow students to demonstrate their ability to complete assignments and solve problems. Authentic assessments, including essay writing, reports, proposal designs, portfolios (Hidayati, 2016).

e. Washback

In the assessment of language washback is the effect of the test in the teaching and learning process. The washback effect itself is divided into two types, namely positive washback and negative washback. One way to provide positive washback is to build knowledge in students by providing supporting aspects for the integrity of teaching. That is, by giving feedback to students about their strengths and weaknesses of course after they take the test. This method can increase the washback effect on learning. For example, by giving praise to those whose grades are good and constructive comments if the results are not good.

3.3 Type of Listening

3.3.1 *Type of Listening*

(Brown, 2006) derived four types of listening performance, there are:

- 1) Intensive Listening

Intensive listening is listening that is directed at something that is much more supervised, controlled, towards a certain thing. In this case, an important division must be made, which is directed at language points as part of a language teaching program or to general understanding and understanding. Test the smallest parts of language, such as: phonemes, words, intonation, discourse markers, etc.

2) Responsive Listening

Respond appropriately to what has been heard. In this case, the test-taker is expected to be able to master the "WH question" in order to be able to answer the question correctly. For example: when the test-taker hears a question using the word "why", then the test-taker will answer the question by giving "a reason, usually marked with the word because".

3) Selective Listening

Selective listening is a type of listening that allows you to hear what you want to hear. It encourages mental filtering and helps eliminate information we don't want to get. The test taker is able to choose the most appropriate answer based on the specific information that has been heard. In selective listening, students are usually asked to listen to names, numbers, directions, or certain facts and events.

4) Extensive Listening

Extensive listening is a kind of listening activity that deals with things that are more general and more independent of a language, it does not need to be under the direct guidance of a teacher. The most basic use is to restate known material in a new environment in a new way. In extensive listening, a broader and more general understanding is needed. Usually includes the essence or main idea of what is heard.

3.4 Type of Reading

3.4.1 Type of Reading

1) Perceptive Reading

Perceptive reading is focused on trying to assess this type of reading, they just want to know whether the students can read or not. In perceptive reading, the type of reading tends to be short and includes attending to the components of larger stretches of discourse such as letters, words, punctuation marks, etc. At the beginning level of reading a second language, the fundamental tasks include recognition of: alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences.

2) Selective Reading

Selective reading is largely part of the assessment format to ensure one's reading recognition of lexical, grammatical language in a very short span of language. Selective reading requires the students to recognize word, grammatical, or discourse features of language within a very short sentence or short paragraph. The readers find the particular information in text which the text conclude the information.

3) Interactive Reading

Reading is a process of negotiating meaning; the reader brings to the text a set of schemas to understand it, and intake is the product of that interaction. The focus of interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) in texts that are short enough with the aim of retaining the processed information.

4) Extensive Reading

The purpose of extensive reading is to train students to read directly and fluently in the target language for enjoyment, without the help of the teacher. Extensive reading applies to texts of more than one page up to those that are long and include professional articles, essays, technical reports, short stories, and books. Global understanding is the goal of the assessment. Top-down processing is assumed for most extensive tasks.

3.5 Designing Receptive Skill Assessment of Report Text

3.5.1 Listening Assessment

In many ways, the consideration of testing and assessing listening ability parallels that of assessing reading. Both are receptive skills and both can be broken down in similar ways. According to (Brown, 2006) There are some types of listening test. There are intensive listening, responsive listening, selective listening, and extensive listening.

1) Intensive Listening

a) Recognizing Phonological and Morphological Elements

Morphological elements correctly identify different phonemes and morphemes commonly found in English. You can manipulate endings, stress patterns, or play with words. This test usually gives a spoken stimulus and students identify the right speech with read the sentences.

Example part of report text:

Students hear:

Moon

“The moon is the only natural satellite of the earth. It is the second brightest object in Earth's sky after the sun because it shines by reflecting sunlight”

Question : Students hear: “It shines by reflecting sunlight”

Students read : a. It signs by reflecting sunlight?

b. It shines by reflecting sunlight?

b) Paraphrase Recognition

Paraphrase Recognition, in this task assesses students' listening ability to listen to short sections of language and paraphrase them. This assessment task examines the micro-skills of students' listening comprehension. It helps students understand their level of English and develop their ability to gather and understand information. Students listen to words, phrases, and sentences and are then asked to choose the correct paraphrase from a number of choices.

In assessing listening of report text, teacher can use paraphrase recognition. Teacher provides listening about part of report text. It can assess students' ability to paraphrase the short sentences they hear.

Example part of report text:

Students hear:

Moon

“The moon is the only natural satellite of the earth. It is the second brightest object in Earth's sky after the sun because it shines by reflecting sunlight”

Students paraphrase:

1) The moon shines because of the sun.

2) The natural satellite of earth is moon.

2) Responsive Listening

The format can provide some interactivity in these lesser listening tasks. The distractor was chosen to represent common student errors. students listen to questions and provide answers that are appropriate to the context of the question. The test-taker's response is the appropriate answer to a question.

Example report text:

Farmer

A farmer is someone who is engaged in agriculture, mainly by managing land with the aim of growing and maintaining plants, with the hope of obtaining the results of these plants for their own use or selling them to others. Everyone can become a farmer, whether it is cultivating privately owned land or employing farm workers to cultivate the owner's land.

Question : Students hear: “what do the farmers do with the crops?”

Students read :

a. for giving to government

b. for selling them to others

c. for entertaining the farmers

d. for owning the private land

3) Selective Listening

a) Listening Cloze

Listening Cloze requires the test taker to listen to a story, monologue, or conversation and simultaneously read a written text in which the selected word or phrase has been removed. The students have to fill a text with some words deleted. It assesses students' ability to identify key vocabulary from within a brief monologue.

Examples of report text:

COW

Cows are mammals that live on land, which reproduce by giving birth and are grass-eating animals or herbivores. Animals known as meat and milk producers have large posture, four legs, and the average body weight of cows can reach 500 kg, these animals are usually used as sacrificial animals or can be categorized as pets. Cattle that have been castrated and are usually used to plow the fields are called lembu and cows are divided into 2, namely beef cattle and dairy cows.

Listening Cloze:

COW

Cows are mammals that live on land, which reproduce by giving birth and are grass-eating (____) or herbivores. Animals known as meat and milk producers have large (____), four legs, and the average body weight of cows can reach (____) kg, these animals are usually used as sacrificial animals or can be categorized as (____). Cattle that have been castrated and are usually used to plow the fields are called lembu and cows are divided into 2, namely beef cattle and (____) cows.

b) Sentence Repetition

Sentence repetition (also referred to as "sentence recall and sentence imitation") taps into an individual's ability to repeat the exact wording of what was just heard. sentence repetition might produce more robust effects than spontaneous speech.(Theodorou et al., 2017). Repeating a sentence is also used as an assessment of listening comprehension. As in a dictation, the test-taker must retain a stretch of language long enough to reproduce it. and then' must respond with an oral repetition of that stimulus.

4) Extensive Listening

a) Dictation

Dictation is the transcription of spoken text: one person "dictates" what is said and another person "dictates" what words are said as they are spoken. Among speakers of several languages, dictation is used as a language proficiency test, similar to the spelling bee in the English-speaking world. In dictation, the test taker hears a passage, usually 50 to 100 words, read three times. It assesses students' ability to identify phonemic differences. Students are writing while the instructor reads a passage.

Example report text:

Aloe Vera

Aloe Vera is one type of plant that can be developed into herbal plants that have many benefits for participants as industrial raw materials. The characteristics of this aloe Vera plant include having slightly pointed leaves in the form of spurs, having jagged and sharp edges, has sap in it, the shape of aloe vera is thick, the surface of the aloe Vera has spots that are approximately 15-36 cm long and 2-6 cm wide.

When dictating students, teachers, speakers can adjust their intonation. First read at normal speed, Second read with designated pauses, and the Third read at normal speed.

3.5.2 Reading Assessment

Almost all language testing, at least to some extent, on reading comprehension still takes place. According to (Brown, 2006) There are some types of reading test. There are perceptive reading, selective reading, interactive reading, and extensive reading.

1) Perceptive Reading

a) Reading Aloud

Reading Aloud is one form of strategy or way of reading text aloud that can help focus attention mentally, raise questions and design discussions through pronunciation of vowels or consonants, tone or song speech, mastery of punctuation marks, grouping words or phrases into units. ideas, eye speed and expression. The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator.

Example report text:

Titan Arum

Titan arum is or corpse flower one of the rare plants found in Indonesia. It has another name, namely Rafflesia Arnoldy. Size very large and can rise up to four meters high. This plant is called the

corpse flower because it emits a smell very pungent rot. Even so, this smell has two roles which is very important, namely as protection and attention insects that help in the pollination process.

When in bloom, the outer petals of this flower look white, while the crown is purplish red like magenta. Although its physique looks big and sturdy, its life span is only seven days before he dies. The original habitat of the corpse flower is in the forest.

b) Written Response

The same stimulus is presented, and the task of the test taker is to reproduce the probe on the writing. Due to the transfer of different skills here, the evaluation of test takers' responses should be treated with caution. If something goes wrong, make sure you specify the direction; what might be considered a typo, for example, may actually be a reading error, and vice versa.

c) Multiple-choice

Multiple choice answers are not just a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at low reading levels, include equal/different, circle answers, true/false, select letters, and match. Multiple choice in perceptive reading report text can be true/false answer in statement based on report text.

Example report text:

Komodo

Komodo is a type of large reptile that has four legs and looks like lizards. The difference is, the size of this animal is very large. Komodo is a rare animal that has entered the protected category. Komodo has been declared a national animal for this country.

Body length can reach the average height of an Indonesian, or about 165 cm. The length of the tail is equivalent to the length of the body so that the total length of this animal is about three meters. Komodo has a long body, bigger than its head.

The head is slightly elongated, similar to reptiles in general. His eyes are small and colorful. The mouth is slightly elongated. The teeth are many, covering the jaw all over the jaw. Komodo's teeth are quite long and very sharp. Its yellow tongue often sticks out and is forked at the edges.

Komodo has four legs and looks like lizards (T/F)

Komodo has short body and bigger than its head (T/F)

Komodo is a common animal (T/F)

Komodo has yellow tongue (T/F)

The length of Komodo is about 165 cm (T/F)

2) Selective Reading

a) Multiple-choice (for form-focused criteria)

Selective reading focuses on the lexical and grammatical aspects of language, usually thought of as "vocabulary and grammar". The general activity/assessment used to test reading knowledge on vocabulary and reading knowledge is a multiple-choice format. It is easy to administer and grade, serving the purpose of checking vocabulary and/or grammar. It can be related to report text in grammar.

Example:

1. Cows ... mammals that live on land, which reproduce by giving birth.

- a. Is
- b. Am
- c. Are
- d. Be

2. Aloe Vera smell ... two roles which is very important.

- a. has
- b. have
- c. had
- d. don't have

3) Interactive Reading

a) Cloze Tasks

Cloze tests are typically one to two paragraphs in length. They can be created relatively easy and customized for any student. The assessment includes a reading and omits (typically) every seventh word but the teachers can modify deletions of appropriate words that coincide with proficiency level.

Example report text:

Orange

Orange is a fruit that belongs to the citrus species. Citrus fruit itself comes from South China, India, and Myanmar. Currently, citrus plants are the most widely cultivated plants in the world.

Brazil is the largest producer of citrus fruits followed by China and India. The high consumption of oranges in various parts of the world also encourages its production which is increasing from year to year.

Reading Cloze:

Orange is a (1___) that belongs to the citrus species. Citrus fruit itself comes from South China, India, and Myanmar. Currently, (2___) plants are the most widely cultivated plants in the world.

Brazil is the largest (3___) of citrus fruits followed by China and India. The high consumption of (4___) in various parts of the world also encourages its production which is increasing from year to (5___).

1. a. object b. tool c. fruit d. color
2. a. citrus b. lemon c. fruit d. pine
3. a. writer b. producer c. baker d. maker
4. a. apples b. oranges c. grapes d. guava
5. a. year b. hour c. past d. second

b) Scanning

Scanning is a way to find certain information in a text with a certain approach. It is a kind of reading a text quickly, going through a text to find a particular piece of information.

Example report text:

Mangosteen

Mangosteen (*Garcinia mangostana* L.) is a kind of evergreen tree from the tropics which is believed to have originated from the Archipelago. The fruit of the mangosteen tree is also called the mangosteen. Mangosteen trees and leaves have characteristics. The height of the mangosteen tree on average reaches 6-25 m. Mangosteen has the characteristics of meeting leaves (lumber), sitting opposite leaves, and short petioles. Mangosteen leaves are thick and wide. Perpendicular tree with symmetrical branches forming a cone. All parts of the plant exudate yellow sap when injured.

1. How long is the average of mangosteen tree?
 - a. 3-10 m
 - b. 4-20 m
 - c. 5-20 m
 - d. 6-25 m
2. How is the characteristic of mangosteen leaves?
 - a. Thin
 - b. Thick
 - c. Small
 - d. Narrow

4) Extensive Reading

a) Skimming Tasks

Skimming means reading quickly to determine the topic or main idea in the reading. Using this technique, you can predict the purpose of writing the text, the topic of reading, and the main idea.

Example report text:

Bottlenose Dolphin

Bottlenose Dolphin (*Tursiops truncatus*) or Bottlenose Dolphin is a marine mammal belonging to the Cetacean nation that can live up to 40-50 years.

The shape of the dolphin's head allows it to withstand or fight the current of the water so that its body can move easily in the water. Dolphins have large, slender snouts, and no external ears. A small hole located behind the eye serves as the inner ear. The duct from the orifice is filled with secretory oil. Dolphins have very good hearing, the frequency of sound that can be captured by dolphins reaches 150 KHz.

Using breathing apparatus in the form of lungs makes dolphins have to often rise to the surface to breathe air. In general, dolphins rise to the surface every 1-2 times every minute. Dolphins breathe through blowholes, which are nostrils located on top of their heads. In less than a fifth of a second, the dolphin has re-emptied and refilled its lungs. The dolphin will sink and dive back into the sea as the air exits the blowhole.

1. What is the main idea of this text?
2. What is the author's purpose in writing the text?
3. What is the main idea of the second paragraph?

4 CONCLUSIONS

Receptive skills are Listening and Reading are part of receptive skill. Both of listening and reading are important. Reading and listening will help you develop language intuition. Receptive skills are important because students are enabled to either read and understand or listen to a text and be able to understand what it is all about. The Report Text function can be represented by the words to describe/to report/to give general information about/to explain something that is described or explained. Assessment is also to determine whether the learning objectives have been accomplished or not. Each skill in both productive and receptive skill should be assessed differently since the ability which is being assessed is different each other. Mastering listening and reading are very important because report text is one of kind of material in reading and report text is almost same with description text. The ways to develop the material must pay attention on some steps such as, designing, making and evaluating the assessment.

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STUDENTS' INTEREST ON LEARNING ENGLISH USING YOUTUBE TOWARDS SPEAKING ABILITY

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Abstract

Nowadays, student interest in learning English is increasing. Most of them learn about it in every media, including digital media. There is a lot of digital media which is easily accessible, like YouTube. YouTube is one of its video-based social media, it is also popular enough in Indonesia to rank 3rd. Through YouTube, students can access a wide range of videos which can support and help students learn English. They chose YouTube as a medium because it is more attractive in terms of visual view and easier to access easily. On YouTube, there are a many of special tips that can help in speaking English for example. Speaking is one of the many English language skills that must be honed because to build a conversation is required to be proficient in speaking. To find out how far the students are attracted to YouTube as study media, we are approaching fourth grader students in English Department. The purpose of this approach is to find out how far student interest goes in learning English on YouTube. The method of the article is descriptive quantitative research. The instrument of this research is questionnaire with ten questions about YouTube's use in learning to speak English. As a result, we can find out the effectiveness and impact of learning English through visual videos. It is thus inconclusive that YouTube is a medium that can improve the speaking skill of English students through video visualization.

Keywords: interest, learning English, speaking, YouTube, video visualization.

INTRODUCTION

Language is an important thing of maintaining communication with one another. Language enables one to understand what is spoken including the international language of English. Almost all countries speak English as the primary language, a second language, and a foreign language. Saraswati, Yaniafari, Rahmawati, & Khoiri (2021) suggested that English is often uses in business, banking, technology, science, research, Internet, education, entertainment, medicine, engineering, media and newspapers, travel and tourism, and software.

English is important for education and work. Abah, E., Felicia, O., & Worlu, D. K. (2019) argues that in Indonesian country, English is the second language after Indonesian language and mother tongue language for Indonesian society which is almost mandatory. English also becomes an interest for many people in Indonesian. According to Meinawati & Euis (2020) to improve their English skill, they always do exercises such as improving the fourth English skill through many media like listening to music, reading the English book, writing in English, and imitating for speaking English through video or audio. One proper medium for learning to speak English through video and audio is YouTube. YouTube is an online media accessible to smartphone, laptop, TV, and computer.

By a YouTube account, viewers can be subscribed to channels, which enables sections of the main page to show personalized content (V., Santo, Skobodzinski, Park, & Bedi, 2021). After we watching several videos and interacting with them by liking or disliking them, YouTube will suggest videos of similar content on the "Home" feed in our account. This is particularly

helpful in learning one of these is learning to speak because in the feed there will be new materials from YouTuber so that users can more easily get the latest videos on their porch. The aim of this study to find out how much student interest is talking about YouTube as the media in developing their speaking ability. The research questions of this research are 1) What are the students' interests on learning English using YouTube? 2) What are the advantages of using YouTube as media learning to improve students' speaking skill? 3) What are the disadvantages of using YouTube as media learning to improve students' speaking skill?

LITERATURE REVIEW

The Advantages of YouTube Media in Speaking

The advantages of using YouTube as a learning medium should be felt by people especially students and teachers. Easy material to obtain by simply typing out key words in the "search" column has helped many people from Indonesian videos to foreign languages. According to Anggraini (2021) YouTube is an easily accessible platform for mobile devices such as smartphone and tablet (IOS from apple, android and chrome OS from Google), video game console (PlayStation, Xbox or Nintendo console), a decoder device (apple TV, Roku, Google ChromeCast) or smart TV's operating system (such as LG's webOS), this suggest that YouTube is available on almost all digital devices and can be found, primarily, serving millennial generations "digital native" and Z generation.

This medium also means that students and teachers do not have to do face-to-face study. Teachers can also provide material through sources from YouTube (Baihaqi, Mufarroha, & Imani, 2020). Not only developmental materials acquired, students and teachers will become more proficient on using technology and able to develop E-learning. E-learning is one of the learning models that taps into communication technology and information particularly on YouTube (Munawaroh & Isniatun, 2010). YouTube is also a multipurpose application. YouTube is also making it easier to search for information, management, and science transfer or information transfer (Baihaqi, Mufarroha, & Imani, 2020). Amin (2020) says that "The proficiency of YouTube use in the learning world is the presence of pictures and sounds of an event so that the study margin can easily be understood by students." This suggests that YouTube has many of advantages when used wisely by its user. Moving away from the higher profits, there's no doubt about the benefits of YouTube as a medium of learning to speak in English.

The Disadvantages of YouTube Media in Speaking

While the YouTube has a lot of information benefits. It has its drawbacks. The potential disadvantages to YouTube users are wrong information. This is because most of YouTube video omit references and lack of reviews (V., Santo, Skobodzinski, Park, & Bedi, 2021). As for many times, the distribution of videos depends on word of mouth or on viral which truth remains uncertain (obtaining clarification from the main part) and thus leads to an endless hypothesis of content (Buzzetto, Nicole 2015). This should certainly be understood by student's speaking to choose content with accurate source.

Using YouTube in Teaching and Learning Speaking Process

Information technology has evolved according to the direction of science. This could certainly be used as a study aid including YouTube (Awaru, 2017). The use of YouTube in the teaching process is also considered quite effective because YouTube displays are 2D visual, so the users do not get bored to keep staring at the screen for long periods of time (Faradillah, Fany & Nurpahmi, Sitti 2022). There are several subsystems that can determine learning success include the learning tools, technologies, and teaching powers (Coombs, 2012). Educators are

also facilitators of a lesson that largely determines the success of the material to be received (Arham, 2020). From the foregoing it can be taken that YouTube has an important role for both the talking student and the teacher in learning. Purwanti, Ni Komang Ratna, et al. (2022) argues that teachers can also take examples of how to speak well in correct English pronunciation. It also continues to update the latest materials, resulting in greater variety of learning.

Learning to speak English on YouTube is quite simple. Students can access materials as needed and can train individually and in groups. This approach offers a good opportunity for the teacher to help the students excel and expand (Hadeel, 2021). The view from the YouTube video is better so that students can see, visualize, and listen. Compared with learning by conventional methods, YouTube videos are rated more realistic, practical, and comprehensive (Almurashi, 2016). A recent study by (Syafiq, Rahmawati, Anwari, & Oktaviana (2021) suggests that the videos of YouTube significantly supports not only in English speaking but also in grammatical, lexicon, eloquence, and content structure.

YouTube is a valuable learning medium for language teachers (Nasution, 2019). It is also an effective medium in developing language skills through the development of vocabulary and topic for conversation (Riswandi, Diki. 2016). YouTube content has increased a significant number of student talk that includes accuracy, efficiency and overall performance (Maziriri, E. T., Gapa, Chuchu, & Tinashe, 2020). Since YouTube is one of the commonly used portals, it can be used to enhance students' proficiency in the English language, especially speaking and listening skills (Jati, Saukah, & Suryanti, 2019).

METHODOLOGY

The research design of this research is descriptive quantitative research. Descriptive quantitative is use to describe, explain, predict, or control the phenomena that studied based on statistical or numerical data (Gay, Mills, Airasian, 2012). This research design was to see how YouTube video improve the students' speaking skill. The population of this study was 150 students of English Department student of semester 4th. The researchers took 20 students for sample of this research. The research instrument is 10 statements of questionnaires through Google Form. To collect the data, the researchers are use close-ended questionnaires. The questionnaire are related with the students' experience on using YouTube as learning media to improve their speaking skill. The researchers used Microsoft Excel to calculating the percentage of students' answers to the statements on the questionnaire. The researchers are look for the validity and reliability for take the result of data. Then, the researchers describe the results based on data counting on it.

QUESTIONNAIRE: VALIDITY AND RELIABILITY

To find out whether the questionnaire given is valid and reliable to respondents, the researchers checked the validity and reliability of both. Validity is the extent to which the inferences made from test scores accurate. While reliability is the degree to whice an assessment consistently measures and is usually expressed numerically as a coefficient (John, 2015). The researchers used Pearson Product Moment in SPSS 22 with r-table 0.632. To check the validity of this questionnaire, the researchers have compared the r-table and r-value. If the **r-value \geq r-table** the item is declared valid. However, if **r-value \leq r-table** the item is declared invalid.

Based on the results of the validity test, all items from the questionnaire are valid except for numbers 1, 2 and 7. Researchers had deleted invalid questionnaire. To find out the reliability of the questionnaire, the researchers tested the reliability using Cronbach Alpha in SPSS 22. If **alpha \geq r-table**, the item is declared reliable. However, if **alpha \leq r-table**, the item is declared unreliable. Based on result of reliability test, the reliable coefficient is 0.693. The result of the correlation mean that all questionnaire items are reliable.

FINDING AND DISCUSSION

This session will show the results of the study. Responses from the questionnaires will be shown in the form of a chart. For the findings of research have been explained on research questions.

- **Do you use YouTube as a direct instructional tool in learning speaking English?**
This score mean is (1) and the standard deviation is (0). This indicates that the participants had positive perceptions about it.
- **Do you use YouTube to give additional information about a certain subject in speaking English?**
This score mean is (1) and the standard deviation is (0). This indicates that the participants had positive perceptions about it.
- **Do you make to have a discussion over a certain video with your friends?**
This score mean is (0.7) and the standard deviation is (0.47). This indicates that the participants had neutral perceptions about it.
- **Do you call to give comments after watching a video?**
This score mean is (0.65) and the standard deviation is (0.49). This indicates that the participants had neutral perceptions about it.
- **Do you invite or share the video which you watch to your friends?**
This score mean is (0.65) and the standard deviation is (0.49). This indicates that the participants had neutral perceptions about it.
- **Do you write down the points about the material after watching a video in YouTube?**
This score mean is (0.9) and the standard deviation is (0.31). This indicates that the participants had positive perceptions about it.
- **It is easy to find materials in speaking English learning on YouTube?**
This score mean is (1) and the standard deviation is (0). This indicates that the participants had positive perceptions about it.
- **Do you learn speaking English faster and better by using YouTube videos?**
This score mean is (1) and the standard deviation is (0.2). This indicates that the participants had positive perceptions about it.
- **Do you feel more comfortable in using YouTube to learn speaking English?**
This score mean is (1) and the standard deviation is (0.2). This indicates that the participants had positive perceptions about it.
- **Do you enjoy choosing materials on YouTube in learning speaking English?**
This score mean is (1) and the standard deviation is (0.22). This indicates that the participants had positive perceptions about it.

Table 1. Students' interest on learning English using YouTube towards speaking ability.

No.	Statements	Yes	No	Mean	Standard Derivation
1.	Do you use YouTube as a direct instructional tool in learning speaking English?	100%	0%	1	0
2.	Do you use YouTube to give additional information about a certain subject in speaking English?	100%	0%	1	0
3.	Do you make to have a discussion over a certain video with your friends?	70%	30%	0.7	0.47

4.	Do you call to give comments after watching a video?	65%	35%	0.65	0.49
5.	Do you invite or share the video which you watch to your friends?	65%	35%	0.65	0.49
6.	Do you write down the points about the material after watching a video in YouTube?	90%	10%	0.9	0.31
7.	It is easy to find materials in speaking English learning on YouTube?	100%	0%	1	0
8.	Do you learn speaking English faster and better by using YouTube videos?	95%	5%	1	0.2
9.	Do you feel more comfortable in using YouTube to learn speaking English?	95%	5%	1	0.2
10.	Do you enjoy choosing materials on YouTube in learning speaking English?	95%	5%	0.95	0.22

The finding above indicates that students using YouTube as a direct instructional tool in learning speaking English. Their responses denoted that YouTube videos can help them to learn speaking. Also, the result referred that the students have additional information about a certain subject in speaking English. It can be seen that the percentage on Question number 1 is 100%. Students get references in speaking English. When they view videos on YouTube they will find words and information that they find difficult, they can mark and remember these words as references when speaking in English. It can be seen that the percentage on Question number 2 is 100%.

The research findings explain that students sometimes have discussions with their friends about YouTube video content. It can be seen that the presentation on Question number 3 is 70%. Nevertheless, students sometimes leave comments after watching videos on YouTube. They provide statements or questions related to video content. It can be seen that the percentage in Problem number 4 is 65%. When students feel that the content they are watching is very interesting and educational, they share the video with their friends. It can be seen that the percentage in Question number 5 is 65%.

Also the findings of this study clarify that writing difficult material is important after watching YouTube. Of course this is to support their speaking ability. It can be seen that the percentage in question number 6 is 90%. In question number 7 the percentage is 100%. This shows that students easily find material on YouTube to develop their speaking skills. On YouTube, students can choose the theme or topic they want to study in developing speaking skills.

This study shows that students find learning to speak English easier because they watch YouTube. In Question number 8 the percentage is 95%. This shows that YouTube has made it easier for them to learn. Questions number 9 and 10 have the same percentage, which is 95%. Students feel comfortable when using YouTube as a learning medium. They feel happy when they watch YouTube while studying to prove their speaking skills. YouTube has an audio-visual function that makes students feel comfortable and useful in learning to develop their abilities.

CONCLUSION

This study aims to identify students' interest in learning English using YouTube on speaking skills. By developing technology, students can be done with various media such as YouTube. With this application, the learning process can be carried out more easily because students can see visually and hear audio-visually. Students can watch videos on YouTube to develop them,

especially in speaking skills. YouTube is a modern tool that can provide many benefits for EFL students.

Based on the research findings, students have a positive interest in using YouTube as a medium to develop their English-speaking skills. Students stated that YouTube videos could be helpful in providing references for learning to speak in English. For English Foreign Language (EFL) students, content in YouTube videos can help students guess the meaning of foreign words. Students can easily access YouTube on their smartphone anytime and anywhere. Study findings can help curriculum designers to consider students' needs in designing curriculum.

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FINDING THE WASHBACK EFFECT OF IELTS TEST ON SECOND LANGUAGE LEARNERS

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Abstract

In these recent decades The International English Language Testing System (IELTS) is the most widely used test, especially for those who are willing to continue their higher education in English speaking countries especially US, UK and Australia. The aim of this standardized test is to assess applicants' language capability. This test is managed by three partners: IDP: IELTS Australia, University of Cambridge ESOL Examinations (a division of Cambridge Assessment), and British Council. Because IELTS is an important, and non-negotiable eligibility criterion for applicants to enter English speaking countries. Hence, this study aimed to come to a better understanding of second language learners' perspective toward certain conditions and factors that can work together to contribute to the washback of the IELTS test. The writer will use library research to obtain the data. The washback effects of the IELTS test toward the learners were found and characterized using a qualitative technique based on findings from previous library data in the form of journals, books, and articles from both online and offline sources.

Keywords: IELTS, washback, second language learners

1. INTRODUCTION

English is a language that is massively used for communication around the world. It is also the most learned language, since English is an international language of politics, science, commerce, trade, and many more. As a result, having the capability of sufficient English language skills is one of the most significant things to be acquired by individuals, especially for those who are willing to continue their study in international universities around the world. Thus, it is very important to have critical regulation for the applicants who intend to study abroad.

Before accepting applicants from around the world, some universities will obligate them to take a language proficiency test in order to predefine their English proficiency level. Therefore, a valid and reliable assessment of language competence of each applicant with the purpose of getting entry into international academic circumstances has become a main concern in developing the International English Language System (IELTS) organization.

Cited from official website, www.IELTS.org, IELTS test has two formats namely, academic (AC) and general training (GC). The format of both tests are the same, the difference is in the specific needs of the test takers. All test takers have to take the same speaking, listening, reading, and writing section test. Although, there are a few differences in its content. Each section of the test is graded on a scale of 0 to 0, with the total result derived from the average of these scores. As the number of people taking IELTS has continued to grow higher in recent years, so has the demand for a high IELTS score. As a result, it is critical for test takers to understand the strategies prior to facing the test.

Washback is a term that is often used in language assessment to describe how testing affects teaching and learning. According to Buck (1998), washback is a tendency for both teachers and students in order to adapt their classroom activities to the test criteria particularly, when the test is significant for students' future, and pass rates are used as a measure of teacher success. The backwash of the test effect is critical to be considered because it can be whether helpful or harmful to the classroom. Washback has long been thought to be one of the features of a good test. According to Fulcher and Davidson, good testing leads

to good washback, while bad tests lead to bad washback (2007). This relevance of washback motivates researchers to learn more about prior studies that investigate the positive and negative effects of washback, particularly in English proficiency tests such as the IELTS.

IELTS

Cited from IELTS official website, IELTS is an English language test for study, work, or migration. Every year, almost three million people take the IELTS test. More than 11,000 education and training providers throughout the world require an IELTS score to their participants, even some universities in non-English speaking nations require an IELTS score from their students if the course they are taking is taught in English. According to Thorpe et al. (2017) IELTS occupy the top multi million-pound global English language testing industry that is firmly established in the globalized and financially driven higher education industry.

As previously indicated by the researcher, there are two types of IELTS tests: academic (AC) and general training (GT). The IELTS academic test is intended for those who are willing to continue their higher education in an English-speaking environment or university, and for those who want to apply for education at a level below a bachelor's degree should take the IELTS general training. It includes a school or college that teaches English. For those moving to Canada, Australia, New Zealand, or the United Kingdom, IELTS general training is also necessary in order to measure the immigrant language ability. The IELTS test feature in this format is everyday English language skill needed in the workplace and social environments.

Both IELTS test formats give a valid and accurate assessment of four language skills: listening, speaking, reading, and writing, and they are evaluated in the same way. Hashemi and Daneshfar (Hashemi and Daneshfar, 2018). The applicants have to take the first three sections in the following order: Listening, Reading, and Writing with no breaks between these parts of the test. The speaking section can be taken on the same day or it could be taken 7 days before or after that, it depends on the local arrangement. The speaking section might use various native accents such as: Americans, Australian or British accents and all standard types of English are accepted in responses.

Washback

The phrase "backwash" refers to how an exam influences teaching materials and classroom management (Hughes, 1989). Although, in recent years, the term 'washback' has become more widely employed in the applied linguistics and language sector (Alderson, 2004). Washback, according to Dorobat and Palmer (1996, p.30), is a direct effect of testing of individuals.

According Davies et al. (1999) washback is viewed as being either positive (helpful) or negative (destructive). Positive washback occurs when a test's procedure encourages 'good' teaching practice, whereas negative washback occurs when a test's procedure has an unfavorable effect on teaching and learning (Alderson and Wall in Cheng and Watanabe, 2008, p.9). This means that negative washback reflects something that should not happen during the testing and teaching process. When the test material and test methodologies deviate from the course objectives, this is an example of negative washback in testing. It can be concluded that washback is a complex phenomenon, it is associated with attitudes, beliefs, and practice of teaching and learning activity.

Second Language Learners

The term 'English as Second Language' (ESL) refers to learning English in a non-English-speaking country where English is not the official spoken language of the country. Thus, students in non-English speaking countries are considered as English Second Language learners. But, students who are learning English in British or U.S. would be considered First Language (EFL) Learners because English is their natural language or their mother tongue.

The ability to acquire a language is an innate human being that has distinct structural regularities. Language is used to communicate human desires and requirements. In the last two decades, there has been a surge of interest in how students acquire English as a second language. This is due to the recognition of the value of knowing English.

2. METHODOLOGY

This research uses library research as the major approach. According to Zeid (2004), library research is a research that uses library data to get the sources to collect and analyze the data. In this paper researchers try to find information from secondary data that is relevant to the topic, it includes hypotheses, expert views, and relevant research for the related issue. Reading from a variety of publications regarded as reliable by the scientific community is part of the process of doing library research. Books, research summaries, scientific journals, newspapers, scientific papers, and other reading materials may be included in these reading sources.

3. RESULT AND DISCUSSION

Investigating washback to the learner from the IELTS test in the Japanese tertiary context

Investigating washback to the student from the IELTS test in the Japanese tertiary context is the title of the study by David Allen (2016). This study focuses on the consequential validity of the IELTS in order to examine the washback effect toward learners' test preparation strategies and score improvement.

There are three instruments used by the researcher, namely: test, surveys, and interviews. The researcher recruited three hundred first-year undergraduate students at Japanese University in the Tokyo Metropolitan area. Selected participants are consented to take two IELTS tests. Of these, two hundred and four participants have completed both two IELTS tests that were fully funded then one hundred and ninety participants also completed the survey. The researcher recruited nineteen students randomly consisting of twelve males and seven females for interviews. According to Allan, (2016) all of these participants were all high academic achievers and had succeeded to enter prestigious national universities in Tokyo.

Procedure

The test is done with the average time between 11 months among the first and second test, with the shortest interval being 7 months and the longest being 13 months. The test is conducted at one of four officially designated test centers in Tokyo which is convenient for the participants. Each participant is required to prepare the test independently. However, IELTS test preparation material can be accessed by participants at (<http://www.britishcouncil.jp/exam/ielts/resources/free-practice>) throughout 30 weeks.

The data gained from the test show a significant increase in both speaking and listening for all of the participants. This finding is similar to Humphreys et al. (2012), International students who took the IELTS test over the course of one semester at an Australian university showed a significant improvement in speaking. Interestingly, although the data show the increasing score of productive skills, participants' writing score did not improve. This could be as a result of the IELTS Writing Test's relative difficulty level, which consistently has the lowest mean score of all components (www.IELTS.org). To sum up, the positive washback occurs in learners' speaking skills. It demonstrates from the second test, students changed their preparation strategies such as focus from listening and reading (receptive skill) to speaking and writing (productive) skills.

In gaining the data about participants' test preparation strategies, the researcher employed an online survey immediately after the participants taking the second IELTS test. The test contained nine sections with 12 questions all related with learners' IELTS previous experience, IELTS-related tuition, reason for taking IELTS test, and learners' preparation resources (website and workshops). Adopted a test-focused approach. In line with the test data, it suggests that studying for IELTS test resulted in improving students' focus on productive skills. It can be seen from the increasing proficiency in speaking, particularly at lower initial levels of proficiency.

The last one, a semi structured interview was conducted by a trained postgraduate assistant in order to make the participants feel comfortable and able to speak freely about their strategies before taking the IELTS test. Questions in this interview section are similar to those in surveys. The test result showed several highlighted points such as test preparation strategies, change in approaches to test preparation,

perceived difficulty, perceived efficiency and effectiveness, knowledge of how to study and improve assistance from others, and other factors.

The interview result according to the first point, which is test preparation strategies, participants mostly used materials from IELTS official provided by the British Council consisting of text-books, workbooks, past exam collection, and online materials. They also adopted a test-focused approach which focused primarily on tasks. For the second point, changes in approaches to test preparation. Sixteen participants said that their test preparation strategies changed after taking the second test. The most obvious change was to change their focus from receptive skills to productive skills. The result from the third interview point about perceived difficulty shows that some participants described their first experience in taking the test made them aware of their language proficiency and made them re-evaluate their study approaches. The next point about perceived proficiency shows that some participants believe that they have to do well in the reading and listening section. It is because they believe reading and listening is their strength and it is efficient to do so within the limited time available. The fifth point about knowledge of how to study and improve shows that some participants focus on reading because it was the easiest for them, some others stated that they did not know how to improve speaking, as a result they did not prepare well for the speaking section. The last point about assistance from others shows that some participants stated they only focused on studying certain sections such as speaking and writing, study a little, even not study at all. It is all because they believe that there is not much time and opportunity to practice and also no-one provides feedback on their work.

In conclusion, this present study by Allen, David (2016) found that IELTS provides a stimulus on productive skills in the Japanese tertiary context which we can say is a positive washback. Further, it can lead to the increase of participants' language proficiency, particularly, speaking proficiency. It can be seen from participants' willingness to practice productive skills through various sources and adopting new ways to study English. The participants are more likely to rely on peer guidance in unstructured situations. Additionally, they could feel even more reliant on feedback from others to grow their productive abilities and believe that without others to speak or write to, there isn't much they can do on their own to advance their skills.

Demystifying the Complexity of Washback Effect on Learners in the IELTS Academic Writing Test

The second study is conducted by Masoomeh, Estaji (2013). This study aimed to explore the perspectives of learners involved in the IELTS Academic Writing Module (AWM) courses. In particular, the study explored learner perspectives of motivation, test-taking anxiety, test-taking strategies and the expectations students bring to their courses. The participants of this study are 79 male and female (mostly aged 19-35) from second language learners of IELTS Academic Writing preparation and advanced writing class in a Language institution in Tehran whose first language is Persian.

This study adopted a mixed method and collected data through 4 instruments, consisting of A TOEFL test, two linked forms of the IELTS Academic Writing Module (AWM), questionnaires, and semi-structured interview. There are four stages of data collection procedure in this study. In the first stage, the researcher administered an official TOEFL test to 140 participants to determine the homogeneity of their L2 proficiency across the group. Their official TOEFL scores will prove their homogeneity. 79 subjects were selected to join this study and they were randomly assigned to experimental and control groups. They divided into two which 42 learners in non-IELTS courses and 37 studying in IELTS preparation courses

The second stage was the interview, this interview focus on L2 learners' perception toward the differences between IELTS and non-IELTS courses that they attend previously, and also plan for the course, furthermore 4 questionnaires are prepared to collect information about their motivation test anxiety, test-taking strategies, their motivation, and expectation. At the end of the course they were given questionnaires about their perspectives of the test.

The third stage, the researcher conducted a treatment using a designed syllabus to use in the IELTS AWM course. IELTS test preparation materials had been targeted at problem areas with suggestions for development and had been focused on the criteria of the IELTS Academic Writing assessments. Additionally, the Experimental Group (i.e., IELTS students) were required to take an IELTS sample test in each session after the IELTS test practice materials were presented (while emphasizing IELTS

Academic Writing Test Tasks and Strategies). During this preparatory course, six IELTS practice exams were taken. These practice exams were meant to give students test-taking experience and to improve their comprehension of the IELTS Academic Writing Test.

The last stage, after the first and second test forms of IELTS AWM, were conducted as learners' post-test to compare the test form for learners' level of difficulty. Two impartial raters, including the researcher, rated all IELTS tasks utilizing the official IELTS Writing Assessment Guide (IELTS, 2000). In addition, questionnaires were given to the learners at the end of the course to record any changes toward learners' test knowledge and perspectives.

Data analysis revealed that tests affected learning, and learners could profit, in terms of writing score gains, from giving attention to IELTS preparation tasks and activities, but the additional benefit was surprisingly limited. However, there was little evidence of dramatic increases in scores on the part of the learners as a result of preparation in their Academic Writing courses. In contrast, the data showed that the washback effect of this exam seems to be limited in the sense that it did not appear to have a fundamental effect on learners' perspectives. In other words, learners' motivation for the study, test anxiety, test-taking strategies, and their expectations remained largely unchanged. The behaviors suggesting washback exhibited during this study were disparate and mixed.

The results of this study showed that the contribution of test preparation to learners' perspective appeared to be minimal in this setting. The effect was not the same in degree or in kind from learner to learner and no significant change was observed regarding aspects of examination influence on the learners' perspectives. In learners' perspective the course has no significant advantage.

However, learners who took the Academic Writing course as well as the IELTS Academic Writing course did significantly better on the test. Reiterating that there are many other factors that influence learner perspectives, such as learner motivation for study, test anxiety, test-taking strategies, and their expectations of the IELTS preparation course, it is important to note that the extent to which learner perspectives only reflect test expectations was constrained. Individual differences between learners may exist in how they see and respond to tests. Therefore, it appears as the washback of the program, as opposed to washback to the learner, has a stronger significance to results in the outcomes.

To sum up, this study showed there was washback from the exam onto a variety of learning areas, but it also showed that washback to the learner was not present and that it varied in form and intensity. In conclusion, this study showed that rather than being a direct automatic effect, washback is actually complex and elusive. There are several independent and intervening variables that appear to have a significant impact on students' learning, including teacher factors, the stakes of the test, test design, textbooks, resources, classroom circumstances, management of classroom practices, and many other factors.

In conclusion, findings from this study support the argument from previous theory that washback is quite complex and context-oriented. Simply because examining one or some factors or examining the phenomenon in one context is not capable of explaining critical washback issues, such as how and why washback phenomenon influences some learners but not others. Affecting learners' views is a complicated and complex process, it requires a careful emphasis on multiple emotional, cognitive, and social elements, according to previous washback study by Cheng (1998), Ferman (2004), Green (2007), Read and Hayes (2003), and Shohamy et al. (1996). Focusing on these affective, cognitive, and social factors can help students gain the important perspective necessary for learners' improvement as well as their motivation to modify their behavior when it is needed.

4. CONCLUSION

In order to promote more effective and efficient second language teaching and learning, academics, educators, and language testing professionals have advocated for performance evaluation throughout the past ten years. Along with this, language education researchers have been showing their concern in empirical study of washback. There have been several claims regarding washback as a result.

Overall, there is a paucity of research and preliminary findings based on the result of test, surveys or questionnaires, students' interview, on the washback of IELTS test. There are various problems existing in almost all the papers reviewed. The washback that occurs in the IELTS test can be positive or negative.

The first research conducted by Allen (20016), IELTS tests tend to have positive washback in terms of productive skill, especially speaking. The L2 learners tend to focus on test-related tasks and materials to prepare the test. Further, it can lead to the increase of participants' language proficiency. It can be seen from participants' willingness to practice productive skills through various sources and adopting new ways to study English. The participants are more likely to rely on peer guidance in unstructured situations. Additionally, they could feel even more reliant on feedback from others to grow their productive abilities and believe that without others to speak or write to, there isn't much they can do on their own to advance their skills.

The second study from Masoomah, Estaji (2013) revealed that tests affected learning in IELTS Academic Writing Preparation classes, but they affected different learners in different ways. That is, the effect was not the same in degree or in kind from learner to learner and no significant change was observed regarding aspects of examination influence on the learners' perspectives. In other words, the contribution of test preparation to learners' perspectives appeared to be minimal in this setting. Learners pursuing a test-preparation course did not obtain a significant advantage in their perspectives.

In general terms, washback and impact of IELTS in second language learning context does exist. This current paper focuses on how the IELTS test has been impacting L2 language learners' strategies, how they manage their motivation and anxiety. All of the washback impacts depend on how the teacher's guide the students.

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AN ANALYSIS OF GRAMMAR ASSESSMENT IN TENSES STRUCTURE FOR SENIOR HIGH SCHOOL

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Abstract

English language assessment in general and English grammar assessment in particular, should be closely aligned with the goal of instruction. If the teaching goal is to transmit grammar rules from teachers to students, the assessment of grammar knowledge is carried out by having students to apply the grammar rules and the instruction goal is that students can apply grammatical rules for real life. This research aims to know the student's ability to use some tenses in Senior High School, because assessment of grammar skills is a necessity that must be understood by students, and tenses of grammar skills greatly affect students' understanding in daily conversation. The writer used library research to obtain the data. And the results should be that (1) only learners' grammatical forms and semantic meanings are assessed; (2) Selected-response task types and The Discrete-Point Approach are mainly used to assess learners.

Keywords: *grammar skill, assessment, tenses structure*

1. INTRODUCTION

Success in learning English as a foreign language manifests in the ability to employ various skills which are important for communication both orally and in a written form these language skills include listening and reading (receptive skills) as well as speaking and writing (productive skills) yet, success in performing these four language skills are essentially dependent upon some language learning components, such as vocabulary, grammar, and pronunciation. Among those three language components, grammar is considered the most important component for more advanced language learning.

The role and status of grammar in language teaching have been a topic of heated debate for centuries. the prestige of grammar suffered a decline in the 1970s, when the communicative approach started to gain wide currency. As will be pointed out below, a "strong" version of the communicative approach denies grammar of any place in the language curriculum. This strong view, however, gave rise to growing dissatisfaction with the communicative approach in the 1990s. Ellis (1997) called the "strong" version of the communicative approach, communication activities such as problem-solving tasks, role-plays, and information-gap activities took up nearly all the learning activities were complemented by form-focused exercises, e.g. controlled practice of structures.

In many assessment contexts today, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, writing, listening to, or speaking the L2 - a practice based on the assumption that all instances of language use invoke the same fundamental working knowledge of grammar and that a lack of grammatical knowledge can severely limit what is understood or produced in communication. In short, language educators have defined and assessed grammatical knowledge in many different ways over the years as the notion of what it means to know" the grammar of a language has evolved and instructional practices have changed many assessment contexts today, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, writing, listening to or speaking the L2 - a practice based on the assumption that all instances of language use invoke the same fundamental working knowledge of grammar and that a lack of grammatical knowledge can severely limit what is understood or produced in communication. In short, language educators have defined and assessed grammatical knowledge in many different ways over the years as the notion of what it means to know" the grammar of a language has evolved and instructional practices have changed.

Grammar test tasks consist of (1) Selected-response task types including the multiple-choice (MC) task, multiple-choice error identification task, the matching task, the discrimination task, and the noticing task; (2) Limited-production task types regarding the gap-filling task, the short-answer task, and the dialogue (or discourse) completion task (DCT); and (3) Extended-production task types which is about the information-gap task (info-gap), story-telling and reporting tasks, the role-play and simulation tasks

Purpura (2014) discussed four approaches to grammar assessment. The first one is The Discrete-Point Approach, and in this approach selected response and limited response tasks are used to measure learners' grammatical ability. Selected response tasks can be designed in the forms of Multiple Choice (MC), True/False (T/F) while limited response task can be gap-fill, error correction tasks. The second approach is the Performance-Assessment approach. According to this approach, learners' grammatical ability is assessed by performance tasks in spoken or/and written forms. The L2 Production Features Approach is the approach to grammar assessment mentioned by Purpura (2014). To measure learners' grammatical ability, students are required to get involved in real-life discussions and many extended production tasks are designed to elicit learners' oral production. and the features in the discussions like accuracy, complexity and fluency are elicited and assessed. The last grammar assessment approach discussed by Purpura (2020) is The Development Approach; and the goal of this approach is to measure learners' developmental proficiency levels of grammatical forms. To characterize learners' grammatical ability at different proficiency levels, test designers can employ diverse test tasks like Multiple choice (MC), limited response (LP) or Extended production (EP).

Because of the writer will analysis the assessment of grammatical in senior high school, the writer want to know the assessment form of grammar will be given by teacher in senior high school, and how is the teacher assess the student in senior high school and what aspect of tenses in grammatical knowledge are assessed ?

2. METHOD

The method of this research uses qualitative approach, library research in which the data obtained from the book and previous study related to this study. The primer data of this study are C. J. Weir (2005) *Language Testing and Validation*, H D Brown & P Abeywickrama (2010) *Language Assessment; Principles and Classroom Practice* (2nd Edition) and Penny Ur (1991) *A Course in Language Teaching*. The secondary data consists some scientific writing (Book, Journal, Essay, or sites) related to the topic.

The data analysis used are by;

- a. Content Analysis Method (Arikanto, 2013) is an analysis of book in which, from the result of the analysis, there can be a conclusion of book to incline to one explanation or others
- b. Descriptive Method (Sanapiah Faisal, 2012) is trying to describe or interpret what exists, either the condition, the relation, the opinion appearing, or the process running and developing.

3. FINDING AND DISCUSSION

3.1 Curriculum for Senior High School

In the implementation of the 2004 curriculum, which is a text-based one, the role of grammar appears to be important because the students of English are expected to socially function. They should be equipped with the knowledge and the use of various genres. each genre is characterized by its purpose or social function, its generic structure, and its lexicogrammatical features. The aspect of lexicogrammatical features implies the need for learning grammar of language learning. "The curriculum suggests that grammar be introduced to students, following the words, " to receive and produce interesting and purposeful meanings within the context of real-life language used " (Ur"s (1996:78).

The focus in the English teaching curriculum in Indonesia has shifted from learning grammar into communicative language teaching (Kemendikbud, 2016). However, English tenses still govern the process of learning English in developing countries. Students entail grasp English tenses' topics to enable them in applying the appropriate sentences as needed. Therefore, English sentences are incorporated in many texts discussed in schools. Here, some grammar aspects expected in the English syllabus of the 2013 curriculum (Kemendikbud, 2016) are also identified. The syllabus indicates that tenses are crucial in improving the students' English skills as tenses provide basic information to support the skills.

No.	Basic Competence	Material	Assessment
3.7	Applying text structures and linguistic elements to carry out social functions declare and ask actions / events that occur /occur regularly or are common truths, in accordance with the context of their use.	Present Tenses	
4.7	Prepare oral and written texts to state and inquire about actions / events occurring /occurring on a regular basis or as a general truth, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.		
3.8	Applying text structures and linguistic elements to carry out social functions declare and inquire about actions / events occurring in the past, in the context of their use.	Past Tenses	
4.8	Prepare oral and written texts to state and inquire about past actions / events, taking into account the correct and context appropriate function of the social, text structure, and linguistic elements.		
3.9	Apply the text structure and linguistic elements to carry out the social function of declaring and inquiring about actions / activities / events occurring / occurring in the future, in the context of their use.	Future Tenses	
4.9	Prepare oral and written texts to state and inquire about actions / activities / events occurring / occurring in the future time, taking into account the correct and context appropriate function of the social, text structure, and linguistic elements.		

The basic competencies listed in the senior high school syllabus involve 3 types of tenses: Present tense, Past tense, and Future tense. Considering that students are expected to master the intended competencies, the following table provides the breakdown of the appropriateness for teaching tenses based on the 2013 curriculum.

3.2 Grammar Skill

Learning proper grammar is important because it is the language that makes it possible for us to effectively talk about language. Grammar names the words and word groups that makeup sentences not only in English but in almost any language. As humans, we can put sentences together even as students. Grammar is the total mechanism that a language possesses and through which its users can communicate with each other. Grammar refers to the formal analysis and description of the rules of the language. This is known as 'Descriptive grammar'.

There has been discussion regarding the strategy of grammar teaching in foreign language learning. Larsen Freeman (1986) pointed out that there were several strategies in teaching grammar which can be categorized into those (e.g. treatment of errors, emphasis on either deductive or inductive learning, the role of the first language, and sequence of grammatical items) and practical (e.g. presentation of

grammatical structure, the essence of drills, and practice). The presentation grammar concerns whether teachers should work inductively or deductively the inductive approach, as the name suggest induces grammatical within the language.

The main aim of the teachers in teaching grammar is to teach the structure of the language systematically and make their students get good command over the language to produce the learned grammatical structures accurately when they use them in their real-life situations in either spoken or written form. Learning objectives have various functions. They: form the underpinning for the design, the content and the performance of teaching, and examination. Indicate to students what they are expected to learn or the skills they will have acquired by the end of the course; skills they will be examined and assessed on.

3.3 Tenses

Tenses are part of grammar that concerns sentence construction by referring to time. English uses a lot of different verb forms to refer to the events occurring at any different time, while in Indonesian no verb is changed to refer to the events occurring at different times. According to Pardiyono (2007), the tense was a variation of the change of verb form including a full verb, be, and auxiliary that was usually used as the predicate in the sentence, which should be appropriated with the kinds of time expression. The word tense stood for a verb form or series of verb forms used to express time relation.

Therefore, in English, there are several tenses with each function and pattern. Each tense will be followed by verb changing and an appropriate time signal. Based on time, there are four divisions; present, past, future, and past future. Viewed from an event, each tense has four ways: simple, continuous, perfect, and perfect continuous. But here will be discussed three kinds of tenses. Those are :

3.3.1 Simple Present Tense

Azar (1993:2) says that 8 simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Werner (2007:15) states that 9 the usual time of the simple present tense is extended present. The tense is used in these ways: to describe habits, to make general statements of fact and to express opinions.

3.3.2 Simple Past Tense

Azar (1993:24) says that Simple Past Tense indicates an activity or situation began and ended at a particular time in the past. Pyle (1991:59) states that 10 the simple past tense is used for a completed action that happened at one specific time in the past.

3.3.3 Simple Future Tense

Werner (2007:17) says that the simple future tense and be going to are used for several specific meanings. She explains that will is often used to express the future in written. In spoken English, it is frequently used with predictions, promises, offers, and requests, while be going to is also used in conversational English. It often involves actions that have been planned before the moment of speaking. Both will and be going to are followed by the simple form of a verb.

3.4 Assessment of Grammar

In many assessment contexts today, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, writing, listening, or speaking the L2 - a practice based on the assumption that all instances of language use invoke the same fundamental working knowledge of grammar and that a lack of grammatical knowledge can severely limit what is understood or produced in communication. In short, language educators have defined and assessed grammatical knowledge in many different ways over the years as the notion of what it means to „know“ the grammar of a language has evolved and instructional practices have changed.

According to Larsen-Freeman (2009), in the traditional approach to assessing grammar, “ grammatical knowledge is defined in terms of accurate production and comprehension, and then assessed through the four skills. Testing is typically done using of decontextualized, discrete-point items such as sentence

unscrambling, fill-in-the-blanks, error correction sentence completion, sentence combining, picture description elicited imitation, judging grammatical correctness, and modified cloze passages. Such formats test grammar knowledge, but they do not assess whether test-takers can use grammar correctly in real-life speaking or writing”.

Testing the grammar structures is deciding on the format of the test. Again and regarding the formats mentioned in the case of the testing sound system, the same formats can be used when testing the grammar structures. “Despite this, a number of these formats discussed earlier will be mentioned again in a way that suits testing the grammar structures” (Arthur Huges (2003)). Here are some item formats that can be used to test grammar structure:

1. Filling blanks

It can be either by (MCQs) or students provide their own answer. It should be noted that the more choices are- the less chances for guessing is. For example:

- He to Jeddah tomorrow. (provide optional or do not)

2. Sentence completion

It can be with (MCQs) or students provide their own answer. In this type of question, usually, the blank part is at the end of the sentence, and the student completes a sentence by word, phrase, sentence or clause. For instance,

- If I had a million,.....

It should be noted again that when students provide their own answers (it is production testing), when they only chose and think (it is recognition testing).

3. Identifying errors

This can be with or without correction. That is to say, an examiner can ask the students either to only identify errors/mistakes or to identify and correct the mistakes/errors. The instruction can be like:

- Read the following sentences and circle the wrong words !.
- Read the following sentences, identify the errors/mistakes and correct them !.

4. Giving the correct form of a base

It can be verbs in the infinitive form, nouns in singular form, or providing the suitable suffix or prefix. for this type, it is always production, no blanks no choices.

- Provide the suitable prefix or suffix for the following items, Example :
There are many child in this room. (children)
- Put the verb in the correct form (tense and aspect testing),Example :
I go to school yesterday. (went)

5. Transformation

It is changing from one form into another, for example, affirmative sentences into negative, declarative into imperative, statements into questions or active voice into passive voice.

6. Joining sentences or clauses

We can make it more specific by indicating how: coordinators, subordinators, conjunctions, relative pronouns for forming complex and compound sentences. The instruction can be like :

- Join the following sentences using the following items !.

7. Expansion of sentences

It is usually by using given words to test word order (WO). It tests the students’ knowledge for the correct order of adjective. For Example

- Yesterday, I bought an English book. (red)

- B. from D. before
4. After theya long holyday, they returned home.
A. Have had C. have
B. had had D. had
5. At this moment sheher dress
A. Is sewing C. sew
B. sews D. will sew

c. Error analysis

1. I have a wonderful brother. I love his very much
a b c d
2. The students in my class is from java. Arthur is one of them
a b c d
3. My friend asked to borrow my car because they cars were in the garage.
a b c d
4. George is a carelessly writer. He writes carelessly.
a b c d
5. Sally asked me an easy question. I answered it easy.
a b c d

d. Change these sentences to the interrogative sentence from statement form

1. They visit her every Saturday night
.....
2. You buy books every month
.....
3. He doesn't invite them
.....
4. She is calling his friends
.....
5. We aren't studying English in the classroom ?

Before analysing the grammar assessment, the first thing to do is to meet the appropriate learning outcomes, strategies, materials, assessments, and criteria in carrying out the teaching and learning process. In determining the right assessment for students, one thing that needs to be considered is determining learning objectives so that teachers can give assignments to senior high school students correctly. the teacher can determine the type of questions that will be given to students according to the learning objectives in the tenses material. In the tenses material, the teacher can determine the type of questions in the form of an oral test or a written test. from some data found from several sources such as journals and reference books, it can be concluded that the grammar assessment in the tenses given by students is: multiple-choice, fill-in-the-blanks, error correction sentence completion, sentence combining, picture description elicited imitation, Transformation, and story-telling that's been able to use in practice to speak English language depending on the context of time.

4. CONCLUSION

It can be concluded that assessing the grammatical performance of learners spend a lot of time, and English learners can develop their grammatical competence through other skills courses. However, once teaching aims to develop students' communicative competence and based on the findings, it can be suggested that students should be assessed on grammatical forms, with some semantic meanings and pragmatic meanings, and teachers/ evaluators can use different types of assignments in tenses such as multiple choice, fill-in-the-blanks, error correction sentence completion, sentence combining, and story-telling and approaches to assessing students' grammatical abilities. To a certain extent, students' grammatical skills can be implemented through writing and speaking.

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DIAGNOSTIC ASSESSMENT: ONE STEP CLOSER TO UNDERSTAND STUDENTS

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Abstract

Running effective English teaching can be a challenge for English Teacher. The teaching is not only about understanding the material, strategy, or method but it also important to understand the students. Teacher can understand the students by knowing what are their achieves, needs and wants. To know that information, assessment can be conducted to measure to acquire students' ach that can be assessed by doing diagnostic assessment. Diagnostic assessment specifically identifies the characteristic, condition, strength and weakness of students' learning model, therefor the learning can be designed properly. This conceptual article will provide the literature review of diagnostic assessment to help the teacher understanding their students deeply as the consideration in teaching English to them. For the application, the diagnostic assessment will English teacher to prepare the English teaching that fit with the students.

Keywords: diagnostic assessment, understanding student, ELT

1 INTRODUCTION

Each student comes to the classroom with various kinds of knowledge, skills, beliefs. And the different attitudes they get from previous experiences (Beyer, 1991). This difference in background then has implications and affects how students are present in class to then interpret and manage the information obtained.

The differences in the way students process and integrate new information can result the differences in their abilities. For example, in remembering (memorizing), thinking, applying, and creating new knowledge. The initial ability of students is not only related to knowledge or certain subject matter. However, the initial ability can be knowledge in different dimensions, such as metacognitive processes and self-understanding.

Knowledge is basically not just a commodity that can be transferred from one mind to another without any transformation (Bettencourt, 1993). Transformation here means the acquisition of meaning or new knowledge by using knowledge or experience that has been previously acquired by students. This knowledge consists of a combination of facts, concepts, models, perceptions, beliefs, values, and attitudes, some of which are accurate, complete, and in accordance with the context to be studied. However, some of them may be inaccurate prior knowledge, and insufficient as a prerequisite for studying certain subjects.

Ideally, students build a strong and accurate foundation of prior knowledge, making connections between previously acquired knowledge and new knowledge which in turn can help them build complex and strong knowledge structures increasingly. However, it is possible that students may not be able to make connections to relevant prior knowledge, thus implicating the integration of prior knowledge into new knowledge not being facilitated. This is because the initial ability of students has a significant influence on the design and instructional development that will be carried out by the teacher. Dick, Carey, & Carey's research reveals that students' initial abilities towards a particular subject will affect how and what they will learn. Therefore, one of the important components needed in designing a subject is to identify the initial abilities of students.

A teacher might confuse about what materials have been mastered by the students and what materials should be focused on in the class. However, there is not any test that has been provided by the government to solve this problem. To solve this, the teacher can use the diagnostic assessment. Diagnostic assessment is used to determine the level of knowledge, skills, abilities and Understanding

as the beginning of a course, grade level, or lesson unit. It tests students up what they already know and allows trainers to adapt the curriculum to their students' needs.

The implementation of a diagnostic assessment is still rare in Indonesia. Most of teachers only focus on the formative and summative assessment. The diagnostic assessment informs teaching and guides learning, and it is free of the excessive anxiety that is associated with high stakes testing, grading, and pass-fail decision making. Because the result of diagnostic assessment is not used for judging or evaluating students such as assigning grades or selecting students for particular opportunities, so it has lower stress levels and widely opens for the use of various "self-appraisal" techniques since students would more likely be honest in providing information about areas that they really need help (Reed, 2006).

2 METHODOLOGY

This research is a qualitative research which is a literature study (library research) which uses books and other literatures as the main object (Hadi, 1995). The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text under study (Mantra, 2008).

3 RESULTS

In this section, the researcher will discuss about the diagnostic assessment, its advantages and drawbacks and also the steps of conducting diagnostic assessment based on prior study.

3.1 Definition Of Diagnostic Assessment

One of the important things in a learning process is assessment. Gronlund and Linn in Kusaeri Suprananto define that assessment is a systematic process and includes activities to conclude, analyze, and interpret information to determine how far a student/group of students achieves the learning objectives that have been set, both aspects of knowledge, attitudes and skills (Suprananto, Kusaeri, 2012).

It was also stated by Linn and Gronlund in Hamzah B. Uno and Satria Koni that assessment is a general term that includes procedures used to obtain information about student learning outcomes (observations, average written tests) and the format for assessing learning progress. Popham argues that assessment is a formal effort to collect information related to decision making by teachers to improve teaching and learning processes and outcomes (Hamzah B Uno. Satria Koni. 2013.)

Assessment answers questions about how well a student's learning outcomes or achievements are. The results of the assessment can be in the form of qualitative values (narrative statements in words) and quantitative values (in the form of numbers). The measurement relates to the process of finding or determining the quantitative value specifically, in the context of classroom learning, the assessment is carried out to determine the progress and learning outcomes of students, diagnose learning difficulties, provide feedback/improvement of the teaching and learning process, and determine grade promotion. Through the assessment, information can be obtained accurately about the implementation of learning and learning success of students, teachers, and the learning process itself. Based on that information, decisions can be made about learning, student difficulties and the necessary guidance efforts.

From an academic perspective, there are four broad types of assessment: proficiency, placement, achievement and diagnostic (Alderson et al. 1987). Proficiency assessment is about a broad standard of knowledge by joining or leaving a particular course: "the general knowledge or skill for entering or leaving certain types of institutions." (Brown, 1996). these tests tend to be broad in all respects, demanding a wide range of skills. Placement assessment is about dividing students into homogeneous groups for learning purposes. Therefore, this assessment is quite similar to the conducted test, but it is better if it is made with future course content in mind. Achievement assessment are about a student's success or failure in a particular course: "about the amount of learning the student has done". (Brown 1996, 14) Outcome content will be strongly related to the course syllabus and the types of items will be

familiar to students. Finally, Diagnostic assessment are needed at certain points in the educational process.

Diagnostics is a term adopted from the medical field. according to Thorndik E and Hagen cited in Abin S. M, diagnosis can be interpreted as:

1. The effort or process of finding what weakness or disease a person is experiencing through careful testing and study of the symptoms (symptoms).
2. Careful study of the facts about a thing to find characteristics or essential errors and so on.
3. Decisions reached after a careful study of the symptoms or facts about a thing (Abin, S.M. 2002)

From the three definitions above, it can be concluded that diagnostics is not just identifying the type, characteristics, background of a particular weakness or disease, but also implies an effort to make possibilities and suggest solutions.

While diagnostic assessment is mostly used in medicine and psychology, it has received little attention in the areas of assessment and education, where the greatest focus in these two areas is on proficiency and achievement testing. Broadly speaking, diagnostic assessments in education are intended to determine students' strengths and weakness As Brown puts it, " ... diagnostic testing often requires . . . detailed information about the very specific areas in which students have strengths and weaknesses." (Brown 1996). It also determine areas of development in language skills to improve student learning and further guide.

Alderson (2005) provides a definition of a diagnostic assessment that defines its use and purpose in learning a second or foreign language :

Diagnostic tests are designed to identify the strengths and weaknesses of students' knowledge of language use. Focusing on strengths will provide identification of the level the learner has reached, and focusing on weaknesses or areas that allow for improvement should lead to improvement or further instruction. In addition, test diagnostics must support detailed analysis and report responses to assignments, and must provide detailed feedback that can be followed up. Test results and feedback should be provided as soon as possible after the test. . . The content of the diagnostic test can be based on material already covered in the instructions or which will be covered shortly. alternatively, it may be based on a detailed theory of language proficiency.

Ecclestone explicitly stated that assessment is also related to the diagnosis of learning to provide information, especially for students and teachers in helping the learning process. By making use of previous experience and skills acquired before starting the program (Ecclestone, 1996). Through diagnostic assessments, teachers can analyze and assess unresolved learning difficulties with formative assessments (Linn, Norman, Gronlund, 1995)

Diagnostic assessments are not only related to tests in learning, but are more broadly used in connection with early school proficiency tests for literature and numerical abilities, used as part of an informal guidance process that aims to help students make their choices before applying them to a particular program (Ecclestone, 1996)

Diagnostic assessment in the classroom has two areas, (1) to identify learning targets that have not been mastered by students, (2) to find causes or reasons that might make students unable to master learning targets. With the information obtained from these 2 areas, it will greatly assist a teacher in evaluating the learning process both in terms of loading learning content or materials or strategies or methods that will be chosen during the learning process. Through this information, the teacher will also be able to know the extent of the knowledge and development of his students both scientifically and psychologically and mentally.

3.2 Objectives of Diagnostic Assessment

The objective or purpose of the diagnostic assessment is not to determine if a student is considered a failure or success in achieving the object determined by the curriculum, but this type of assessment has the aim of knowing and analyzing what are the factors that make a student fail or the factors that hinder

students from achieving their goals. of a course. According to Ebel, a diagnostic test is a design to find out specific deficiencies or failures in learning in some subjects or subjects such as reading and arithmetic (Ebel, 1979). This assessment will also find out the existing barriers that make students fail to achieve the desired target, whether these barriers come from internal students or come from As stated by Gronlund Diagnostics is a test designed to find out the causes of student failure in learning (Gronlund, 1990)

The main purpose of a diagnostic assessment is to collect sufficient data about what students already know. Teachers use this data to create realistic roadmaps that address any knowledge gaps. Diagnostic assessments also benefit the instructor by providing a basis for teaching. The teacher will know the most important areas to focus on, and the topics to ignore. They also have the opportunity to correct any misunderstandings before starting the learning activity.

Ultimately, diagnostic assessment makes the teaching and learning process more efficient and effective by focusing on the content that needs to be taught and mastered. This puts students and teachers on the same page and creates a better learning experience for everyone.

3.3 Types of Diagnostic Assessment

There are two types of diagnostic assessments that are often carried out, namely non-cognitive assessments and cognitive assessments. These two types of diagnostic assessments have different assessment objectives.

The non-cognitive assessment aims to identify and understand the psychological and social emotional well-being of students, student activities while studying at home, student learning styles, student interactions, and also student family conditions. While the cognitive assessment has the aim of identifying the achievement of student competencies, adjusting class learning with the average competence of students, providing remedial classes or additional lessons for students whose scores are below average.

3.4 Advantages and disadvantages of Diagnostic Assessment

One of the key benefits of a diagnostic assessment is it allows the teacher and student to highlight and address knowledge gaps. When you have a clear idea of a student's level of knowledge, you can restructure your teaching program to address their most pressing challenges. Let's look at some other advantages of conducting diagnostic assessments in the classroom.

- It helps you to tie learning outcomes to specific goals and objectives.
- Diagnostic assessments provide substantial data for creating an effective curriculum that improves learning outcomes for students.
- It makes the teaching and learning process more efficient by zeroing in on content that needs to be taught.
- It creates a rewarding and amicable learning environment for the teacher and the students.
- Diagnostic assessment allows the teacher to map out a meaningful and efficient instruction plan for the course duration.
- It creates a baseline for future assessment. At the end of the course, the teacher can compare students' performance viz a viz their level of knowledge at the beginning of the course, and record any improvements.
- Diagnostic assessment allows the teacher to individualize instruction. From the data, we can identify students who need extra tutoring on a particular portion of a unit or course of study. In the same vein, if a teacher discovers that a group of students has already mastered a large portion of a unit of study, he can design activities that allow that group to go beyond the standard curriculum for that topic through independent or small group study

As the benefits of diagnostic assessment. It also comes with several disadvantages or the drawbacks of diagnostic assessment that could be

- The importance of diagnostic assessments also diminishes in large groups.

- A teacher may develop inaccurate assumptions about the student's knowledge of a subject and overlook that particular topic during the unit.
- Students new to this kit can become anxious.
- They generally require special training in order to be administered and scored reliably.
- If the teachers lack commitment, then you wouldn't get the best results from this process.
- Diagnostic assessments can trigger anxiety in students.
- It can lead to false inferences about a child's knowledge or abilities in the classroom.

3.5 Diagnostic Test

Some experts put forward the definition of diagnostic tests, according to Arikunto, diagnostic tests are tests that are used to find out the weaknesses of students so that based on these weaknesses, appropriate treatment can be given (Arikunto, Suharsimi. 2008). In line with Arikunto, Rasyid and Mansur explained that diagnostic tests are useful for finding out learning difficulties faced by students, including misconceptions in understanding concepts (Rasyid H., Mansur. 2007).

Sudijono defines a diagnostic test as a test carried out to determine precisely the type of difficulty faced by students in a particular subject (Sudijono, Anas. 2008). Furthermore, in the diagnostic test book issued by the Director General of Primary and Secondary Education (Depdiknas. 2007), it is stated that a diagnostic test is a test used to find out the weaknesses of students so that these results can be used as a basis for providing follow-up :

1. Designed to detect students' learning difficulties, therefore the format and responses captured must be designed to have a diagnostic function.
2. Developed based on an analysis of the sources of errors or difficulties that may be the cause of student problems (diseases).
3. Using questions in the form of supply response (in the form of descriptions or short answers), so as to be able to capture complete information. If there is a certain reason for using the selected response form (eg multiple choice form), an explanation must be included why choosing a particular answer so as to minimize guesswork answers, and the type of error or problem can be determined.
4. Accompanied by a follow-up plan (treatment) according to the identified difficulties (diseases)

3.5.1 *Planning and implementation*

The current curriculum is based on mastery of competence, therefore in planning diagnostic tests it should be done to examine problematic competencies where students have difficulty in learning so that they have not achieved completeness (Minimum Mastery Criteria), then determine the possible source of the problem. Broadly speaking the steps in developing a diagnostic test are:

- a. Identify basic competencies that have not yet been completed.
- b. Determine the possible source of the problem.
- c. Determine the appropriate form and number of questions.
- d. Arrange a grid of questions.
- e. Write questions.
- f. Review the questions.
- g. Develop assessment criteria.
- h. Review the questions.
- i. Develop assessment criteria.

Taking into account the function of the diagnostic test is to identify the problems or difficulties experienced by students, the teacher can perform this diagnostic test at some time before the learning process, during the learning process and at the end of learning.

The 1st diagnostic test, carried out as a prospective student as input, to find out whether the prospective student has mastered the knowledge which is the basis for receiving knowledge at school, so this test is also called the entering behaviour test. The 1st diagnostic test was conducted to measure the level of mastery of basic knowledge, commonly known as pre-requisite knowledge. Therefore, this test is also called a prerequisite test or pre-requisite test.

The 2nd diagnostic test, carried out on prospective students who are about to start participating in the program. If enough prospective students are accepted so that more than one class is needed, then a special consideration is needed for class division. Whether good children will be lumped into one class, or all classes will be filled with a mixture of good, moderate or poor children, this all requires information. This kind of information can be obtained by performing diagnostic tests. Thus, the diagnostic test has functioned as a placement test.

The 3rd diagnostic test, conducted on students who are studying. Not all students can accept the lessons given by the teacher smoothly. As a teacher, it is necessary to provide a diagnostic test to find out which parts or basic competencies of the given material have not been mastered by students. In addition, the teacher must be able to detect what because the student has not mastered the material. Based on the results of conducting the detection, the teacher can provide the necessary assistance.

The 4th diagnostic test, held at the time the student will end the lesson. With this test the teacher will be able to determine the level of student mastery of the material he provides. This test is carried out before the end of semester test or class promotion or remedial test is held if problems or learning difficulties are found.

Based on the description above, the 1st and 2nd diagnostic tests were followed by all students, the 3rd and 4th diagnostic tests were only followed by students who were suspected of having problems. This assumption can be based on the results of daily tests or the teacher's experience in the learning process.

Regarding how long the diagnostic test takes can be analogous to the work of doctors in diagnosing patients. Doctors will try to carry out diagnostics quickly and precisely to get a picture of the patient's illness. Likewise with teachers in carrying out diagnostic tests, the time required is very dependent on the type of problems or learning difficulties of students who want to be diagnosed.

3.5.2 *Analysis*

This analysis activity includes processing in the form of examination, scoring and interpretation of test results carefully and accurately so that they can be used to provide follow-up. The scoring of the diagnostic test is in principle no different from the scoring of the other tests, but requires more careful tracing and interpretation of the response to discover its diagnostic function. Several things must be considered when scoring and interpreting diagnostic test results.

1. Giving the highest score if the student's answer is complete and the lowest score if the student's answer is the least, the scoring activity must also be able to record the type of error in the student's response. Students with the same score, for example, both 0 (meaning the response is wrong) do not necessarily have the same type of error, therefore identifying the cause of the error is much more meaningful than determining how many errors they made or what the total score they achieved. The results of the type error identification become the basis for accurate interpretation.
2. To facilitate the identification and analysis of various types of errors that occur, each type of error can be assigned a code determined by the teacher, for example:

A = there is a misconception

B = error changing units

C = error using formula

D = calculation error, and so on.

3. If a diagnostic test on an indicator is built by a number of items, it is necessary to determine the achievement limit to determine that a student is declared "sick" (problematic). It is also necessary to determine the tolerance limit for the number and types of error types that may occur. This achievement limit can be determined by the teacher himself based on his experience or discussing it with colleagues. The achievement limit can be based on the achievement of the MMC for example 75, but because the diagnostic test is intended as a basis for providing assistance, it is safer to use a high achievement limit, for example 80%.
4. Scoring of problem-solving items should be able to record every ability needed to solve the problem, including:

5. Diagnostic tests use criterion-referenced criteria, because the results of a diagnostic test achieved by a student are not used to compare the student with his group but against certain criteria so that he can be classified as "sick and in need of therapy" or "healthy" so that he can participate in activities next lesson.

The teacher's activities follow up on the results of students' diagnostic tests if they are analogous to treatment activities by doctors to their patients after a series of diagnoses have been made. The follow-up is in the form of treatments that are in accordance with the problems or difficulties faced by students. Like giving a drug, the dose should not be too low or too high, let alone to give the wrong drug. Because this will actually aggravate or create new problems for students.

The recovery of patients in hospitals is not only determined by the type and dose of drugs given by the doctor, but is also influenced by the patient's personality, the attitude of the doctor, the hospital environment, the attention of the family and others. Likewise, follow-up activities to solve student problems are not only aimed at the students themselves, but also to all parties related to learning activities and contributing to students' problems, such as the professionalism of teachers, school environment, community, and families. Even solving student learning problems can sometimes be more complicated than treating a disease, because of the uniqueness and complexity of the factors that influence it.

Below are some of the things that need to be considered in order to be able to follow up on the results of diagnostic tests properly:

- Follow-up activities are carried out strictly based on the results of a careful analysis of diagnostic tests. Follow-up is not always in the form of remedial activities in class, but can also be in the form of homework, environmental observations, peer tutoring activities, and others according to the problems or difficulties faced by students. Follow-up activities are also not always done individually, but can also be done in groups depending on the characteristics of the problems faced by students.
- Overcoming problems caused by misconceptions requires patience, tenacity, and teacher intelligence. Berg's research shows that misconceptions are difficult to overcome only through information or explanation, therefore it is necessary to design activities or direct observations to correct them.
- Follow-up activities are given gradually and continuously. Diagnostic tests are essentially part of the daily test, so their implementation also needs to be regulated so that they do not overlap and do not burden students or teachers.
- It is necessary to design school programs that support and make it easier for teachers to administer, report, and follow up on the results of diagnostic tests, such as the provision of technical facilities and personnel, providing incentives or awards, and other programs that support teacher professionalism, such as workshops, workshops, and training, research that elevates the results of diagnostic tests. In addition to evaluation at school, if possible the results of the analysis of diagnostic tests are also sent or reported to the parents of students, so that together they can help students in solving problems.

From the explanation above, it can be concluded that the diagnostic test is a test in an effort to identify learning difficulties experienced by students. To be able to find out the learning difficulties experienced by students quickly and accurately, diagnostic tests must be carefully planned, implemented, analysed so that they function diagnostically. The results of the analysis are used to provide follow-up in the form of providing assistance in overcoming the difficulties experienced by students.

4 CONCLUSIONS

From the topic that has been explained above, we can draw the conclusion that diagnostic assessment can be one the solution for the teacher in understanding their students especially in the beginning of the course or even before arranging the proper course for them. Unlike summative of formative assessment, the diagnostic assessment is lighter for both teacher and student. The teacher will be easy in conducting the test due to the simplicity of the process and the amount of test items. The students also will get less

anxiety due to the objective of diagnostic assessment that purely for the gathering data of their ability that will not judge them with the emblem of failure.

However, it is still new discussed topic especially in Indonesia that have many probabilities in error and mistake. The teacher as the conductor really needs to have deep consideration in deciding the items or question that will be provided in order that the gathered data are representative and suit to the information needed from the students. Teacher also needs to make exact analysis toward the data and able to interpret those data into understandable result. All the strengths and drawback of diagnostic assessment must be considered to help teacher conducting this assessment for their students.

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THE IMPLEMENTATION OF FORMATIVE ASSESSMENTS IN EFL STUDENTS' WRITING THROUGH WRITTEN CORRECTIVE FEEDBACK

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Abstract

The aim of this study is to investigate the implementation of formative assessments in teaching writing for EFL students. This study aims at figuring out the review of the teaching learning process in class using a type of assessment. In English language learning, teaching and assessments cannot be separated due to the fact that they are crucial and influence each other. Assessment is a process which has procedures to interview, observe, administer questions, review students' work, and give feedback to students. Assessment is divided into two, namely formative assessment and summative assessment. Formative assessment is a diagnostic process by giving feedback over the course, and it allows teachers to engage and encourage students individually in thinking about the certain aspects for the students understanding in academic work, meanwhile summative assessment is conducted at the end of the learning period as it is the teachers' final judgement. Feedback is a part of formative assessments which is mostly used and applied by teachers in school. There are two types of feedback, and those are oral corrective feedback and written corrective feedback. Written corrective feedback can be beneficial for students because the teacher is able to give comments to students' work, directly or indirectly. The implementation of formative assessment can be seen from the teachers' written feedback because students are going to find out their errors in writing paragraphs and not to repeat the same errors for the future writings.

Keywords: assessment, formative assessment, teaching writing, written corrective feedback

1. INTRODUCTION

Education and assessment are interrelated aspects for students and teachers to achieve the goals or learning objectives, especially in language teaching. Assessment is one of crucial parts in the teaching learning process. It is conducted to know the progress or development of the students. Some people may think that assessing and testing are the same procedures, but they are not similar. According to Brown (2003), a test is a method to measure a person's ability, knowledge, or performance in a provided zone. Testing is a type of assessments that typically consists of a set of questions that is administered during the exact or fixed period of time under comparable conditions for all students, meanwhile assessing is a term which includes the full procedures used to gain some information of the students' learning, such as observations, ratings of performances or projects, paper-and-pencil tests, and others.

To find out the functions of assessing students, there are two ways that can measure the students' learning. The first function is summative assessment that needs to measure and summarize what the students have already comprehended (Ezir, 2013). According to the term, it is also applied to make decisions for grading or determining readiness for the students' progress as learning progresses. At the end of the learning unit, summative assessment will be done (Bakerson, 2005 as cited in Dwiyantri, 2021). Additionally, formative assessment becomes the second function of assessments. It is designed to assist the learning process by providing feedback to the learners, and it is able to be used to know the students' strengths and weaknesses. Allal (2021) stated in her research that formative assessment provides feedback to students and proposes remediation using appropriate types for any objectives. Formative assessment is conducted during the learning process by giving feedback to the students.

With advances of technology, feedback can be given by using free software developed by Google, along with Docs, Sheets, Slides, and Google Forms (Alharbi, 2021).

Giving feedback can be useful for the students' improvements in the process of teaching learning. There are various types of feedback, such as oral corrective feedback and written corrective feedback. Based on the name, oral corrective feedback is used to analyse and correct what students produce in speaking skill, whereas written corrective feedback can be used to score and correct what students produce in writing skill. According to Ellis (2009), there are several types of written corrective feedback. Two of them are direct written corrective feedback and indirect written corrective feedback. Implementing feedback in class will be beneficial for students. Some students mentioned that written corrective feedback given by teachers helped them locate and understand their own errors, so they could analyse their errors and tried to correct them (Said, 2018).

Writing is the hardest part in learning English. It can be seen from the students' results of their writing, and also their process of writing. Students get difficulty in discovering the ideas. Even though the teacher has given the themes for students, sometimes the students cannot develop their ideas easily. To help them create the paragraph, the teacher is supposed to give a few activities which can encourage them to write. In some aspects, students will feel afraid of the grammar errors, the use of punctuation, and capitalization as well. Due to those reasons, written corrective feedback is a formative assessment tool to boost the students' confidence level in writing. The effectiveness of feedback will be maximized by conducting it individually for each student. There is no comparison of one student to other students since they have different feedback from the teacher (Jacob, 2005). It creates advantages in improving the students' writing.

1.1. ASSESSMENT

Assessment is a term that sometimes can be misunderstood in current educational practice. According to Brown (2003), it is an ongoing process which covers a larger area through responding questions, offering comments, trying out the new structures, and doing some projects, and the teachers can conduct an assessment based on the students' performances. In the teaching learning process, an assessment needs to be conducted to discover the students' results during a certain time. This assessment is beneficial for teachers to analyze and plan what the teachers are supposed to do next, and it can also become the evaluation for students about how far the progress of their study is. Some experts mentioned that an assessment generated the power to change the students' daily life. As Alderson & Bachman, (2006) stated in their research that an assessment creates several effects such as positive effects and negatives effects. Those depend on a number of factors, ranging from the way the assessment procedure or test is constructed, to the way it is used.

Assessment is divided into two kinds to make them easier to distinguish, namely informal assessment and formal assessment. Informal assessment belongs to classroom assessment which is done during the course of the teaching learning process. According to Grumilah & Aji (2016), there are several terms related to informal assessment, such as alternative assessment, classroom assessment, and authentic assessment. Those terms are quite different in meaning, but the forms of type and the practice in each term are the same, for instance performance-based, portfolios, and observation. Brown (2004) mentioned that informal assessment can take the number of forms, so that the examples of informal assessment are by giving students incidental, spontaneous comments and responses, and also giving coaching and other impromptu feedback to the students. He also declared that there are several alternative assessments which are the same as informal assessments. Those are performance based-assessment, portfolios, journals, conferences and interviews, observations, self and peer assessment.

On the contrary, formal assessment is exercises or procedures which are specifically designed to tap into a storehouse of skills and knowledge. They are not similar to informal assessment as formal assessment is systematic, planned sampling techniques, and so on. Formal assessment refers to a grading system based on the evaluation to control and monitor students' knowledge and understanding of the lessons. It can be done to determine the students' performance by taking test of the lessons, and it measures what and how well the students have learned in class.

In language assessment, there are two functions of assessment as well. Two functions which need to be borne in mind are commonly identified in literature called formative assessment and summative assessment. Formative assessment is an ongoing process, and it can evaluate the students in the process of forming their competence and skills therefore it can help the students continue the growth process. For all practical purposes, formative assessment is the umbrella of almost all kinds of informal assessment. In a real situation, when teachers give students comments or suggestions, that feedback is offered in order to develop and improve the students' language ability. The other function is summative assessment which focuses on the learning products, not the process. Bennett (2011) as cited in Nurhayati (2020) said that summative assessment is to assess students' achievements as a course has finished. This assessment may take place after a period of instructions and requires making comments or judgements of the learning process which has occurred (Jacob & Issac, 2005). Brown (2003) stated that summative assessment aims at measuring, summarizing what the students have understood, and it happens at the end of the course, lesson, program, semester or school year. The final grade of students is able to be determined based on the students' performance on summative assessment.

As Brown & Abeywickrama (2019) as cited in Listyowati, et al (2021) stated that those two kinds of assessment can be used to evaluate and measure the students in the teaching learning process. They both are related to one another because formative assessment can give comprehensive information of the students' writing, so that it completes the summative assessment. The application of the assessment can be based on the goals of the teaching learning process.

1.2. FORMATIVE ASSESSMENT

When doing the teaching learning process, teachers are supposed to do an assessment. The assessment can be done based on the goals of the learning process. Formative assessment is a part of assessments that is considered as a scheduled process, and the activities are organized to gain the students' learning report. The process used by teachers and students to respond and recognize during the learning is formative assessment (Firdaus, et al 2022). The purpose of this assessment is to get the information of how the progress of teaching learning can increase the learning outcomes. According Astiandani and Anam (2021), a formative assessment consists of many various techniques to assess and examine the students' comprehension and knowledge, for instance diagnostic tests, group discussions, peer-to-peer sharing, cards, and so on). The formative assessment is able to encourage students to be interactive in class, for instance, when a teacher tells the students to make a writing in English, the teacher will give some marks in their work so that students will know and understand their weaknesses and strengths. Formative assessment is an ongoing process, and it can evaluate the students in the process of forming their competence and skills therefore it can help the students continue the growth process.

Formative assessment is beneficial to be conducted in class by the teachers who are trying to enhance the class activities. The teachers and students will collaborate to be actively involved in the process of teaching learning process. This assessment is supposed to be the way to get feedback to develop and improve the students' learning because it offers meaningful feedback that is important for students. The use of feedback will be effective and maximal by conducting it at the level of individual learners and avoids comparisons with other learners. There are three stages of feedback in the teaching learning process, those are recognition of the desired goals, evidence about the present position, and some understandings of the way to close the gap between the two (Jacob & Issac, 2005).

According to William and Thompson (2008) as cited in Yan, et al (2021), they proposed a framework which categorized those various formative assessment practice into five keys strategies, such as (1) clarifying and sharing the learning intentions and criteria for success; (2) engineering effective classroom discussions, questions, and learning tasks; (3) providing feedback that moves learners forward; (4) activating learners as instructional resources for one another; and (5) activating students as the owners of their own learning. Some experts mentioned the benefits of using formative assessment in the teaching learning process, especially on academic achievements. Formative assessment is an integral component of a productive classroom environment.

1.3. TEACHING WRITING

Writing is one of four skills that is taught in class, especially in learning a language. Writing is a process which creates or produces writings. It can be started by combining words by words, phrases by phrases, clauses by clauses, and sentences by sentences into some paragraphs. This skill has to be mastered by students since it is the highest level in learning English. Some aspects will be considered if we want to get a good score in writing, such as the richness of vocabulary, the use of punctuation, the application of the correct grammar, and the cohesion and coherence. It is supported by the statement of Freedman, et al (2014) as cited in Hussain (2017) that the students are taught how to write something and they have to pay attention in some aspects, such as coherence, acceptable spellings, and appropriate grammar structures. According to Harmer (2010), when we think about writing, there will be two distinctions between writing for learning and writing for writing. It means that in writing for learning, writing is used by students as a tool to practise and work with language that they have been studying.

In producing writing, students need to consider some aspects related to writing. Sometimes those aspects are called the characteristics of writing. There are three characteristics of writing. The first characteristic is coherence. It is the logical bridge among words, sentences, and paragraphs. The second characteristic is cohesion. This means that all supporting sentences will connect each other, and it is named as cohesion. The last characteristic is unity. What we mean by unity is the connection of all ideas to a single topic.

Several problems are faced by teachers and students in class. It can be from the lack of ideas, the difficulty in developing the ideas, and the errors that will appear in the writing. Some students feel afraid when they make mistakes in writing. Nosratinia and Razavi (2016) stated that writing is the most difficult skill to be mastered by students because students thought that writing is full of complexity. Teachers get difficulty in teaching writing since they need to encourage students to be involved in the learning process, so that the students will enjoy writing the themes given by the teachers.

1.4. WRITTEN CORRECTIVE FEEDBACK

There are two kinds of feedback, namely oral corrective feedback and written corrective feedback. Oral corrective feedback mainly focuses on the speaking skill, meanwhile written corrective feedback focuses on writing skill. Written corrective feedback is the response from the readers after reading several sentences or paragraphs. In school, this feedback can be from the teachers, or sometimes it can be from other friends, and we call it peer-correction. According to Shirota (2016), written corrective feedback presents the proof, and it can be used to be a key tool to improve students' writing. It can be concluded that written corrective feedback may give positive effects for the teacher or the students. Some students will feel glad to get the feedback from teachers because they can spot and know their errors in writing. Thus, they can rewrite or revise their writing by analyzing the errors and changing them into the correct ones.

Some research showed that written corrective feedback will help students increase their ability in writing since the feedback given by the teacher can be the tools to know the mistakes in which they made. Students need to be corrected and explained by the teachers related to their errors. According to Hyland, and Anan (2006) as cited in Ajmi (2014), students are into looking at their writing after getting the feedback and seeing it as a good command of a language. Students' desires for written corrective feedback are able to be attributed to their cultural beliefs. On the contrary, several students cannot interpret the feedback since they lack understanding in the learning materials. It happens when a teacher applies indirect written corrective feedback. The aim of this written corrective feedback is to improve the students' writing skill by strengthening in their writing accuracy, such as grammatical error, the use of vocabularies, the use of punctuation, and also the coherence and cohesion.

Based on Rod Ellis (2008), six kinds of written corrective feedback will be beneficial for teachers to improve the students' writing skill by giving the feedback on the students' errors.

1.4.1. Direct Feedback

It means that the teacher provides and supplies the students with the correct form in their writing. It can be crossing out an unnecessary word/phrase or inserting a missing word/phrase. This kind of feedback provides clear and explicit guidance that can make the students understand well what to do next (There ~~are~~ [is] an apple on the table.)

1.4.2. Indirect Feedback

Teachers indicate that the errors exist, but they do not provide the correction. The teacher only underlines the errors or crosses the incorrect word/phrase. It can be highlighting, underlining, showing the number of errors, conforming and others. This feedback leads the students to think more and encourage their attention to the errors by giving various marks. Students will discover the correct forms by themselves (There **X** is **X** pens on **X** table. This means that **X** **X** is for the wrong word, and **X** is for the missing word.)

1.4.3. Metalinguistics

It involves explicit comments of the errors. Metalinguistic is divided into two forms. The first form is using error codes. Students have to work out the corrections needed to the clues that are given. For example, it uses the word “**art**” to be the code of “article”, or “**pre**” for the “preposition”. The second form is providing the students using metalinguistic explanations of the errors. (A dog stole **(1)** bone from **(2)** butcher. These mean that number one and two will explain that students need to add articles before the nouns.)

1.4.4. Focused and Unfocused

Teacher elects to correct all of students’ errors for unfocused feedback, meanwhile the focused feedback may prove more effective as the students are able to examine multiple corrections of a single error. Focused and unfocused feedback will contribute to the grammatical accuracy in the students’ writing.

1.4.5. Electronic

It means that a teacher indicates an error and provides a hyperlink to a file that provides the example of correct usages. It can be shared in their writing by giving the address. (A dog stole bone from butcher. The link for learning articles in English = <https://oxfordhousebcn.com>)

1.4.6. Reformulation

It is to provide students with a resource that they can use to correct their errors. It involves two options, and those are direct correction and revision. It consists of native speakers’ reworking of the students’ entire text to support the outcomes to be as native like as possible while keeping the original content.

2. METHODOLOGY

The method used in this research was the library research method to analyze the implementation of formative assessments in ELT. This kind of research is a sequence of actions or procedures that are connected to the ways of acquiring library data, reading, examining research resources and others. There are some processes of conducting library research methodology. They include reading from various resources that are considered by the science establishment. The resources can be from scientific papers, newspapers, scientific publications, research reports, etc. The collection of the data does not involve direct observation. The research collects the data that have been obtained from several works of literature, and it becomes a single document to be analyzed.

3. RESULT

The implementations of formative assessment in teaching writing can be considered to be applied in the teaching learning process to know how far the ability or the understanding of the students is. As

Nurhayati (2020) stated in her research that teachers will plan the activities and strategies for the students' learning process through the information which is collected from the formative assessment, and it can be done at the beginning of the class (it is called a diagnostic assessment). Formative assessment is progressively acknowledged as crucial for language evaluation or language assessment. This assessment is believed to be advantageous for the students' learning. Moreover, if it is applied in teaching writing, formative assessment will make EFL writings innovative and meaningful for students as it is beneficial to reach real improvements. Mofareh (2019) stated that the use of written feedback can improve the students' outcomes and grades from one assessment task to the next one. It is a very important and vital tool to help students enhance and develop their writing skill and minimize the related errors.

Formative assessment is able to build up the better learning activities in class for writing tasks. The students get actively involved in the teaching learning process when the teacher gives feedback to their writing. The students will have the chance to learn and pay attention to their errors, and sometimes the students can do peer-correction to sharpen their understanding in some aspects related to writing scoring rubric that has been applied by the teachers. This creates meaningful learning since there is interaction between students and the teacher. Some research showed that the students believed that the feedback from the teacher takes part and is beneficial for them in improving their writing skill. The students can share their ideas freely to their classmates so that this activity makes them more active in class. Through the feedback, students may do better to get the improvement in writing because they are able to consider their strengths and weaknesses while doing writing.

Students receiving the formative assessment and corrective feedback in class perform better in the class. Giving feedback explicitly in students' writing will be helpful for them to do the revision. Based on Said and Mouzrati (2018), students need to get positive feedback to encourage and motivate them. The teacher addresses mainly the mechanical deficiencies in students' writing. The teachers focused on language form in their comments on students' writing. It became the prioritisation of accuracy so that it supported and gave evidence that feedback could develop their ability in making the good structures based on the feedback.

Written corrective feedback gives positive outcomes to the students. The teacher will have various types of feedback, and the teacher is able to adjust to the students' condition. Overall, direct written corrective feedback becomes the most widely used by the teacher because it fixes the students a lot in creating the writing in the teaching learning process.

4. CONCLUSION

From the explanation above, formative assessment, especially written corrective feedback has several advantages for the teacher and students in the teaching learning process. It helps students improve their writing skill by looking at the feedback and trying to correct the errors. Students will use the feedback as the guidelines to do the next writing tasks. They are able to analyze and memorize what errors they made in their previous writing. Students will easily write the newest theme given by the teachers. It doesn't make teachers think more and give much effort in explaining the errors one by one. This assessment needs to be applied in teaching writing. By implementing the feedback types and levels, teachers can develop their own practice so that it becomes more and more systematic and strategic.

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DEVELOPING SCORING RUBRIC IN WRITING TEST

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Abstract

An assessment rubric is a tool used by teachers to evaluate student performance. It is an assessment guide that describes evaluation criteria (or grading standards) based on students' expected outcomes and performance. The use of grading rubrics has received attention for various reasons. Writing an assessment rubric is needed to assess students in order to get an objective assessment, therefore, in the design of the assessment rubric, there are aspects that will be used as an assessment reference. However, the aspects written in the assessment rubric can be developed as needed. The number of studies investigating writing perception and performance, as well as the relationship between these two variables in the use of rubrics, is still limited. Therefore, this study will prove a literature study on the development of a writing test score rubric in making student scores more accurate by using the conceptual article method.

Keywords: scoring rubric, writing test, assessment

1 INTRODUCTION

The measurement results, both through tests and non-tests, produce quantitative data in the form of scores. This score is then interpreted so that it becomes a value. The difficulty faced is setting the score correctly. This is where the importance of the assessment rubric. The assessment rubric is a guide used to determine the score for the completion of student work. With the assessment rubric, the teacher will more easily determine the student's score. Therefore, in addition to compiling instrument items, teachers also need to develop an assessment rubric.

Scoring rubrics are usually presented in a table that contains some aspects to be rated, quality descriptions for each aspect and a rating scale for those descriptions. Each rubric comprises an arrangement of scoring criteria and point esteems related to these criteria. In many rubrics, the criteria are assembled into classes so the teacher and the students can separate among the classifications by the level of execution (Hricko & Howell, 2006). A rubric isolates the assigned work into categories and gives clear portrayals of the work related to every aspect at different levels of performance (Karkehabadi, 2013).

The use of rubrics as the core instrument in assessment has been very popular today as they promote objectivity. However, the existence of the rubric itself in evaluating writing proficiency has been a challenge and a controversy among scholars (East, 2009; Rakedzon & Baram-Tsabari, 2017; & Sundeen, 2014). A number of previous studies suggest that scoring rubrics is essential since they bring a number of benefits for both students and teachers. Ene & Kosobucki (2016) state that criteria shared with the students in advance becomes integrated into instruction as a formative teaching tool. They can assist the evaluator to achieve intra-rater and inter-rater reliability in assessing students' writing as well. Further, rubrics are important since they make it clear to students about the qualities of their work should be. It is often conveyed in terms of students' understanding of the learning target and criteria for success. As confirmed by Allen & Tanner (2006), rubrics are not only intended to formulate guidelines on what to achieve in a certain performance but additionally, they can be used to make these guidelines clear and specific to the students. For this reason, rubrics help teachers teach and manage instruction and assessment, and they support students to learn as well.

Rubrics have become very popular as the primary tool for assessment in recent years. However, the use of rubrics to assess writing ability has created obstacles and sparked debate among academics (East, 2009; Rakedzon & Baram-Tsabari, 2017; & Sundeen, 2014). According to previous research, the assessment rubric is necessary because it provides many benefits for students and teachers. According to Ene and Kosobucki (2016), the criteria shared with previous students were included in teaching as a formative teaching technique. They can also help evaluators achieve intra-rater and inter-rater dependability when assessing student writing. Rubrics are also important because they tell students about the qualities their work should have. This is often expressed in students' understanding of the learning objectives and criteria for success. Rubrics, according to Allen & Tanner (2006), are not only used to develop criteria about what must be achieved in a particular performance but can also be used to make these standards clear and specific to students. As a result, rubrics assist teachers in teaching and managing teaching and assessment, as well as assisting students in learning. In an era where a student-centered approach is widely encouraged, students are expected to not only evaluate their own performance but also select the criteria and tools with which to determine the value of their work. Andrade & Du (2005) looked into students' perspectives on the use of rubrics, including creating shared rubrics in the classroom, self-referencing formal rubrics, and teacher feedback. Students said that using rubrics helped them focus their efforts, create higher quality work, receive higher grades, and feel less concerned about assignments. Therefore, based on the previous explanation, this study aims to prove the development of an assessment rubric in making student scores more accurate.

2 METHODOLOGY

This research takes the type of qualitative research through literature study and content analysis (Bakla, 2020). Qualitative research is research that produces descriptive data in the form of words or sentences that are described descriptively. This study describes the development of assessment rubrics, especially in written tests in learning English.

The data in this study are in the form of exposure to the importance of developing an assessment rubric, especially in learning English. The data collection technique of this research uses library techniques. In qualitative research, the research instrument is the researcher himself. Moleong (2013) considers that the role of researchers in qualitative studies is quite complex, the researcher is the author as well as the planner, and implementer of data collection and analysis, and in the end, the researcher is the reporter of the results of his research.

3 RESULTS

In this part of the paper, the researcher will discuss the Rubric Assessment, Scoring Rubrics for Writing Assessment.

3.1 Rubric Assessment

A rubric is a measurement tool that describes the criteria against which performance, behavior, or product is compared and measured. Essentially, it functions as a scoring guide to evaluate the quality of students' work on a given task. It lists the criteria, indicators, and/or guidelines established for a particular task and the levels of achievement associated with each criterion. The levels of achievement specified by a rubric often appear in the form of a matrix or table. The three essential features of a rubric commonly discussed in the literature (Popham, 1997; Reddy & Andrade, 2010; Tierney & Simon, 2004; cf. design elements by Dawson, 2017) are: (1) evaluative performance criteria/indicators/guidelines, (2) quality definitions/descriptors, and (3) scoring strategy/progression scale. The use of assessment rubrics has become more prevalent as there is a general consensus among scholars (e.g., Carriveau, 2010; Dawson, 2017; Fraile et al., 2017; Jönsson & Panadero, 2018; Mansilla et al., 2009; Reddy & Andrade, 2010; the University of Hawai'i at Manoa, 2017) on its important roles and benefits.

3.2 Scoring Rubrics for Writing Assessment

Scoring rubrics are descriptive scoring schemes developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts (Brookhart, 1999). Scoring rubrics are typically employed when a judgement of quality is required and may be used to evaluate a wide range of subjects and activities. One common use of scoring rubrics is to guide the evaluation of writing samples. Judgements concerning the quality of a given writing sample may vary depending upon the criteria established by each evaluator. One evaluator may heavily weigh the evaluation process upon the linguistic structure, while another evaluator may be more interested in the persuasiveness of the argument. A high-quality essay is likely to have a combination of these and other factors. By developing a predefined scheme for the evaluation process, the subjectivity involved in evaluating an essay becomes more objective. Schafer (2004) viewed rubrics as tools that are used to assess the quality of student work in a range of excellent to poor performances. A rubric has a criterion that corresponds to a scale of possible points to score spoken or written performances. The highest point refers to the best performance, whereas the lowest one refers to the worst performance on the scale. Various levels of proficiency are included in the scale. It can be Variables (IV) (DV) generic enough to be used with various types of writing. Four common scoring types which use rubrics include holistic scoring, analytical scoring, weighted trait scoring, and primary trait scoring (Campbell et al., 2000). Herman, Aschbacher, and Winters (1992) proposed four characteristic features of a rubric such as criteria, standards, scale, and examples. An effective rubric has clear criteria for the test-takers to know what is expected and for the raters to assess the answers. It also has a good standard for various levels of performance and has a valid and reliable scale to meet the standard of writing performance. It is possible to include an example of expected performance at the different levels on the scale.

Table 1. Example of Scoring Rubrics for Writing Assessment.

	Pre-College Competencies	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies
Purpose and Audience	The writing shows an awareness of the audience, even if it does not yet fully engage that audience. It also shows some awareness of distinct purposes.	The writing meets the requirements of the assignment, engages the audience, and demonstrates a basic familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the	The writing meets the requirements of the assignment, engages the audience, and demonstrates an average familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an above average facility with audience and purpose appropriate for the particular discipline and/or genre for which the	The writing meets the requirements of the assignment and demonstrates an insightful awareness of audience by engaging and invoking them. The purpose is meaningful and appropriate for the particular discipline and/or genre.

		student is writing		student is writing	
Main Idea	The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required.	Reader can understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.) and the main idea is generally maintained throughout the document.	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.) and main idea is consistently maintained throughout the document.	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The main idea is incorporated into the text in a manner appropriate for the discipline and genre.	Reader can clearly understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The manner in which the main idea is presented in the text demonstrates proficiency with the expectations of the discipline and genre
Development and Support	Sometimes provides supporting details suitable to audience and purpose	Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is mostly sound	Supporting details are mostly suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a basic familiarity with the questions, values, and methods used by the particular discipline and/or genre	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a use of subject matter that demonstrates a growing familiarity with the questions, values, and	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. The writing effectively integrates disciplinary content with examples and applications. The document displays sound reasoning and provides a comprehensive analysis of details, facts, and concepts

			in which the student is writing.	methods used by the particular discipline and/or genre in which the student is writing.	demonstrating the student's proficiency in his/her field of study
Organization	The writing is characterized by one or more of the following: Some attempts at order and structure are noted, even if the writing still contains problems, Paragraphing is evident, as are attempts at sequencing and transitions between ideas, and Introduction and conclusion are somewhat developed	Organization is mostly clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates a beginning understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which the student is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates an average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates an above average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing
Sentence Structure	Simple sentences or run-on sentences used excessively, almost exclusively. Frequent errors of sentence structure	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Effective and varied sentences; some variety of sentence style and length.	Each sentence structured effectively and powerfully. Rich, well-chosen variety of sentence styles and length
Mechanics &	Contains many	Contains some errors	Contains few punctuation,	Contains rare	Virtually free of

Presentatio n	serious errors of punctuation, spelling, and/or capitalization; errors interfere with meaning. Formatting weak.	in punctuation, spelling, and/or capitalization. Errors do not usually interfere with meaning. Formatting is incorrect in a few places.	spelling, or capitalization errors. Few formatting errors	punctuation, spelling, and/or capitalization errors. No formatting errors.	punctuation, spelling, and capitalization errors; appropriate format and presentation for assignment.
Vocabulary & Word Usage	Extremely limited vocabulary; choices lack grasp of diction or use of concrete diction; usage is inaccurate or repetitious	Errors of diction and usage, while evident, do not interfere with readability. Language choice calls attention to itself in minor ways (e.g., the purpose of this paper is...; I feel that...; etc.). Inappropriate or inconsistent use of person may be present ("I," "you," etc.).	Ordinary vocabulary range, mostly accurate; some inappropriate colloquial terms.	Good vocabulary range and accuracy of usage.	Exceptional vocabulary range, accuracy, and correct and effective word usage.
Citing Sources	External sources are beginning to be used and discussed in the text, even if they are not yet a major part of the paper. If external sources are used, there is an attempt at citation.	Any material drawn from a source is documented and cited, although not always correctly. Sources are most credible and relevant.	Any material drawn from a source is credible and relevant and is properly documented and cited.	Any material drawn from a source is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the	All quoted material is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing.

				student is writing. Sources are discipline appropriate.	Sources are discipline appropriate, sufficient, and reflect an understanding of the state of research in the field.
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4 CONCLUSIONS

The conclusion of this study is that the assessment rubric needed in assessing students in the test is more accurate. A good rubric is one that fits the needs of the assessment.

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A NARRATIVE ANALYSIS OF SOMEONE'S EXPERIENCE IN USING TIKTOK TO IMPROVE ENGLISH PUBLIC SPEAKING

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Abstract

The purpose of this inquiry is to explore and to make sense of the stories from TikTok content creator in improving her English public speaking by using TikTok application. The narrative inquiry was chosen as the research design to uncover 1) the story of someone's experience who has been existing in Tik Tok Application and shown her great public speaking in her TikTok content and 2) her perception towards the use of TikTok application. The results of the study indicate that 1) there are several ways to improve English Public Speaking through TikTok application including listening, repeating, and practicing some materials from TikTok contents and there are some accounts that can be used to improve English Public Speaking where those accounts talk about vocabularies, slang words, pronunciation drilling, good speaking practice, tips for public speaking; 2) she showed her positive attitude towards TikTok Contents for they can help her to understand and to follow the content easily without spending much time, attract her interest to learn English, build her confident in speaking English through social media. The implication of this research is to contribute the integration of technology, social media, to be positively used in English Public Speaking.

Keywords: public speaking, Tik-Tok application, someone's experience and perception, improving

1 INTRODUCTION

Public speaking means that the way one expresses or communicates his or her opinions to the general public (Pratama, 2019). Indirectly, it has made us aware that public speaking cannot be separated from three big things, namely the purpose, urgency, and benefits of public speaking. Human communication is not only in personal form in the form of groups. which explains that someone who speaks in public requires expertise certain, because someone's understanding will be different. Person who are not used to public speaking, be it face-to-face or virtual they will experience stage fright or disbelief themselves so that the message to be conveyed will be difficult for listener.

According to Gert and Hans (2008: 207), the voice is a voice or utterance intended for the speaker to recognize, and the recipient processes the utterance and recognizes the intent. Brown and Yule (1999: 14) found that speaking depends on the complexity of the information transmitted. However, the speaker may find it difficult to clarify what he or she wants to say. When someone has low communication skills, it will open up opportunities for not having many opportunities speaking in public is by creating a forum a place to learn public speaking and also in the current era, there are easy applications that can help students introduce, improve, and even develop good and correct public speaking. Actually, there are several other supporting applications, but the TikTok application is one of the applications that is very much in demand nowadays. Where the TikTok application is a place to learn in new and easier ways, especially in terms of public speaking to help the younger generation become a reliable public speaker. They can learn English public easily by accessing TikTok video which made by content creator.

In improving English public speaking, there are several types of it such as speaking to inform, speaking to influence, and speaking on special occasion. First, speaking to inform. Speaking to inform, also known as an informative speech, is a technique for delivering a speech in front of an audience in order to disseminate information on a certain subject or issue. When making an interesting speech, the speaker should do extensive research on the topic. Speeches ought to be succinct and direct. An instructive speech's success will depend on how much the audience can comprehend from it, how accurate the speech's material is, and how credible the speaker is. People should be able to rely on the

information you provide them with. Second, speaking to influence. Speaking to influence is the process of creating, enhancing, or changing people's beliefs or behaviors. You act as a supporter whenever you try to persuade. It is your obligation to promote a cause, defend an idea, criticize a rival, or persuade people to take action. Your ability to persuade others can benefit you in many facets of your life, from personal relationships with neighborhood activities to career aspirations. And the last is speaking on special occasion, it means speeches of praise or celebration. Your goal in such a talk is to pay tribute to a particular person, group, place, or idea. You must stimulate the audience when delivering a memorial address in order to increase their interest in and appreciation of the topic. Your success will largely depend on how well you convey the relevant thoughts and feelings to the situation. Therefore additional media to improve English public speaking is using TikTok application, exactly TikTok in education. Media education has to do with their impact on film and television, news and radio, and learning advances. It has to do with when and how it is taught through the media. The aim is to enable students to develop critical thinking and analyze and reflect their experiences with different media (Latif & Afzal, 2016). Academic has steadily grown to play a significant role as a result of educators' habit of integrating social media applications into language teaching and learning environments to increase learners' language competence. For instance, language-learning videos on TikTok were the second-most watched videos for knowledge-sharing in 2019. In reality, much research has examined the benefits of using social media to assist language learners in improving their language abilities and competency. However, only a small number of studies have looked at the viability of using Tik Tok to acquire English pronunciation.

This research is different from others, some studies conducted in qualitative methodology, which focus on the learners' challenges in speaking a foreign language. Zaitun, et.al., (2014) explored about developing students' public speaking through TikTok application by asking students to make their own storytelling videos according to their creativity. Moreover, Edwards (2021) investigated about how to improve public speaking by using a unit in face-to-face classrooms or using frame online courses. Meanwhile, this study aims to assist people in improving English public speaking through TikTok videos by informing someone's experience that has learned English Public Speaking through Tik Tok videos. This study then limits the discussion on speaking to inform what occurs in a wide range of everyday situations. Since this study gives clear data from someone's experience in improving her English public speaking by using Tik Tok, therefore, this study uses narrative inquiry. Further, I hope this research can explain the experience of improving public speaking with the help of the TikTok application and address gaps in studies.

2 METHODOLOGY

This research is a qualitative research method Creswell (2012) argue that narrative research is a distinctive form of qualitative research, usually focusing on the study of one person or a single individual and how that individual gives meaning to her experience through the stories told, data collection can be done by collecting stories, where reporting individual experiences, and discussing the meaning the experience for the individual. The design in this study is a unit learning design in the form of a video explanation of the experience in using the TikTok application. That matter will prove using a narrative analysis approach by collecting descriptions of events or events and then compiling stories using storylines. The researcher will analyze the content from the TikTok account directly to find out the chronology of the video maker's experience of his development in public speaking which will be helped by the TikTok application, the event will be explained in a life narrative (narrative of individual life). By that idea I apply narrative inquiry in this study as a way of to understand student understanding experience which based on the story can be represented in depth as data analysis. The main topic of this research to inform the experience occurs in situations that can help everyone to do it are also in accordance with the experience they have.

2.1 Study context

The main focus of this research is to analyze a narrative inquiry in which I collect narrative data from someone's experience in TikTok videos that talking content English. In accordance with the with its aim, the narrative inquiry approach seems suitable for this research because it provides an advantage for

human experience and capture the "detailed story of life" individual experiences (Ary, Jacobs, Sorensen, & Walker, 2010, p.470).

2.2 Narrative Inquiry

Narrative research according to James Schreiber and Kimberly Asner-Self (2011) is the study of individuals' lives as told through the stories of their experiences, including discussions about the meaning of those experiences for individuals. According to Webster and Metrova, narrative (narrative) is a research method in the social sciences. The essence of this method is its ability to understand a person's identity and worldview by referring to the stories (narratives) he hears or tells in his daily activities. According to Webster and Metrova (hereinafter I will briefly become WM), narrative (narrative) is a research method in the social sciences. The essence of this method is its ability to understand a person's identity and worldview by referring to the stories (narratives) he hears or tells in his daily activities (whether in the form of gossip, news, facts, analysis, and so on, because all it can be referred to as a 'story'). The research focus of this method is the stories that are heard in the experiences of everyday human life.

2.3 Participant

The Indonesian student who learns Psychology and has good English public speaking was purposely selected to engage in this narrative inquiry. Someone as TikTok content creator selected to be involved in this narrative investigation. To choose participants, I prioritized interesting and inspiring stories to include. This is important because the aim of this research is to explore participants' speaking experiences in English public speaking. The participant, Intaning as English teacher Teaching English who has a good public speaking and she is currently studying Psychology .

2.4 Narrative tools, interpretations and beliefs

To obtain stories related to the experience of speaking by someone, in-depth narrative research was used participant-focused research good public speaking experience while using the TikTok application by seeing the content video that they made. The interview primarily focused on someone's experiences in English public speaking. In other words, I allowed the participant to speak either in Indonesian or English when she told her stories. My interview with her lasted for about 25-40 minutes. In order not to miss the participant's stories, the interviews were by agreement verbally write on my note book. .

3 RESULTS

In this section, I retell the stories shared by TikTok content creator about her experience to speak English in informative context. The experience includes her past experience in learning English, and her experience in speaking through the TikTok application.

3.1 Intaning's story: The reason why she learns English public speaking

Before she has a good public speaking, she told that she ever had a bad English public speaking such as stammered and limited vocabulary knowledge. Then every she gets new vocabularies she directly practiced it, so by those ways she can improve her English public speaking. The reason why she chooses English language than other language because she told that the power for conquering this world is language and one of them is English language. She said that English is important. According to her whatever our ambition the most important language that we should know is English, with English whatever we are going to be if we have basic in English language we will get point plus in it. Even if you have plans to travel to a non-English speaking country, you will find that many of the second languages of the people in that country is English (Rintaningrum etc, 2017). And the reason why public speaking is important because the key for success in communication is having a good public speaking. With public speaking, we know how to communicate well with other people. She also told that English is easy and interesting. She started to learn it when she was a child. Now, she can improve more her English language by TikTok content as explained in the next paragraph.

3.2 TikTok really helps me to improve my English public speaking

She said that she is an English Teacher, and she really needs improvement in English public speaking. One of the ways that she took is learning from TikTok video which is interesting gives her clear point without taking much time. She improves her English public speaking by listening, repeating, and practicing the videos that made by some content creators in TikTok. She watched, listened, and repeated what the speaker talked about, and she directly practiced it. Those ways were really help her to improve her public speaking more fluently and confidently. Some channels that she usually use for improving her English public speaking are @aaron.english, @speakingenglishwithzach, @eng.with.sense, @mrbobkampunginggris, @jagobahasacom, @kate_english_guru, and @ilhamsaheri. From those channels, her public speaking becomes better than before. From @aaron.english, @speakingenglishwithzach, and @ilhamsaheri she learns new vocabularies exactly slank vocabularies, and from @eng.with.sense, @mrbobkampunginggris, @jagobahasacom, and @kate_english_guru. She learns pronunciation and accent in English foreign by listening what they said and she repeated it. Those short videos are really help her to give any new knowledge start from new vocabularies and also improving pronunciation. It can be proven from someone's comment in her TikTok videos. The reason why she chooses those accounts that because their videos always in her *fyp* and it makes she is carious how good their content and when she checked its she interested to follow and learn from those account to improve her English public speaking. Almost in everyday she practices what she gets even it was not taken in TikTok video, but if she has any free times she make the videos and share it in her TikTok account in order to improve and share to the viewers the new knowledge that she got. Some feedbacks from her viewer about her video which makes her viewers amazed and want to learn it too.

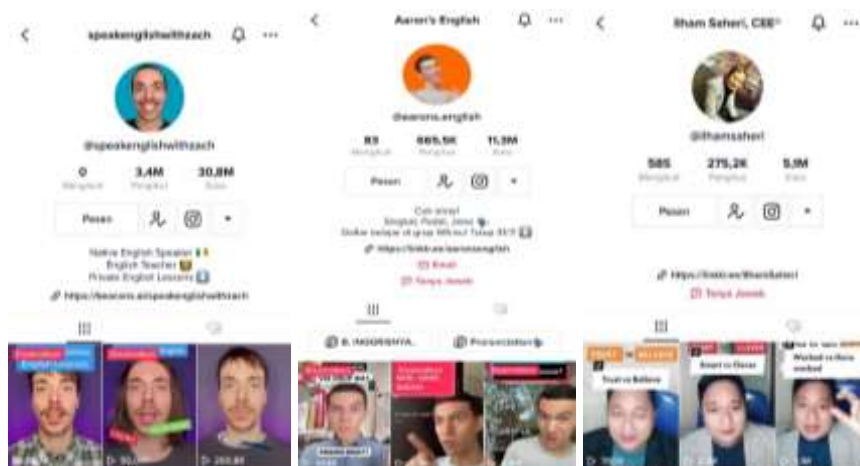


Figure 1 : From three accounts above @speakingenglishwithzach, @aaron.english,and @ilhamsaheri Intaning learns a lot of new vocabularies and some of them are slank vocabularies

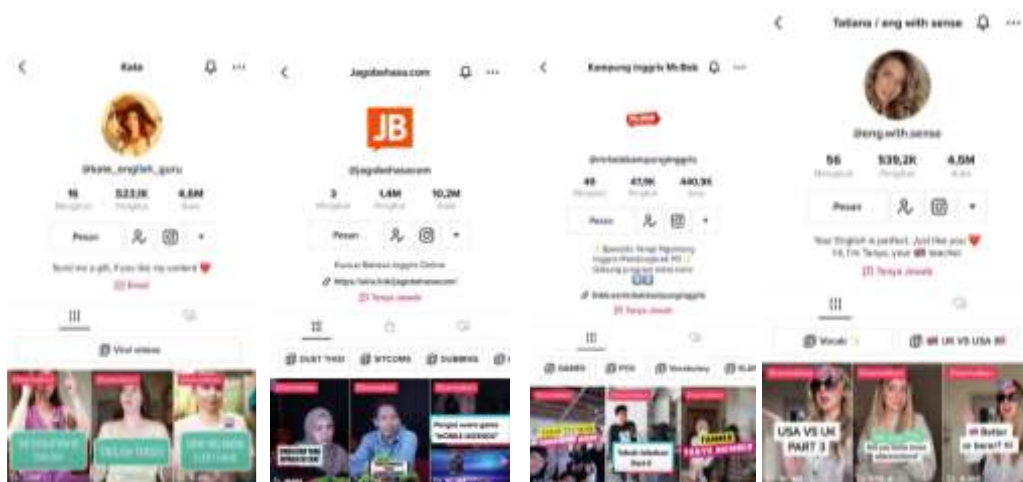


Figure 2 : From four accounts above that are from @eng.with.sense, @mrboobkampunginggris, @jagobahasacom, and @kate_english_guru Intaning learns about, pronunciation, and also accent in English foreign.

These are some feedbacks from one of her viewers for her English public speaking ;



Figure 3 : One of her viewers said “Thank you sist, it’s new knowledge for me” in her video that talked about accent and pronunciation in saying thank you. From that feedback means she give thanks to Intaning because she got a new knowledge and it is really something new for her. If usually she only knows the common saying it but after watched the video she got the new one.



Figure 4 : One of her viewers said “Suka bgt sama public speaking nya kaka it’s awesome” in her video she recommended some channels that she use for improving English public speaking. From that feedback one of her viewers said that she really amazed with her public speaking. She is able to talk good and clearly with a vocabularies that can understand by the viewers easily. We'll no longer rely on the typical filler words that we hear in ordinary speech to indicate that the speaker might be unsure of what they're saying or nervous about speaking, in addition to having a flexible vocabulary. (1994, Menzel).

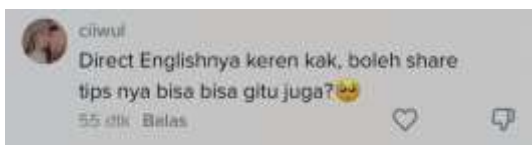


Figure 5: One of her viewers said “Direct Englishnya keren kak, boleh share tips nya bisa gitu juga?” in her video she talked about her daily language that she use, and when she talked about it she often use direct English which make her viewers amazed and really carious to be able also using direct English as good as the creator.

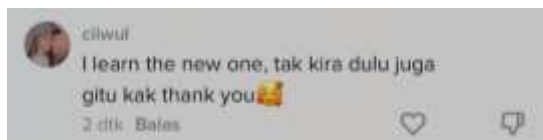


Figure 6: One of her viewers said “I learn the new one, tak kira dulu juga gitu kak thank you” in her video when she talked about one of common mistakes in pronounce something. It made the viewers also get the new knowledge from her video that she never got before. A good pronunciation also important in English public speaking. Understanding pronunciation is one of the fundamental goals of pronunciation education, according to Morley (1991). The ability to communicate effectively requires in. So from those feedbacks she more spirit to make the new content about English public speaking which can help everyone who watches it. Not only spirit to make content but also she more spirit to improve her knowledge for improving more and more.

3.3 The percentage learning public speaking by TikTok

She told the percentage of learning English public speaking by using Tik Tok for about 50%, because according to her 50% was enough to support our confidence to speak in public such as creating a content in social media, Tik Tok. She also said that by using TikTok platform to improve public speaking, it would minimize our boredom to learn public speaking because there many kinds of short interesting videos that can help us to learn it easily. If we take an offline course on formal class to improve it that would be a good idea, but it is only for some periods. It is also not as flexible as online platform which can be accessed anywhere and anytime. As we know that our brain is only able to really concentrate for

30-60 minutes including a few minutes rest in it. So according to her, improve public speaking skill by short interesting videos in TikTok is the best choice. In communication, we as the speakers have to know grammar in use, vocabularies, and also pronunciations of each word. According to Douglas (2004) there are five aspects in speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension.

4 CONCLUSIONS

These results indicate that self-taught learning in a fun way will be easier for students to understand. In addition, students are also not only able to develop the knowledge from many interesting short videos which help them in developing English public speaking but also students can learn English public speaking more flexible, anywhere and anytime. Thus, this study has given an idea about how to have a good communication with others by using an international language, that is English language. It discusses the experiences of a student in improving English public speaking through the TikTok application. However, this does not mean that this research alone is without limitation. First, this research focuses on informative public speaking, where the results of this study can be a forum for students to help in this regard. Second, this research is solely focusing on a student's experience, so further study might explore some students' public speaking's experiences through the use of the TikTok application. Finally, the results of this study cannot be generalized to student experience in general as well as in particular to investigate the life experiences of Indonesian students. Nevertheless, further research in quantitative studies can use this result as a reference point to build a questionnaire.

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TUTOR'S EMOTIONS IN ENGLISH PRIVATE TUTORING (EPT) ENVIRONMENT

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Abstract

This study aims to determine the emotions of English tutors towards the English Private Tutoring (EPT) learning environment. The method used in this research is the Narrative Inquiry method which is included in descriptive research. The respondents of this study were 4 tutors selected based on the place of service, 2 private English tutors on individual calls from house to house, and 2 private English tutors at an English tutoring institution. Semi-structured interviews were used as data collection which was then analyzed using Hargreaves (2001) theory of emotional geography thematically. The results of the study indicate that differences in the learning environment can create various emotions that are felt by English tutors. This finding is expected to provide inspiration about how emotions are felt by English tutors so that they can help English tutors in preparation for teaching practice.

Keywords: English tutor, shadow education, emotional geography

1 INTRODUCTION

Private tutoring is defined as a paid service that students use to complete academic study hours outside of school hours (Yung and Bray 2017). The addition of private tutoring for an additional fee is generally called shadow education. Private tutoring has become a common phenomenon in Indonesian urban cities, where the pattern and scale of tutoring in English have gone beyond the norm in recent years. Not only that, the existence of private lessons has now penetrated into villages. English plays an important role in the national curriculum as it is a symbol of power and wealth and is essential for further studies and careers (Kirkpatrick and Liddicoat 2019).

However, it is usually studied as a school subject and an additional language and is not often used for genuine communication in everyday life. As teaching English in schools tends to be limited, many parents pay for Private English Tuition (EPT) to maximize their children's English learning after school (Hamid, Khan, and Islam 2017). In contexts where English is studied as a second or foreign language (ESL/EFL), Private English Courses (EPT) are very popular among primary and secondary school students, mainly because of the importance of English for further study and work (Hamid, Sussex, and Khan 2009)

There are various reasons that make parents send their children to school to participate in additional English learning activities outside of school hours or what is known as private English tutoring. Starting from parents who enroll their children in private English lessons as a form of parental support and concern for their children's desire to practice their English skills, to parents who send their children to private English lessons as a fulfillment of language demands at the schools where they study. For various reasons, of course, as a private English teacher, you must feel different emotions, there are several studies on the emotions of English teachers in universities, schools, and so on. However, there is very little research on the emotions of English teachers in private English tutoring (EPT).

The emotional geography of human interaction is not only concerned with what is visible. feeling far from the people around us but close to loved ones who are far away from us (Hargreaves, 2001). The concept of emotional geography can help us identify the teacher's feelings while teaching, whether there are significant difficulties in building closeness with students and co-workers, or difficulties in dealing with differences in character. Regarding the concept of emotional geography, we are interested in investigating the emotional geography of an English teacher when carrying out learning activities in an

English private tutoring (EPT) environment, be it individual tutoring at students' homes or in English Tutoring Institution. This study aims to determine the emotions of English teachers in the English Private Tutoring (EPT) environment.

2 METHODOLOGY

This research was conducted on 4 tutors selected based on the place of service, 2 private English tutors on individual calls from house to house, and 2 private English tutors at an English tutoring institution. Thus, this study will focus on the emotions of English teachers when they become private English tutors with different experiences, therefore adopting narrative inquiry as a research method (Barkhuizen, 2014). Through the narrative inquiry method, research results can be in the form of stories, stories can help us learn to understand ourselves and become a window to understand life experiences and the opinions of others.

We conducted semi-structured interviews to understand the tutors' situation as well as collect data. The data obtained were transcribed and analyzed using thematic analysis by identifying patterns that appear repeatedly in the data. Identification of this pattern is produced through the process of coding certain words/phrases/sentences that form certain categories or topics that refer to the theory of emotional geography. In giving this code, the process of identifying the relevant themes is easy to find. (Widodo, 2014). The analysis of this study involves five points from the perspective of emotional geography; a) Socio-cultural geography, b) Moral geography, c) Physical geography, d) Political geography, and e) Professional geography (Hargreaves, 2001).

3 RESULTS

3.1 How do Tutors' emotions in teaching-learning activities in an English Private Tutoring Environment?

In the findings and discussion of the geography of emotion, this English tutor discussed five things, those are; the geography of sociocultural emotion, the geography of moral emotion, the geography of physical emotion, the geography of professional emotion, and lastly, the geography of political emotion.

3.1.1 *Socio-Cultural Geography; what I really regret is the busyness of his parents in taking care of the business they are indifferent to the progress of their children*

Hargreaves (2001) conceptualizes socio-cultural geography as the proximity and/or distance created by age, race, gender, and ethnicity. In this theme, the interaction is mainly focused on the English tutor with students and parents

"I once taught an English private tutoring agency in the international school area, because the students I taught were still aged 2-4 years where at that age children still cried a lot, so I had difficulty delivering material because I as a tutor did not only focus on only one child but several children in one class, especially when conveying the progress I could not directly discuss with the parents because the applicable rules forbid it, so progress was written on a paper called a report which was later submitted to the receptionist who would then be submitted to each for each parent to read, not to mention if there are things that are not clear, the parents must submit questions regarding their child's progress to the receptionist to convey to me like that is also how I answer it." (1st participant)

Tutors who teach at an agency in an elite area find it a little difficult to teach children aged 2-4 years to recognize basic English, especially with agency regulations that prohibit direct communication between parents and tutors, making tutors feel uncomfortable and have difficulty discussing progress itself because progress is reported in a note so that when a parent wants to ask for further information, they must go through a third party as an intermediary.

"When I teach at a private English tutoring agency located in the most remote area of a village, I feel the fiery passion to learn from students makes me very happy even though they do not have basic knowledge of English, strong desire, persistent effort to participate learning activities, makes me even more excited to realize their desire to be proficient in English, from those who don't know how to read

English words to know and fluently, from those who don't know English vocabulary to become familiar with and little by little increase, not only that, when I asked them to recite the vocabulary they already knew to use in their daily language at home, they did it with great enthusiasm so that their parents also became very proud of their children's achievements, besides that parents also often asked about their progress. her son and offered to help me to help what the child felt was lacking to be reviewed or studied again at home." (2nd participant)

Meanwhile, tutors who teach at an English private tutoring agency in disadvantaged areas feel more comfortable because the communication between tutors and students as well as tutors and parents is well established, moreover, the high learning desire of students makes tutors feel happy with all their efforts, with happy students follow all that is ordered by the tutor. Not only that, the care from parents here is more felt because parents also participate in monitoring the progress of their children

"I teach private English lessons individually where I come to a student's house in a very elite area from a rich family where the child is sent to an international school so that English language skills are needed as the language of instruction in their school, but what I really regret is the busyness of his parents in taking care of the business they are indifferent to the progress of their children, moreover, what I know from waking up to going to bed is that all of their needs are taken care of by the household assistant and children spend more of their time with household assistants than their own parents, so often when children feel lazy to study they say impolite words such as, "I don't want to study, you don't have to force me, here I pay you, so you should obey me". Besides that, the presence of parents who I rarely meet makes it difficult for me to report the progress of the child, moreover, the parents are not at all willing to ask me about the progress of their child." (3rd participant)

Tutors who teach private lessons independently in elite residential areas, where students study at international schools feel uncomfortable because of the lack of manners from the students themselves, students think that an English tutor is someone who is paid to serve their learning needs so students will sometimes say rude to tutors when they feel lazy to study, besides, the busyness of parents makes them not care about their children's learning progress and indirectly communication between teachers and parents is very limited.

3.1.2 *Moral Geography; It makes me think and look for ways so that the 6 students can understand what I am conveying based on the teaching materials that the institution has provided*

Hargreaves (2001) conceptualizes moral geography as proximity and/or distance created by goals.

"Because I teach at an English private tutoring institution where students study in groups consisting of a maximum of 6 students, it makes me think and look for ways so that the 6 students can understand what I am conveying based on the teaching materials that the institution has provided. So from there, I learned to understand the learning patterns of each child so that they also absorb what I say. In this case, not only do students learn from me but I also learn from them, learn to understand the characters, and look for learning patterns that are suitable for each child to achieve learning goals." (2nd participant)

Tutors who teach private English lessons in an agency feel that student understanding is the main goal in teaching so that students in private group lessons can be achieved in accordance with the existing teaching materials.

"Because I really like teaching activities, when I teach English private lessons individually at home I will ask their parents what kind of achievement they want for their children, and I will also analyze in advance how far the student's abilities are. And how my students need to learn English so that I can design what kind of learning I will use in the future to fulfill all of these things." (4th participant)

Tutors who teach private English lessons independently come directly to students' homes and aim to meet student learning needs so that they can meet student learning achievements based on the needs, desires, and abilities of each student.

3.1.3 *Physical Geography; Because the institution provides all teaching and learning needs, it helps my students and me in the teaching and learning process.*

Hargreaves (2001) theorized physical geography as social distance shaped by changes in time and space.

"Because the institution provides all teaching and learning needs, it helps my students and me in the teaching and learning process. So I am only in charge of delivering the material without needing to prepare it. Parents can also send their children to the agency to study without needing to prepare supporting facilities." (1st participant)

Tutors who teach private English lessons in an agency are certainly very supportive of their learning because the agency design space provided from the start as an English language study room, so it is beneficial for the tutor to convey material to students

"Teaching at students' homes, in my opinion, should be able to take advantage of the existing space into a comfortable study space in the sense of the space provided by the parents of the students and the items which I use as much as possible as a learning support facility, if I think it is limited in terms of goods in the room, I will politely ask parents if there are items that can be used, for example, a study table. In addition, my teaching time is also very flexible. Adjusting the student's free time is also according to the willingness of the two of us." (3rd participant)

Tutors who teach private English lessons independently come to students' homes. Of course, they will use the existing space to become a comfortable study space according to the student's learning needs. In addition, with independent private lessons, the study time becomes flexible according to the time availability of both the students and the tutors themselves.

3.1.4 *Professional Geography; Many rules had to be obeyed. I think it was more challenging to teach elite children*

Hargreaves (2001) reveals that professional geography refers to a person's close relationship with other parties formed by human understanding of professional norms and professional practice.

"I have taught in 2 institutions which I think are very different. When I was a tutor at an agency in an international school area in a big city in Indonesia, many rules had to be obeyed. I think it was more challenging to teach elite children because they can speak basic English but are lazy to learn. They want to take my class at the agency because it is a demand from their school, so like it or not, they have to take English lessons because, in my opinion, it indirectly forces students to learn English outside of their school hours, so some negative attitudes arise from a sense of compulsion such as laziness, self-talk, etc. Precisely such a situation made me look for ways so that students could still understand what I said, thank God, with patience and thoroughness. Finally, my students can also understand the material I teach. After I left the agency because I was married and living in the village, I saw that in an underdeveloped area near my village, there was an English private tutoring agency. I registered as a tutor there, and thank God I was accepted. The institutions in this village, although the learning media are not as sophisticated as where I used to be, I think I feel happier because the students I teach are very enthusiastic and make it easier for me to match the material to them." (2nd participant)

Tutors who teach at several private English tutoring institutions certainly have experience in delivering material to several children in an English private tutoring group with the aim of meaningful learning for each student.

"I've been teaching private English lessons since I started as an English student until now, so it's been around 9 years, and I already have a lot of experience teaching private English tutors, so I know how to teach appropriate techniques for their individual needs." (4th participant)

Tutors who teach private English lessons independently come to students' homes, of course, have some exciting experiences which from those experiences make the tutor understand what steps must be taken to meet student learning needs, student achievement, and parent's expectations.

3.1.5 *Political Geography; There are rules that limit communication with parents and students in the institution. Even the tutor's name is not allowed to know, so they call me "miss."*

Hargreaves (2001) reveals that political geography refers to a person's close relationship caused by power and social status factors.

"As I said earlier, there are rules that limit communication with parents and students in the institution. Even the tutor's name is not allowed to know, so they call me "miss." So that there is no closeness, parents also do not know who is their child's tutor because all relationships between tutors and parents are through a third party, namely the receptionist. No, because according to the tutors are paid to serve their needs, people who work for them, so often I accept only someone who is not appropriate to speak to the teacher, for example, miss my car, there is this, this and this, miss definitely can't afford it buy it. " (1st participant)

A dedicated tutor at an English tutoring agency in an elite area where all students are students at an international school feels the lack of a relationship between tutor-student and tutor-parents due to communication restrictions and the tutor figure who is considered a service provider. Learning for students so that the existence of tutors is often underestimated.

"I have students whose parents appreciate my presence as their child's English tutor. I am treated very well. When I come to their house, I am greeted very humbly, their parents also always provide food for me, when I finish teaching, they always discuss with me related to the studying progress of their children, not only that, when they are on vacation I always buy souvenirs, parents also teach their children to always say and behave politely to me like a teacher at school. So I feel very happy." (4th participant)

Tutors who teach private English lessons individually come to students' homes and admit that their presence is more appreciated, especially when the parents of students understand that a tutor at home is needed to help achieve exemplary achievements in their children's English skills according to what they want.

4 CONCLUSIONS

This research is very important to do because there is still little information that examines the emotions of English teachers in the English Private Tutoring environment. The researcher realizes that there are limitations in this study, such as the participants who only represent a certain gender, and limited data sources. Future research is expected to involve various genders and other data sources which will add to the complexity of the narrative. The researcher concluded that the participants were able to adapt to the learning environment well and were also able to solve problems that arose during the English private tutoring (EPT) learning activities. The results of this study are expected to provide additional insight and academic and non-academic information, especially for private English tutors.

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THE EMOTIONAL LANDSCAPE OF POSTGRADUATE TESOL STUDENTS IN THESIS SUPERVISION: A NARRATIVE INQUIRY

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Abstract

Although the plethora of thesis supervision studies had been conducted, little prior research had focused on the thesis supervision experiences issues where the emotional landscape and students' perspectives were adopted. This qualitative narrative inquiry has focused on understanding postgraduate TESOL student's emotion and perspectives in their thesis supervision process. In narrative inquiry design, the researcher describes the life of an individual, collects, tells stories about the life of an individual, and writes a story or history of a particular person's experience. Clearly, narrative inquiry research focuses on the study of an individual. For that reason, within the framework of Pekrun (2007) emotional landscape, this current study investigated the emotional landscape in the thesis supervision process among the three postgraduate TESOL students as the participants. This research was conducted at a university in Indonesia. The data garnered from semi-structured interviews and the transcription of the recorded interviews analyzed with Interpretative Phenomenological Analysis (IPA). In this study, it was found that during thesis supervision, postgraduate students experienced all positive emotions such as enjoying, hoping, proud, and relieved then, they also felt negative emotions such as anger, anxiety, boredom, hopelessness, and shame. Based on the result, positive and negative emotions affect the psychological condition and relationship between supervisor and students in the thesis supervision process. The contribution of this study indicates that it can be used as an extremely important reference to conduct additional research on the integration of emotional landscape into thesis supervision.

Keywords: emotional landscape, postgraduate student, thesis, supervision

1 INTRODUCTION

In the process of thesis supervision, the supervisors are responsible for providing guidance or instructions to students to improve their ability in the better learning process (Liu & Yu, 2021). Supervision sessions can support students' research projects from start to finish (Agricola, Van der Schaaf, Prins, & Tartwijk, 2020). In some cases, supervision may be necessary and beneficial, whereas, in others, supervision may be demotivating and harm the learning experience (Weise, Gonzalez & Castello, 2020). Conflicting of interest can occur when supervisors play a significant role in assessing the quality of student research (Renske et al., 2012). Students may feel depressed due to ambiguous knowledge of the research area and difficulty negotiating with supervisors (Xia & Luxin, 2012). Students must deal with difficult and emotionally draining situations as part of the complex process of becoming researchers (Weise, Gonzalez, & Castello, 2020). This situation makes students' emotions unstable, and their self-confidence decreases (Cotteral, 2013).

Emotions are always present in all aspects of human life; whatever we do in life involves emotions (Hargreaves, 2001). Emotion is viewed as part of expressing feelings and affects (Russell & Feldman Barrett, 2009). But what differentiates emotion from the affective condition above is the pressure to the emotional episode that is triggered by "a thing or event, whether it's a past, future, present, real, or imagined" and "a person" (Ekkekakis, 2012). Therefore, emotion is often baited with stimulation that triggers an individual's feelings (Yu, 2020). In the situations of thesis supervision sessions, students face various kinds of conditions that will give them emotional reactions. Therefore, emotions are an

inseparable part of the thesis supervision process. Pekrun (2006) highlighted that there are three categories that arise in learning and achievement situations of emotions such as prospective outcome emotions, activity emotions, and retrospective emotional outcome. prospective outcome emotions appeared before the implementation of learning activities, such as hope and anxiety. Activity emotions appear when learning activities are being conducted, such as enjoying/enjoyment and bored/boredom. Retrospective emotional outcomes appeared after the implementation of learning as a reaction to the result of the implementation of the learning, such as pride, relief, and shame. My research focused on postgraduate TESOL students' emotional experience in thesis supervision.

Several previous researchers have investigated students' emotions in higher education. Weise, Gonzalez, & Castello (2020) reported doctoral students' emotional experiences when faced with significant events throughout their doctoral studies and examined associations between emotions and trajectory. The result showed that the negative emotions they feel are indeed high. However, if they consider their experience when they received the title as positive rather than negative, the relationship with supervisors also has a good role in their emotional well-being. Liu & Yu (2021) reported a study on master's students' emotions and regulation in supervisory feedback. The result showed that positive emotions were the most reported status in master students. They feel grateful, hopeful, and excited, while contemptuous, bored, and angry were the least reported in postgraduates' academic writing.

Nonetheless, all the studies stated above were not addressed the emotional landscape practices in the context of postgraduate program thesis supervision. There might be many studies on the emotional landscape experiences of students in higher education, but the emphasis is not on the thesis supervision process. This indicates that the emotional landscape is an area that is worth to be explored further. The contribution of this study suggests that it can be used as an essential reference to conduct additional research on the integration of emotional landscape into thesis supervision.

In connection with the explanation above, this study aims to investigate the emotional landscape of postgraduate TESOL students' experience in their thesis supervision process and identify the contributions of the emotional landscape for higher education students. Motivated by these considerations, the current empirical study examines the emotional landscape perspectives faced by TESOL postgraduate students in thesis supervision based on the framework proposed by Pekrun (2007). This study applied narrative inquiry as the research methodology adopted from Connelly & Clandinin, (2006). The data was taken from the mentors' semi-structured interviews and the transcription of the recorded interviews while experiencing thesis supervision analyzed with Interpretative Phenomenological Analysis (IPA). Accordingly, the study is set to answer one research question: How do Postgraduate TESOL students describe their emotions in the context of thesis supervisory experiences?

2 METHODOLOGY

The current study is epistemology situated in the social constructivist paradigm. The social constructivist approach claims that the truth is relative and depends on an individual's perspective (Baxter,2008). This paradigm aims to see several individuals' interpretations of the same phenomenon (Crotty, 1998). This approach is often linked and suitable for interpretivist (Cohen, Manion, & Morrison, 2018). Interpretivists value what people say, do and feel and how they make sense of a phenomenon. This viewpoint provides a situation to analyze or a phenomenon to interpret to provide insight into how people make sense of their social experiences.

This study used a narrative inquiry method to examine the story of three postgraduate TESOL students with experience in thesis supervision. Narrative inquiry is research that describes and writes an individual story's experience, such as the daily life or personal activities, by collecting the data based on people's life stories (Creswell,2007). Narrative inquiry method in research entails adopting a specific thing that views experience as the phenomenon being studied, and the majority of this research method begins with researchers who conducted interviews with participants, where the respondents share their experiences, because narrative inquiry is about life and living (Connelly & Clandinin, 2006). The participants of this study were four female master students at one University in Indonesia who take English Education Language as their major. Before this study, they had experience in thesis supervision. I use semi-structured interviews because it guides as resources to direct the interviews. Semi-structured

interview explores how respondents perceived various points of view (Blumer, 1969). However, at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes (Barkhuizen et al., 2014).

Table 1. Biographical data of the participating Postgraduate TESOL Students (N=4).

Biographical Data of The Participating Postgraduate TESOL Students (N=4).				
Participants	Gender	Age	Language of Interviews	Platforms
A-1	F	25	English and Indonesian	WhatsApp Call
A-2	F	25	English and Indonesian	
A-3	F	26	English and Indonesian	
A-4	F	25	English and Indonesian	

This study used a narrative inquiry approach to examine the Postgraduate TESOL students experiencing thesis supervision. The present study used Interpretative Phenomenological Analysis (IPA). IPA is a qualitative approach which allows a researcher to conceive the detailed story of participants themselves; it also explores particular social phenomena through the participants' experience (Flowers, Larkin, & Smith, 2009). Purposive sampling of the research is used after an initial survey or interview in the field to ensure that the people chosen for the study meet the appropriate criteria. Subject selection in IPA analysis based on purposive sampling technique (Flowers, Larkin, & Smith, 2009). To explore the emerging themes from participants' experiences, utilized biographical narrative inquiry. Through stories from the interview, the participants have the opportunity to explain in detail their experiences during the study. The interviews are about their emotional experience on thesis supervision, how to solve the problem, and what they learned from it. The interviews were transcribed and analyzed based on the participants' views and answers. There are four steps in analyzing qualitative data used in this study, such as compiling transcribed the interview result with the participants, disassembling the coding data, reassembling the theme to interview result, and interpreting the data along with member checking with participants.

3 RESULTS

3.1 How Postgraduate TESOL students describe their emotions in the context of thesis supervisory experiences according from theory of emotions from Pekrun (2006)

3.1.1 *Positive Emotions in Thesis Supervision*

Various emotional experiences are felt by postgraduate students in the process of thesis supervision. The first expression representing the respondents' emotions is the prospective outcome emotions in thesis supervision experiences. Pekrun (2006) pointed out prospective outcome emotions appear before the implementation of learning activities is carried out as Pekrun stated, positive emotion can be categorized as hope. The result showed that when all the respondents faced this phase (prospective outcome emotions), their expectations of their supervisor were high for the success of their work. Before thesis supervision began in this phase, it was natural for students to have very high expectations because they felt that they had done their best on their thesis reports. It means that prospective outcome emotions are essential to note its existence because the positive emotions can affect students' psychology in thesis supervision. This can be seen through based on the data from their interviews below:

"Before thesis supervision, I usually really hope that later my work will be accepted by my supervisor..." (A-1)

"I always hope that my supervisor will be satisfied with my work at the beginning before thesis supervision starts. My expectations are so high, and in fact, the result may be different from what I expected..." (A-4)

The second expression representing the respondents' emotions is about the importance of activity emotion in thesis supervision experiences. Pekrun (2006) pointed out that activity emotion appears while learning activities are in progress. As Pekrun stated, positive emotions can be categorized as enjoy/ enjoyment. The result showed that when all the respondents faced this phase (activity emotion), the thesis supervision atmosphere improved because the relationship between supervisor and students was very close. From this experience, students will enjoy thesis supervision sessions with the supervisor. This can be seen through based on the data from their interviews below:

"I feel very comfortable when the supervisor wants to help me solve the difficulties from my work so that I can move on from things that make me anxious. I felt close to my supervisor, like a friend, when that happened. I enjoy sharing happiness and sorrows with the supervisor regarding my work during thesis supervision." (A-2)

"I enjoyed the moments where I feel that thesis supervision is not scary again for me. During thesis supervision discussions, I am grateful when my supervisor compliments my work, and we share the same opinion regarding my research... I enjoyed it." (A-3)

The third expression representing the respondents' emotions is about the importance of activity emotion in thesis supervision experiences. Pekrun (2006) pointed out retrospective outcome emotions emerged after the implementation of learning as a reaction to the result of the implementation of the study. As Pekrun stated, positive emotions can be categorized as pride and relief. The result shows that when all the respondents faced this phase (retrospective outcome emotions), they felt proud and relieved because their work was appreciated or accepted by the supervisor in thesis supervision. There will be rejections, but they will learn from the mistake and be encouraged to revise their thesis to improve. This can be seen through their interviews below:

"Several times, I felt happy because the corrections of my work were few and the supervisor accepted my research problem, and it made me feel proud of myself after several rejections..." (A-1)

“The positive emotion that I got after thesis supervisions is that I feel happy because I am getting new insight from my supervisors to answer the lack in my research. I am relieved, calm, and happy because thesis supervision can also benefit my research report. When my lecturer accepted my work without revising it, happiness came in me, and I have never forgotten the feeling of happiness until now... and I feel proud” (A-2)

“After doing thesis supervision, I feel relieved when I know my mistakes and happy if my work is following the supervisor because it means that the supervisor accepted my work and I feel proud of what I have done so far...” (A-3)

“Thesis supervision is very enjoyable when my supervisor accepts my work, and then I feel happy and satisfied when the supervisor gives revision if something goes wrong in my work after the thesis supervision meeting. This makes me feel happy and relieved because I can satisfy my supervisor with my work, and also, I am happy to learn from my mistake by revising my thesis to make it better...” (A-4)

3.1.2 *Negative Emotions in Thesis Supervision*

There are various emotional experiences which are felt by the postgraduate students in the process of thesis supervision. The first expression representing the respondents' emotions is the prospective outcome emotions in thesis supervision experiences. Pekrun (2006) pointed out prospective outcome emotions appear before the implementation of learning activities is carried out. As Pekrun stated, negative emotions can be categorized, such as anxiety. The result showed that anxiety usually makes students not confident in their work when all the respondents faced this phase (prospective outcome emotions). If this has happened before, the thesis supervision atmosphere becomes very activity stressful for students. This can be seen through based on the data from their interviews below:

“Before the thesis supervision meeting, I felt very anxious if my supervisor's expectations of me were very high and If I could not fulfill his/her satisfaction with my work...” (A-1)

“I often felt anxious before thesis supervision... I am afraid that my supervisor will reject my work and I was a bit worried If I failed to satisfy the wishes of my supervisor's wishes on my job...” (A-4)

The second expression representing the respondents' emotions is about the importance of activity emotion in thesis supervision experiences. Pekrun (2006) pointed out activity emotion appears during learning activities are in progress. As Pekrun stated, negative emotions can be categorized, such as hopelessness, anger, and boredom. The result showed that when respondents faced this phase (activity emotion), the thesis supervision activity process could make mixed negative feelings for the student, especially if the supervisor gave a bad response/ comments to the students' work. This can be seen through based on the data from their interviews below:

“I once felt disappointed and very angry during thesis supervision because the action of my supervisor can hurt me even though I have done everything they wanted and I got bad words also. Besides that, sometimes I feel down, hopeless, and unmotivated because the supervisor always blames my work, and it made me not want to touch my thesis and meet with my supervisor in thesis supervision...” (A-1)

“The negative emotions that I felt started when the supervisor gave me many revisions after I followed their advice on my thesis. The frequent negative emotions during thesis supervision made me traumatized. If it was like I usually feel afraid, anxious, and depressed at the moment. I also admit that the insight came from the supervisor but badly. In the thesis supervision discussion, I often argued with my supervisor about the progress of my work, and I ever felt easily angry/offended, hopeless, stressed and stupid at the same time...” (A-2)

“In thesis supervision, I have felt angry and under pressure with my work because I felt my supervisor blamed my work and I had to redo my report all over again...” (A-3)

“I got bored and angry when my supervisor didn’t give me clear feedback during thesis supervision session, and it made me think that thesis supervision is useless. The supervisor only corrected me without giving a solution for my work. This kind of experience made me feel hopeless and lazy to consult again with my supervisor...” (A-4)

The third expression representing the respondents’ emotions is about the importance of activity emotion in thesis supervision experiences. Pekrun (2006) pointed out that retrospective outcome emotions emerged after the implementation of learning as a reaction to the result of the implementation of the study. As Pekrun stated, negative emotions can be categorized as shame. The result shows that when all the respondents faced this phase (retrospective outcome emotions), students will feel traumatized after this session is done because this kind of experience is excruciating and has an effect on their psychological condition. This can be seen through based on the data from their interviews below:

“The things that traumatized and tormented me when I felt ashamed because my supervisor humiliated me by commenting on or responding to my work with hateful speech or harsh words that hurt me very much. (A-1)

“I once felt shame when I could not do what my supervisor expected of my work. Sometimes if I were blamed too often by the lecture, my enthusiasm would decrease or let’s say that I am not interested again in doing thesis supervision with my supervisor...” (A-2)

“I felt shamed if my work was not good because I was afraid of being humiliated by my supervisor. This is traumatized for me” (A-3)

“I feel shame when my supervisor gives a response and comments on my work with bad speech, especially if it was done in a public forum. It was a really painful experience to remember...” (A-4)

4 CONCLUSIONS

From the information given by the participants, it can be revealed that students' emotions can go up and down because they are also ordinary humans with feelings and moods. When the supervisor advises students, whether acceptance or rejection, the supervisor should also pay attention to keep his/her words when giving comments and suggestions to the students. Kind and polite words can increase students' motivation to do their thesis, not make students traumatized in thesis supervision. Communication should occur in two directions; it will understand what the students and supervisor expect. So far, sometimes supervisors only care about their will but don't care about students' needs as students who need direction and guidance. If two-way communication occurs, it will cause positive emotions that bring benefits to both parties in achieving their respective desires. The students can be motivated to complete the thesis report properly and correctly according to the direction. At the same time, the supervisor can guide the thesis smoothly without hurting the students' feelings. In addition, students should prepare their work and understand the concept of their research well so that during the thesis supervision process, they are ready to receive any input such as comments, suggestions, and responses from the supervisor.

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LASKAR PENGAJAR INDONESIA EDUCATION SYSTEM OF EX-LOCALIZATION'S CHILDREN IN GEDANGSEWU

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Abstract

This study aimed to delve deeper into the ex-localization in Gedangsewu children's needs in education; although they go to school, they are more vulnerable. They grow almost on the streets, exposed to every possible vice and in a non-conducive environment for them to grow. Laskar Pengajar Indonesia, with the various educational backgrounds of its youth volunteers give a unique teaching perspective on teaching children in red-light area. The paper draws on the author's experience as a participant-observer with firsthand data collection. The study represents the contribution of Laskar Pengajar Indonesia through the education system that focuses on sex education, manners, religion, and basic life skills. Laskar Pengajar is helping children learn things that are not taught in their schools and cultivating human values in volunteers.

Keywords: *ex-localization, red-light area, Laskar Pengajar, education system, teaching children*

INTRODUCTION

Prostitution appears in a variety of forms across South Asia, including red-light districts and brothels. Numerous red-light districts are in the region's main cities and smaller towns, along key traffic corridors, and near significant industrial sites along motorways and boundaries. Meanwhile, in Indonesia, Gedangsewu is an ex-localization in Pare, District Kediri. Since 2016, the prostitution has been closed, although ex-localization continues to occur. According to statistics from December 2016, the number of sex workers and pimps in the Kediri Regency reached 766 individuals. Since Gedangsewu began its operations, the condition of character education for children has evolved into the primary focus of attention. There are still many children in Gedangsewu who do not know how to shake hands with the teachers and parents, meet and greet each other, talk respectfully, behave well in class, and even their reading and writing abilities are still extremely deficient. This is a problem since Gedangsewu is a red-light area. The encouragement of learning that is not supported by an adequate environment makes them feel satisfied with their abilities.

Children are members of the subsequent generation who will experience the success or failure of current environmental sustainability initiatives (Barraza & Robottom, 2008). Children, as present and future citizens, are impacted by environmental decisions and have the right to participate in them (Barratt, Hacking, Barratt, & Scott, 2007). A red-light district is not simply a site where prostitution occurs or where men go to buy sex; it is also a place where generations dwell and children are born, raised, and play. Children of prostitutes who reside in red-light districts grow up in a more precarious environment and are subject to a larger degree of stigma than children of prostitutes who do not reside in brothels or are not restricted to red-light districts. These children have got little attention, despite the fact that they are born victims of their circumstances, unable to escape their background, and deprived of an environment conducive to healthy physical and psychological development. The child's development and well-being are greatly influenced by the child's family, community, and other social

institutions. In red-light districts, the harsh environment has a huge impact on the entire population of youngsters.

Gedangsewu Children's Education

Children in Gedangsewu must exert additional effort to catch up. Even at the age of ten, many of them struggle with writing and reading. Low interest in learning must also be evaluated. In some cases, the children in Gedangsewu are more interested in attending jaranan (an East Javanese traditional dance) than classes. Volunteers must locate and invite children to learn so that they desire to enrol. Occasionally, volunteers must visit their houses individually. They are content and love receiving instruction from the Laskar Pengajar Indonesia. According to their parents, the establishment of Laskar Pengajar Indonesia is of tremendous assistance, as their children's school grades are improving, and their Sundays are filled with positive activities.

Good Environment

The adolescent years are a period of transition, transformation, and identity exploration (Hurlock, 1997). The social environment is one component that can influence adolescents' development (Soetjningsih, 2004). Researchers, educators, parents, and politicians are obligated to recognize the contributions of young children. "Children's voices are recognized, and their innovative solutions and zeal for action become a driving force in the expansion of early childhood programs that integrate sustainability and early childhood policies at the local, state, and national levels (Mackey, 2012, p. 483). Furthermore, the younger they are when they develop an interest in environmental protection, the more likely they will be to support public projects for ecological well-being as voting adults (Honig & Mennerich, 2012). Therefore, it is necessary to study children's comprehension of the environment and environmental issues in order to engage them in environmental conservation activities from a young age.

Laskar Pengajar Indonesia

The sexual education curriculum at Laskar Pengajar is emphasized heavily. It is crucial to teach youngsters how to care for themselves and others as early as feasible. Laskar Pengajar Indonesia engages in numerous social activities, including the co-tutoring of Gedangsewu-raised children. Society stigmatizes the children who grew up in the region since it is deemed troublesome and not in accordance with social norms. On the basis of this phenomena, the researcher intends to expose in depth the efforts made by the learning community Laskar Pengajar Indonesia through tutoring for children with negative stigma, hurdles in carrying out activities, and how Laskar Pengajar Indonesia can overcome various obstacles. Laskar Pengajar Indonesia delivers varied resources based on the need of each individual learner. Students are grouped into four classes: Venus, Earth, Mars, and Saturn. The Venus class consists of children aged 5 to 7 years old, the Earth class of 8 to 9 years old, the Mars class of 10 to 11 years old, and the Saturn class of 12 to 14 years old. The concept of each class's material is identical; what varies is the style of instruction or delivery. The volunteers were given a briefing before being divided into groups to call students to class, teach in class, and handle youngsters who did not wish to study in class.

The number of students in each class varies; not all of them attend every week. The volunteers must visit each child and invite them to join the class. Additionally, many mothers remind their children to attend class. Some pupils, despite being there, do not wish to participate in class learning, thus volunteers will share the responsibility of instructing them outside the classroom. This learning practice is highly adaptable to the needs and circumstances of the pupils. If there is an event, such as Jaranan, in Gedangsewu, the students would rather watch Jaranan than study in class. This is what motivates Laskar Pengajar Indonesia volunteers to continue developing the best effective educational system for their students. Teaching and learning activities of the Laskar Pengajar Indonesia do not always take place in a classroom. To begin class, the teachers will instruct the students to form a large circle in front of the classroom.

They sing while holding hands. Children's character development must be filled with enjoyable activities. Following the singing, they cheered and concluded with applause. After that, they entered the classroom with the volunteers according to their different classes.

Students are taught how to greet and greet in the smile-greeting-greeting curriculum. For the Venus class, a printed image of a person smiling and greeting others is provided. The following sheet of paper contains letters with dots that they must connect. Children in Venus class are needed to colour, accurately and neatly write letters, and spell letters. The Earth class involves connecting dotted letters, listening to and recounting welcome and greeting stories presented by volunteers, and connecting dotted letters. Students in Earth class are required to write accurately and cleanly, as well as string together correct sentences. They were given an image of pickles to organize into a tale for the March class. Students in the Mars class are required to use their imagination in a story. Their essays are free so long as they correspond to the provided images. The Saturn class is broken into tiny groups to create a play based on the random images provided. The Saturn class is needed to work in teams and learn duties based on the topic of smile-greeting-greeting.

METHODOLOGY

In this study, a qualitative approach was used. Participant observation-based qualitative research designs should give outcomes that accurately reflect the research data. This research design centred on gathering information about a social phenomenon in order to comprehend human behaviour from the researcher's perspective as an active volunteer participant in Laskar Pengajar Indonesia. The recruitment of participants was aided by the chief of Laskar Pengajar Indonesia, who gave information about suitable candidates. After each lesson, the researcher performed in-depth interviews and observations to collect the data. The investigation's credibility was increased by the peer debriefing, which was conducted in collaboration with the chief of Laskar Pengajar Indonesia, who provided a more objective perspective on the research.

FINDINGS

The Parents' Effort

The families made steps to help their children study by monitoring, advising, avoiding aggression, and imparting religious values. Some participants described their efforts as follows:

"I have asked him to join the class every Sunday. Honestly, I just bought him a new bag for it."

They are ordinary children

According to the participants, there was no difference between ex-localization youth and their classmates in terms of physical change, behavioural change, the ability to build relationships and choosing activities based on their own interests. The following statements reflect the observations of the participants:

"We love playing football, get bored, and get girlfriends as others."

DISCUSSION

The Proud Parents

The fact that their children spend the weekend learning with Laskar Pengajar Indonesia provides parents with relief and peace of mind. Their children are more conscientious about bathing early, praying Asr in congregation, and studying more diligently. The existence of Laskar Pengajar Indonesia marginally improved their academic performance. Their presence not only entertains and provides educational content for youngsters, but also comforts parents in order to improve the children.

They are Ordinary Children

Even though they were raised in a unique atmosphere, they were normal children. They enjoy playing, are quite inquisitive, and are usually content while spending time with their pals. As a result of the existence of Laskar Pengajar Indonesia, their friendship grew and deepened. In addition to playing basketball before class begins, they also form study groups.

Safe Room, Study Room

The classrooms of Laskar Pengajar Indonesia are filled with books, blackboards, and scribbles on the walls. However, the classroom is not just a place for learning, but also a place where children can grow up free from harsh words and negative behaviour. The fact that the learning resources are not identical to those at school makes students more motivated to study. They learn numerous etiquette and manners lessons. In this way, kids are not only prepared for greater academics, but also for higher moral standards. Every Sunday, the Sunday's Volunteers are present. Meet at the agreed rendezvous spot and then depart in a car or motorcycle. This weekly routine effort to teach at Gedangsewu includes volunteers from all backgrounds; some are Pare students, undergraduates, and graduate students, among others. This diversity provides Laskar Pengajar Indonesia and its students with numerous benefits. They gain new understanding of instructional strategies, game styles, and required materials.

CONCLUSION

This study's findings emphasize a variety of facts regarding the educational needs of children in the red-light district of Gedangsewu. There were three recurring themes: 1) demeanour, 2) reading and writing abilities, and 3) sexual knowledge. Children with poor manners require significant guidance to improve. In this way, they will be able to blend into the community and assist many individuals. It is expected that etiquette be taught beginning at a young age so that it becomes a habit. Focus is also placed on fundamental abilities such as reading and writing. In addition to continuing their education to a higher degree, basic writing and reading abilities will aid them in many situations. The most important thing for kids to understand is also how to recognize and care for themselves. They learn about bodily parts and care and maintenance through sexual education. They will be better equipped for puberty and adulthood as a result.

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EVALUATION OF THE IMPLEMENTATION OF LEADING PROGRAMS AT SMA NEGERI 1 KERTOSONO AND MA NEGERI NGANJUK (CIPP MODEL EVALUATIVE STUDY)

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Abstract

The implementation of the superior class program in schools is one step to improve the quality of the output of the school so that it can adapt to the development of the digital era. This program is expected to provide maximum results in accordance with the desired target of the school. In the implementation process, an evaluation is needed to review whether the program can run or not. As is the case in two schools that have excellent class programs in Nganjuk Regency, namely SMA Negeri 1 Kertosono and MA Negeri 1 Nganjuk. This study aims to describe the components of the CIPP evaluation in the two schools. This research is a type of qualitative research using an evaluative approach to the CIPP model. Research data obtained through observation, interviews and documentation. The data analysis technique uses data reduction (data reduction), data display (data display), and drawing conclusions. The results of this study indicate that: (1) context evaluation which includes objectives, program legality, environmental support at SMAN 1 Kertosono is in accordance with the standards. (2) evaluation of inputs at SMAN 1 Kertosono, namely that human resources are in accordance with standards. Facilities and infrastructure have met standards, and the source of funds is pure from students who are willing to pay more (3) evaluation process at SMAN 1 Kertosono includes the selection process and then their willingness is offered, the formation of the class that was opened was science, and the class program exceeded the criteria. The obstacle that occurred was during the pandemic some class programs could not be implemented (4) product evaluation at SMAN 1 Kertosono was that student achievement had met the target, although there was no scholarship award from the school (5) evaluation of context which includes objectives, program legality, environmental support in MA Negeri 1 Nganjuk is in accordance with n standard. (6) input evaluation in MA Negeri 1 Nganjuk in terms of human resources is in accordance with standards. The facilities and infrastructure are the same as for the regular class and the source of funding comes from students with the same number as the regular class. (7) evaluation of the process at MA Negeri 1 Nganjuk through a selection system, namely for science and social studies programs, with a rolling system if achievement drops, they will move to regular classes. The tutoring program has met the criteria. During the pandemic, the achievement class program cannot run. (8) product evaluation at MA Negeri 1 Nganjuk, namely for school achievements that have met the target, while for higher education targets have not met the target.

Keywords: program evaluation, implementation of leading programs, CIPP

INTRODUCTION

Education is one of the important aspects in human life. High school (SMA) and madrasah are school levels that equip students to become members of the community who have knowledge as a provision for living in society with various knowledge learned at school. The competition between schools is getting tougher and schools are competing to show the school's flagship program. This is intended to improve the quality of the output of the school itself. (Wibowo, 2020)

The excellent programs owned by schools are different from one another which shows the characteristics of each school. The program certainly has its advantages and disadvantages. The excellent program owned by this school can be in the form of increasing academic and non-academic achievements. From this program, the level of effectiveness can be evaluated and the quality will be further improved.

In a study conducted by Fitriyah entitled "Evaluation of Extracurricular Programs to Improve Students' Non-Academic Achievement at SMPN Megang Sakti, Musi Rawas Regency" shows that from the evaluation results it was found that the components evaluated were in accordance with the standard criteria and some did not meet the criteria.

SMA Negeri 1 Kertosono is a favorite high school in the Nganjuk Regency area. This school has a superior program that adopts a superior class model called the competition class. Meanwhile, Madrasah Aliyah Negeri (MAN) 1 Nganjuk is an educational institution equivalent to a high school based on Islamic education. The flagship program owned by MA Negeri 1 Nganjuk is the achievement class.

The implementation of the flagship class program in schools is one step to improve the quality of the output of the school so that it can adapt to the development of the digital era. This program is expected to provide maximum results in accordance with the desired target of the school. (Hanum, 2016)

Sukmadinata in Wijaya (2017:) states that the objectives of program evaluation are as follows:

- a. Assist in planning for program implementation.
- b. Assist in determining the decision to improve or change the program.
- c. Assist in determining the decision to continue or terminate the program.
- d. Find the facts of support and disapproval of the program.
- e. Contribute to the understanding of psychological, social, politics in the implementation of the program as well as the factors that influence the program.

Roswati in Munthe (2015) also describes the benefits of program evaluation:

- a. Provide input whether a program is stopped or continued
- b. Tell which procedures need improvement
- c. Tells strategies, or techniques that need to be removed/replaced
- d. Provide input whether the same program can be applied elsewhere
- e. Provide input where funds should be allocated,
- f. Provide input whether the theory/approach about the program can be accepted/rejected.

The advantages of school programs vary, depending on the principal who manages it and the teacher as the spearhead in educating students. Reform the curriculum so that it is open to meet various needs in overcoming the crisis. Start instilling exemplary insight, commitment and high discipline

Components of superior class implementation include parts consisting of; input of students, teachers, superior class curriculum, sources of learning materials, learning process methods and strategies, media, learning facilities and environment, evaluation of superior class learning processes and outcomes (Supriyono, 2009).

The purpose of implementing the superior class is the efforts of school institutions to improve the quality of their education, human resources, the professionalism of educators, channeling talents, intelligence and student potential through special services and coordinated programs.

Based on the instructions for implementing the superior class program issued by the Ministry of Education and Culture which were rewritten by Suhartono and Ngadirun, the superior class must have the following characteristics (Suhartono, 2009):

- a. Strictly selected entry process using accountable criteria.

- b. Supporting facilities and infrastructure that can be used to fulfill learning needs and channel student interests and talents.
- c. A conducive learning environment so that existing superior potential can develop optimally.
- d. Having superior principals and educational staff, both in terms of mastery of subject matter, teaching methods, and commitment in carrying out tasks.
- e. An enriched curriculum, namely by developing and improvising the curriculum to the fullest according to the demands of learning.
- f. The time span of studying at the school is longer than other classes and the availability of adequate dormitories.
- g. Quality learning processes and results can always be accounted for by students, institutions, and the community.
- h. There is additional treatment outside the curriculum, enrichment and expansion programs, remedial teaching, quality guidance and counseling services, creativity and discipline development, dormitory system, and other extracurricular activities.
- i. The development of leadership abilities that are integrated into the entire student coaching system through direct practice in everyday life.

In the implementation process, an evaluation is needed to review whether the program can run or not. As is the case in two schools that have excellent class programs in Nganjuk Regency, namely SMA Negeri 1 Kertosono and MA Negeri 1 Nganjuk. This study aims to describe the components of the CIPP evaluation which includes the evaluation of context, input, process, and product in the two schools.

METHODOLOGY

This research is a type of qualitative research using an evaluative approach. There are various kinds of learning program evaluation models. In this study, one of these models will be used. Namely the CIPP (Context, Input, Process, and Product) evaluation model developed by Daniel L. Stufflebeam. (Sesmiarni, 2014)

The components assessed are as follows:

1. The context component relates to program objectives, program legality and environmental support for the program.
2. The input component relates to human resources, curriculum/learning methods used, facilities and infrastructure and sources of funds.
3. Process components, related to program implementation and obstacles that occur during the program
4. Product components, related to student achievement and program sustainability

Compared to other evaluation models, the CIPP evaluation model has several advantages including: it is more comprehensive, because the object of evaluation is not only on results but includes context, input, process and results. Research data were obtained through observation, interviews and documentation. The data analysis technique uses (data reduction), data presentation (data display), and drawing conclusions

FINDINGS AND DISCUSSION

A. Evaluation of Leading Programs at SMA Negeri 1 Kertosono

1. Evaluation of Context components

No	Indicator	Finding
1	Program Objectives	<ol style="list-style-type: none"> 1. To maintain school achievement and output quality 2. The goals of the superior class are stated in the school's vision and mission 3. In SMA Negeri 1 Kertosono the superior class is called the

		competition class
2	Legality of the Program	<ol style="list-style-type: none"> 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System National 2. Referring to the Regulation of the Minister of Education of the Republic of Indonesia No. 34 of 2006 concerning Development of Achievement of Students Who Have Potential Intelligence and / Special Talents 3. The decision of the teacher council meeting in 2016
3	Environmental Support	<ol style="list-style-type: none"> 1. From the teacher: the existence of this competency class makes teachers more enthusiastic in developing their abilities and looking for new innovations in learning. 2. From students: the goals of students in this competition class vary, including because they have more opportunities to participate in competitions, SNMPTN, and the existence of SBMPTN preparation programs 3. From students' parents: they support this program by being willing to pay more for their sons and daughters when accepted into competitive classes. In addition, they still provide tutoring outside the school program.

2. Evaluation of input components

No	Indicator	Findings
1	Qualifications Students who enter the competition class	<ol style="list-style-type: none"> 1. Strictly selected using predetermined criteria 2. This competition class system is offered to students who have passed the selection. So there is no coercion for students who are not willing to enter the competition class
2	Qualifications of the teaching teacher	<ol style="list-style-type: none"> 1. The school chooses superior educators, both in mastery of the material, teaching methods and commitment in carrying out their duties 2. There are teachers who teach in the competition class who are mentors for the olympiad
3	Curriculum / Learning Method	<ol style="list-style-type: none"> 1. Enriched curriculum and longer study time 2. The existence of additional tutoring from school and from outside the school
4	Facilities and infrastructure	The competition class has different facilities from the regular class. This class is made as comfortable as possible because students spend more time in this class. Facilities owned include air conditioning, comfortable chairs, LCD projector, sound system and WIFI channels.
5	Source of funds	<ol style="list-style-type: none"> 1. For pure funding sources from dues more than students who enter the competition class. The fee is IDR 2,000,000 per year. 2. There is no financial assistance from the central or regional governments for this competition class.

3. Evaluation of process components

No	Indicator	Findings
1	Selection Process	<ol style="list-style-type: none"> 1. After accepting new students, students take academic potential tests and IQ tests to determine majors 2. Students who are in the top 100 grades of their parents are called and offered a competition class program
2	The formation in the competition class	<ol style="list-style-type: none"> 1. Opened 2 (two) classes, namely class IPA 1 and IPA 2 2. The number of students in each class is 36 students 3. The student's status is permanent unless he withdraws from

		the competition class or changes schools
3	Program in competition class	<ol style="list-style-type: none"> 1. Bimbel from school and from outside the school 2. For tutoring from outside the school in collaboration with UNIQ tutoring and English village 3. Outbound every year 4. University visit and industrial visit every year 5. Try out SBMPTN regularly 6. TOEFL test every semester 7. Routine counseling assistance
4	Evaluation of learning carried out	<ol style="list-style-type: none"> 1. Through report cards every semester 2. Tryout SBMPTN regularly reported to parents to find out the progress of passing grade of the targeted university
5	Obstacle in the program	During the pandemic there are programs that cannot be carried out including outbound, university visits and industrial visits

4. Evaluation of product components

No	Indicator	Findings
1	Student report cards for competition class	The average student achievement index in the competition class increases every semester
2	The student who won the championship	Competition class students take part in many academic and non-academic competitions
3	Awards given to outstanding students	For students who have won the competition, the school specifically did not write down what they gave. It's just that for competition registration and accommodation is provided by the school.
4	Students who go on to college	More than 50% of competition class students are accepted at PTN through the SNMPTN, SBMPTN, Poltek / Vocational pathways

B. Evaluation of Leading Programs at MA Negeri 1 Nganjuk

1. Evaluation of Context components

No	Indicator	Findings
1	Program Objectives	<ol style="list-style-type: none"> 1. Once opened a superior class but in 2016 it was discontinued because it was considered not successful in realizing the school's goals 2. In 2017 an achievement class was opened with the aim of improving school achievement while still having Islamic characteristics
2	Program Legality	<ol style="list-style-type: none"> 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System National. 2. Referring to the Regulation of the Minister of Education of the Republic of Indonesia No. 34 of 2006 concerning Development of Achievement of Students Who Have Potential Intelligence and / Special Talents 3. The decision of the teacher council meeting in 2016
3	Environmental Support	<ol style="list-style-type: none"> 1. From the teacher: the existence of this achievement class encourages teachers to become professional educators in providing quality learning. 2. From students: this achievement class spurred their enthusiasm to study harder and compete in a healthy manner 3. This achievement class has the support of all parties because

	it does not charge additional fees
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2. Evaluation of Input components

No	Indicator	Findings
1	Qualifications of students who enter the achievement class	<ol style="list-style-type: none"> 1. Strictly selected using predetermined criteria 2. This competition class has a rolling system. If a student in the achievement class is unable to maintain the standard grades that have been set, then he or she will move to the regular class. Vice versa. Students from the regular class whose grades meet the standard, can enter the achievement class to replace the achievement class students whose scores are less
2	Qualifications of the teaching teacher	<ol style="list-style-type: none"> 1. The school chooses superior educators, both in mastery of the material, teaching methods and commitment in carrying out their duties 2. Teachers who teach in competition classes are prioritized with master's degrees
3	Curriculum / Learning Method	<ol style="list-style-type: none"> 1. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 59 of 2014 concerning the 2013 Curriculum for Senior High School / MA 2. Decree of the Minister of Religion of the Republic of Indonesia Number: 165 of 2014 concerning the 2013 Madrasah Curriculum Guidelines for Islamic and Arabic Language Education Subjects in Madrasahs 3. Enriched curriculum and longer study time 4. There is a modification of the curriculum, namely by reducing and adding hours of lessons in certain subjects
4	Facilities and infrastructure	The competition class has the same facilities as the regular class. All classes are provided with AC, LCD projector or smart TV, sound system, drinking water, and wifi at certain spots
5	Source of funds	<ol style="list-style-type: none"> 1. For the pure source of funds from student tuition fees, the amount is the same as the regular class, which is IDR 120,000 every month 2. There is no financial assistance from either the central or regional governments for this competition class.

3. Evaluation of Process components

No	Indicator	Findings
1	Selection Process	<ol style="list-style-type: none"> 1. After the acceptance of new students, students take academic potential tests and IQ tests to determine majors 2. Students who enter the 60 highest scores automatically enter the achievement class, namely the 30 best students in science and the best 30 students in social studies
2	Formation in achievement class	<ol style="list-style-type: none"> 1. Opened 2 (two) classes, namely the science class and social science class 2. The number of students in each class is 30 students 3. Student status is rolling. If he can not maintain the standard value that has been set, then he will automatically be dropped to the regular class. Vice versa, students from the regular class can replace the achievement class students if their grades meet the standard
3	Program in achievement class	<ol style="list-style-type: none"> 1. Bimbel from school and from outside the school 2. For tutoring from outside the school, only for the UTBK tryout

		3. Try out SBMPTN every semester 4. Routine counseling assistance
4	Evaluation of learning carried out	1. Through report cards every semester 2. Ranking of achievement index to determine rolling or not 3. Try out UTBK and SBMPTN
5	Obstacle in the program	During the pandemic the achievement class program had to be stopped because it could not carry out the evaluation optimally.

4. Evaluation of Product components

No	Indicator	Findings
1	Achievement class student report cards	The average student achievement index in the competition class each semester increases and those who experience a decrease will automatically leave the achievement class.
2	The student who won the championship	Competition class students take part in many academic and non-academic competitions, both at the district and national levels
3	Awards given to outstanding students	For students who have won the competition, the school provides scholarships in the form of free tuition fees, the amount of which depends on the champion that has been achieved. This is stated in the principal's decision.
4	Students who go on to college	1. From year to year students who continue to college have increased. 2. Most students choose to enter PTIKIN

C. Comparison of CIPP Evaluation Results of SMA Negeri 1 Kertosono and MA Negeri 1 Nganjuk

1. Evaluation of Context components

No	Indicator	SMA Negeri 1 Kertosono	MA Negeri 1 Nganjuk
1	Program Objectives	already appropriate	already appropriate
2	Program Legality	already appropriate	already appropriate
3	Environmental Support	already appropriate	already appropriate

2. Evaluation of Input components

No	Indicator	SMA Negeri 1 Kertosono	MA Negeri 1 Nganjuk
1	Student qualification	selection	selection
2	Teacher qualification	Sudah sesuai	Sudah sesuai
3	Curriculum/Learning Methods	1. Curriculum 13 2. additional tutoring from school and outside of school	1. Kurikulum Madrasah 13 dan Modifikasi kurikulum 2. Bimbel dari sekolah
4	Facilities and infrastructure	Different from regular class	Same as regular class
5	Source of funds	From students who are willing to pay more that is IDR 2,000,000 per year	SPP with the same amount as regular, which is IDR 120,000 per month

3. Evaluation of Process components

No	Indicator	SMA Negeri 1 Kertosono	MA Negeri 1 Nganjuk
1	Selection Process	Test and offer	Test and directly enter the program
2	Class formation	IPA 1 and IPA 2 class Fixed formation	IPA and IPS class Rolling if it doesn't meet the target

3	Class program	<ol style="list-style-type: none"> 1. Bimbel from school and from outside the school 2. For tutoring from outside the school in collaboration with UNIQ tutoring and English village 3. Outbound every year 4. University visit and industrial visit every year 5. Tryout SBMPTN regularly 6. TOEFL test every semester 7. Routine counseling assistance 	<ol style="list-style-type: none"> 1. Bimbel from school and from outside the school 2. For tutoring from outside the school, only for the UTBK tryout 3. Tryout SBMPTN every semester 4. Routine counseling assistance
4	Evaluation	<ol style="list-style-type: none"> 1. Through report cards every semester 2. Tryout SBMPTN regularly reported to parents to find out the progress of passing grade of the targeted university 	<ol style="list-style-type: none"> 1. Through report cards every semester 2. Ranking of achievement index to determine rolling or not 3. Try out UTBK and SBMPTN
5	Obstacle in the program	During the pandemic there are several programs that are not implemented	During the pandemic, the Achievement class had to be stopped

4. Evaluation of Product components

No	Indicator	SMA Negeri 1 Kertosono	MA Negeri 1 Nganjuk
1	Achievement class student report cards	target achieved	target achieved
2	The student who won the championship	target achieved	target achieved
3	Awards given to outstanding students	no scholarship	There are Scholarships
4	Students who go on to college	target achieved	Not on target

CONCLUSION

The results of this study indicate that: (1) the evaluation of the context which includes the objectives, program legality, environmental support at SMAN 1 Kertosono is in accordance with the standards. (2) evaluation of inputs at SMAN 1 Kertosono, namely that human resources are in accordance with standards. Facilities and infrastructure have met standards, and the source of funds is purely from students who are willing to pay more. (3) the evaluation process at SMAN 1 Kertosono includes the selection process and then their willingness is offered, the class formation that is opened is IPA, and the class program exceeds the criteria. The obstacle that occurred was that during the pandemic some class programs could not be implemented. (4) product evaluation at SMAN 1 Kertosono is that student achievement has met the target, even though there is no scholarship from the school. (5) evaluation of context which includes objectives, program legality, environmental support in MA Negeri 1 Nganjuk is in accordance with standards. (6) the evaluation of inputs in MA Negeri 1 Nganjuk in terms of human resources is in accordance with the standards. The facilities and infrastructure are the same as for the regular class and the source of funding comes from students

with the same number as the regular class. (7) evaluation of the process at MA Negeri 1 Nganjuk through a selection system, namely for science and social studies programs, with a rolling system if achievement drops, they will move to regular classes. The tutoring program has met the criteria. During the pandemic, the achievement class program cannot run. (8) product evaluation at MA Negeri 1 Nganjuk, namely for school achievements that have met the target, while for higher education targets have not met the target.

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THE IMPLEMENTATION OF BLENDED LEARNING FOR ECONOMIC FACULTIES IN KOTA KEDIRI: EFL LEARNERS' PERCEPTION, PROBLEMS AND SUGGESTIONS

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Abstract

Blended learning is one of popular methods used in this period to improve student's skill in EFL course. There are various problems that have been found in implementing blended learning to the students in the class from positive to negative impact. This study investigates student's perception, problems and suggestions in the implementation of blended learning in their EFL courses. Collected data will be analyzed in Qualitative descriptive method. This research was only conducted with students of four classes of economic and management study programmes in IAIN Kediri and UNISKA. The result shows most of students have positive views on both online and offline learning that used blended learning as the method. On the other hand some students still have problem while joining online learning. One of their main reasons is technical problem such as internet connection, e-learning programme and etc.

Keywords: *Blended learning, EFL Learner, Economic Faculty in Kota Kediri.*

1. INTRODUCTION

Selecting method in teaching and learning process is one of important things. The method has to be suitable with the condition and needs of students. Another reason is the advance of technology, it gives contribution in the development of education. The development of science and technology can encourage educational system. So, the improvement of the education quality is an absolute thing(1). Blended learning is method that can be used to improve students skill in EFL class and also suitable to contribute in teaching process by using digital technology in education.

The Blended learning is popular and latest educational method that can be used to develop digital education 4.0. (2). It combines two types of learning process, between face to face learning process or offline teaching and learning process and online teaching and learning process. The aim of blended learning is not to replace the teacher but in contrary, it aims to deepen and expand teaching and learning process. Principally, blended learning leads the students to gain some control over time, pace, trajectory, and place(3). In this method, Students are headed to control their learning, and this method also leads students to identify their needs in learning process. The benefit of blended learning in education is to provide flexibility in choosing the time and place to access lessons (2).

In the implementation of blended learning in Economic faculty of IAIN Kediri and UNISKA Kediri is almost same. They use their own platform to conduct online learning. In IAIN Kediri, it uses E-learning IAIN Kediri as the platform and UNISKA uses LMS which is provided by the university. Not only do they use this two online platforms but they also use some learning application such as zoom, google meet, whatsapp, telegram and etc. to support their learning process. For face to face or offline learning will be done as needed. The teacher will share their material, explanation in e-learning and also for the assignment.

In learning process, the participation of the students is an important thing. Students are the object of the learning process. Student's perceptions in the learning process also provide an idea of whether this method is appropriate or not to the students and classroom condition. Students' perception of blended learning can be defined as their ability to notice and understand the learning environment, quality, and choices on specific aspects of this learning model (4). Some of researchers on this study

found that the perception of this method would affect student's satisfaction with this method (5). Some researchers had conducted research dealing with the student's view on blended learning implementation, most of students had positive view on blended learning implementation. (6)(7)

Principally, learning process by using blended learning will provide modern condition which means teacher is not only giving material, instruction, assignment but also stimulating and motivating students to be independent, creative and active in understanding the material.

To investigate the goodness and weakness of the implementation blended learning in teaching process, especially in EFL class, this study needs to know perceptions and problems that have been faced by the students. Also the suggestion from the students will be considered for the better of learning process in the future.

2. METHODOLOGY

This study was participated by 123 students from two universities in Kota Kediri. 61 students are from two EFL classes of Universitas Islam Kediri (UNISKA) majoring management Program study and 62 students are from two EFL classes of IAIN Kediri majoring Sharia Economic program study. The data from two universities was analyzed qualitatively.

The data analysis technique used in this research was a descriptive technique by making an actual and systematic description or picture. Data analysis in the study was carried out in three ways 1) Data reduction 2) Data exposure and presentation 3) Conclusion drawing. (8)

In this session, we draw the discussion into three important points dealing with student's view on blended learning. We got the data from questionnaire, interview (open-ended questions), observation and documentation. We used questionnaire to make a short overview of the study and interview to strengthen the answer from the students. We divided the questionnaire in some categories, as follow:

Table 1. Categories and question items

Point of view	Questionnaire items	Open-ended question
Student's perception	<p>Benefits of online learning</p> <ol style="list-style-type: none"> 1. The online learning can be reached at any time. 2. The lesson objectives can be defined clearly in online learning. 3. The learning procedures can be described clearly. 4. The online learning helps the followed lessons. 5. The online learning provides clear instructions. 6. The online learning provides comprehensive materials. 7. The online learning provides needed materials and user friendly features. <p>Benefits of offline learning</p> <ol style="list-style-type: none"> 8. The offline learning improves learning interactions better. 9. The offline learning improves subject understanding better. 10. The offline learning improves communication better. 11. The offline learning is more effective because it uses movement and mime. 12. The offline learning is more effective because it uses printed worksheets. 	<ol style="list-style-type: none"> 1. What benefits did you get in online EFL class through using blended learning method? 2. What benefits did you get in offline/ face to face EFL class through using blended learning method? 3. Which one did you prefer Online, offline or both of them? Give me the reason! 4. What problems did you face in online learning? 5. What problems did you get in offline learning? 6. What do you suggest for quality improvement of blended learning in your English courses?

	<p>13. The offline learning provides a better discussion environment.</p> <p>14. The offline learning provides better explanation for missing lessons.</p> <p>15. The offline learning provides more profound answers to questions.</p> <p>16. The offline learning provides more detail content explanation.</p> <p>17. The offline learning retained subject information better.</p>	
	<p>Learnig assessment</p> <p>18. The offline guidance in assignments is more helpful</p> <p>19. The offline quizzes and exams are more effective</p> <p>20. The instructions in online exams are better</p> <p>21. The online exercise criteria are clearer and more understandable</p>	
Student's problems	<p>22. The online features are difficult to handle.</p> <p>23. The online instructions are difficult to follow.</p> <p>24. I feel socially isolated while online.</p> <p>25. I prefer printed materials</p> <p>26. The online modes are less effective</p> <p>27. I always experience technical problems while online.</p> <p>28. Online learning paltform's feature is not complete</p>	

Adopted from Agus Rianto's research on blended learning in higher education in 2020

The questionnaire were measured in five Likert scales: Strongly Agree (4), Agree (3), disagree (2) and strongly disagree (1). Then for descriptive analysis from qualitative data, we analyzed the answer from open-ended question by asking 5 students from each class.

3. RESULTS

The results of the study will be provided in three main aspects, First is the Students' perception of using blended learning covers the benefit of online learning , offline learning and learning assessment. Second, student's problem in EFL course using blended learning and last is student's suggestion for the improvement of the quality of blended learning.

3.1 Students' perception in using blended learning

The students' perceptions in using blended learning in EFL course were analyzed from the result of the questionnaire and interview. The results of questionnaire show The students' responses in online and offline learning as follow. The students' responses fell into the upper middle scale for 7 items as indicated by the mean scores: No. 7 (M=3.57), No. 1 (M=3.47), No. 6 (M=3.30), No. 5 (M=3.17), No. 4 (M=3.15), No. 2 (M=3.10), and the lowest scale for 1 item (item 3 with a mean score of 2.96). and for offline learning No. 11 (M = 4.03), No.10 (M = 4.01), No.18 (M = 3.89), No. 9 (M = 3.87), No. 12 (M = 3.85), No. 8 (M = 3.83), 14 (M = 3.75), 13 (M = 3.69), No. 16 (M = 3.67), No. 15 (M = 3.22).

Some answers from open questions:

S1: *"I like online learning, because i can reach it everywhere and any time but for the explanation and understanding the material i prefer offline than online learning"*

S2: *"offline learning helps me to understand the lesson better."*

S3: *"I can get clear instruction from online learning and i can submit my assignment from everywhere. On the other hand i also need offline class to understand the lesson"*

S4: *"I choose both, online and offline. Because i can get more information about the lesson through online learning and will strength my understanding in offline learning"*.

S5: *"I love offline learning than online learning because I can understand the lesson better"*

Students perception for the online learning indicated that the online activities are beneficial to the students when participating in blended EFL courses. They bring some benefits such as providing clear learning instructions, being reachable at any time and anywhere, helping the lessons being followed, clearly defining learning objectives, and providing learning materials needed. Offline or face to face learning also got positive view from the students. According to the answers, majority students agree that offline learning provide some certain advantages such as improving communication, subject understanding, and learning interactions, the offline class activities help the students retain subject information better.

The assessment results, students gave positive reviews on both online and offline class instruction. The instructions were clear and understandable. The finding of the study found that perception of offline learning was higher than online activities, indicating that students preferred offline learning mode in their blended EFL courses. It is similar to the result of the study which was conducted by Kemp (5) that the students appreciated the offline learning because it was able to engage them more closely with the learning materials and activities. This was affected by students' readiness to adopt blended learning in their learning process.

The transition from offline to online course needs time and process. Students have to be familiar with the programme and the teacher motivates them to be more independent and focus to understand the material. For non-English students, understanding foreign language is not an easy thing. They have lack background of this. So the active guidance from the teacher is needed. The purpose of blended learning itself is not to replace teacher but to deepen and expand the understanding of the lesson (9).

3.2 Student's problems on blended learning method in EFL class

The problems in blended learning found from the internet connection (M= 4.07), online technical problems (M= 3.38), and The incomplete of learning features (M= 3.19). Meanwhile, The students' responses to these five items fell into the lower scale as indicated by their mean scores: No.25 (M = 2.89), No. 24 (M = 2.87), No. 28 (M = 2.83), No. 27 (M = 2.79), and No. 23 (M = 2.72). Similar to the result of the questionnaire the answer of open question also showed the problems that student faced in the implementation of blended learning.

S1: *" I have problems in my internet connection and submitting assignment"*

S2: *" I have technical problem on online learning, I can't submit large file to e learning"*

S3: *"I need to convert, compress my assignment while submitting assignment. This platform needs to be upgraded."*

S4: *"This e-learning needs more features. So, we don't need to use other platforms to support our online class like Whatsapp group, video conference and etc."* Actually

S5: *"when the electricity was off, I can't join my online class. So, It is better to have more offline class than online class"*.

S6: *"My internet connection is poor"*

S7: *"in active days, to load the page on e-learning will take time"*

There are several factors that can influence the course of the learning process, the first comes from within the individual (internal) which is divided into two, namely physical factors and psychological factors. The second comes from outside (External) arising from outside the students themselves which is divided into three, namely family factors, learning factors, and community factors. Based on the problems that have been found by the students, the major problem is technical problems on e-learning and it's strengthen by student's answer from open question and the result of questionnaire.

The development of the online platform which includes features that make it easier for the learning process such as teleconferencing, structuring the layout to make it easier to operate and integrating students into the program, spacious space for uploading assignments. Ease of use of online platform is also very important to note considering the essence of using it. So, the learning process can run more effectively and efficiently. The problems that have been found also affect students to have negative tendency on one aspect of blended learning.

3.3 Student's suggestions on blended learning method in EFL class

From the perceptions and problems that have been found from the students, there were suggestions dealing with the perceptions and problems on e-learning.

S1: *"My suggestion is give us more offline learning than online learning"*

S2: *" I suggest to enrich the features on e- learning, so we can use one platform to all learning activities"*

S3: *"I suggest to make offline meeting more dominant than online meeting."*

S4: *"Please give us clear instruction in online class."*

S5: *"I suggest to give spacious space for assignment submission on e learning."*

S6: *"The lecturer have to give various teaching techniques. It will make us easy to understand the materials".*

The last part is giving suggestion to improve the quality of blended learning. The suggestion from students can help the department and teachers to improve the quality of blended learning itself. From the interviews, we formulated the point of suggestion into three main points. First, suggestion on solving technical problems such as the additional features, the improvement of some features (spacious place for uploading assignment) and etc. These suggestions can help the improvement of the quality of the e learning itself. Second, Increasing more time for offline activity than online activity (60% for offline and 40% for online). Students prefer joining offline activities to joining online activity to understand the lesson. They feel easier to understand the lesson when they join offline class and they can freely ask the lesson in detail. Students also believe that joining offline meeting is more effective to understand the lesson than joining online activities. These results are in line with the previous researcher (10)(11)(12)

Third suggestion is about the various teaching techniques in blended learning. In this case teachers / lecturers need to improve the technique of teaching to make students easy to follow the lessons and also accompany them achieving their best result.

4. CONCLUSION

Perceptions, problems and suggestions from the students have been provided in detail process. As teacher/lecturer, we need to know the needs and the problems from our students to improve the quality of our teaching and learning process. The perceptions from the students showed that the majority of them still need to adopt with this model. The students preference is still on offline of face to face activities.

found some goodness in online activities, the researchers conclude that the ideal portion of blended learning in this study is 60% for offline activities and 40 % for online activities,

Technical problems from online or offline activities have to be solved as soon as possible. Solving problems and developing the online learning platforms will help institution/university to improve the quality of teaching and learning process. By fixing the problems the institution also helps students to achieve the best result of their study. To improve the quality of blended learning itself, teachers also need to try various teaching techniques to make students easy to understand the lesson and motivate student's learning quality.

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STUDENTS PERCEPTION OF USING GOOGLE MEET FOR ONLINE STORYTELLING

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Abstract

Google Meet has been widely used in the learning process since COVID-19 in speaking classroom. One of ways for speaking activities is through online storytelling in which the students can tell stories by using English. However, the teachers and the students have faced any difficulties when learning by utilizing online platforms. Accordingly, this study aims to describe the student's perception of using Google Meet for speaking activities through online storytelling. By distributing questionnaire via online form in WhatsApp to eight students at the six semesters from the English Department and Islamic Broadcasting Communications, the results showed that students had a perception that online storytelling using Google Meet could help them improve their English-speaking skill.

Keywords: speaking skills, online learning, online storytelling

1. INTRODUCTION

Speaking skill must be mastered by the students because it is important for social communication (Fitria, 2000). According to Richard (2008), speaking is a process of communication between human beings using verbal language. In addition, speaking can also be defined as an interactive skill that must be possessed by everyone. Speaking can be classified as an interactive skill because it is used to communicate or interact with one another. In this case, speaking can also be interpreted as a person's ability to express something orally. In verbal communication, both speakers and hearers must be able to understand what information or things are being discussed. This means that in speaking students not only have to have a lot of vocabulary, but students here must also be able to interact well. Richard (2008) states that speaking has two functions. The first is an interactional function of speaking which serves to establish and maintain social relations. Second, it has a transactional function which is focused on information exchange. It can be concluded that speaking is not just talking because it has its own function, namely to maintain social relations and exchange information.

Story telling is one of speaking activities that support the student's communication skill. Wilson (2002) states that storytelling is an activity carried out by students in order to improve students' speaking skills. Through this storytelling, students can tell stories according to their wishes without having to be afraid to say the wrong thing because it is normal to say the wrong word or sentence. Recently, the world was hit by COVID-19, so all activities such as learning activities at school and work must be done online. Learning online is not effective if it is not supported by using online learning applications such as Google Meet, Zoom, etc. These applications can facilitate the students to practice speaking. Moreover, these online learning platforms can be used for storytelling. One of familiar applications in Indonesia is Google Meet (Afrianto, 2016).

Basically, there are always positive and negative effects on online storytelling by using Google Meet on students' speaking skills. As previously explained, speaking is one of the skills that must be mastered by students, especially in learning English. Richard (2008) states that speaking is one of the things that must be mastered by students, especially in speaking English. This is because by speaking, we can communicate with someone.

Putra (2011) stated that storytelling is a good activity to improve students' English skills because in this activity students are required to master a lot of vocabulary. In storytelling activity, students are required to master vocabulary, because they will tell something, such as talking about history,

animals, etc. Besides that, Gibson (2003) stated that storytelling is one of the activities that can improve students' English skills.

In contrast, Harmer (2015) stated that storytelling should only be done offline. If storytelling is done offline, the teacher can find out students' pronouncing errors directly. Meanwhile, if speaking is done online using Google Meet, so there are a lot of obstacles, such as the teacher being unable to correct students' pronunciation, having signal problems, not showing the expression, and many others. Due to the problems that might happen in online learning, this study searched on the students' perception in the practice of online storytelling for their speaking skills by using Google Meet as a platform that has been widely used by the teachers and students during COVID-19 pandemic.

2. METHODOLOGY

Questionnaires were used in this study. By using WhatsApp, eight female students voluntarily shared their views on using Google Meet for online story telling. Five students were from the English department, while three of them majored in Islamic Broadcasting Communications department. The respondents have used Google Meet for their online learning and they were familiar with the technology for learning. The students' opinions of other students (besides the English department) are important to understand information about how beneficial Google Meet to improve speaking ability of students through online storytelling.

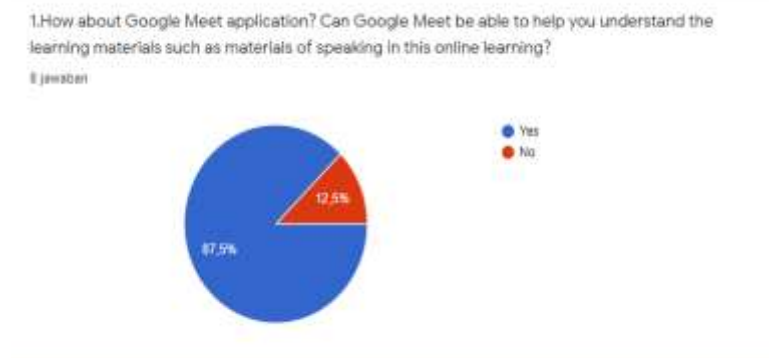
3. RESULT AND DISCUSSION

One of the skills that must be mastered by students in learning English is speaking. In speaking activities, students usually face several problems such as difficulty speaking due to lack of vocabulary, their anxiety to make mistakes, little time to practice English, familiarity on the given material by the teacher and students' unconfidence to speak. Thus, Haerazi (2018) argues that learning to speak English requires a lot of patience. This is because the students should master some important aspects in speaking English, such as the mastery of subject matter, the retention of a lot of vocabulary, and the fluency of pronunciation. Based on the research, Table 1 presents the use of Google Meet to improve speaking abilities students through online storytelling.

Table 1. The use of Google Meet to improve speaking abilities students through online storytelling.

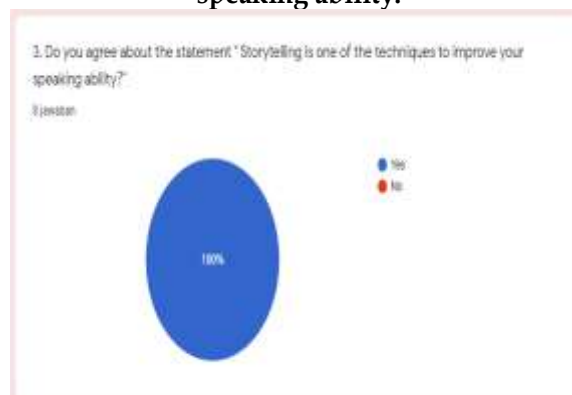
Question	Yes	No
How about Google Meet application? Can Google Meet be able to help your understand the learning material such as material of speaking in this online learning?	87,5%	12,5%
Do you agree about the statement "storytelling is one of techniques to improve their speaking ability."	100%	0%
Do you agree if online storytelling through Google Meet can improve our speaking ability?	85.7%	13.2%

Figure 1. Respondents' opinion about Google Meet can help the students to improve their speaking ability by using storytelling media.



Data in Figure 1 shows that 87.5% of Google Meet applications and storytelling media can help students improve their speaking skills. They agreed with the use of the Google Meet because it was very easy to use and spending minimum quota of internet. Similarly, Wahyuni (2021) and Cakrawati (2017) state that Google Meet is a very useful medium for speaking skill during COVID-19. However, they also thought that practice was needed to improve their English-speaking skills. Thus, they agreed that storytelling is used as the medium for online speaking. In addition, they agree that they can practice their pronunciation skills. However, the data in Figure 1 shows that 12.5% do not agree with the use of Google Meet and storytelling media to improve English speaking skills because they felt ashamed to speak in front of many people. It means that the students should build their confidence or decrease their anxiety because it is good for them to interact with other people.

Figure 2. How many students that agree if storytelling is one of techniques to improve their speaking ability.



Based on the data above in Figure 2, 100% of students agree that storytelling can be used as one of the techniques for speaking ability. They opined that they were able to improve their speaking and their pronunciation skills. In addition, students can enjoy learning English speaking by using storytelling. When the students feel enjoy in class, learning activities can be joyfully followed. Therefore, Sutarto et al. (2020) suggests teachers innovate their learning strategies so that learning activities can run effectively, increase student's learning interest, and build a comfort in the instructional process.

4. CONCLUSION

Students agreed that storytelling is one of the techniques used in learning English online, especially for speaking. Storytelling is an activity where students have to tell stories, where by storytelling students will usually practice their speaking skills. It can be concluded that Google Meet and storytelling are techniques that can be used to improve students' speaking skills. However, this paper used three questions and recruited eight respondents that can be said to have a minimum number. It is suggested that the future investigation can use more proper methodology to find out the students' perceptions on the use of Google Meet for speaking skill.

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EFL TEACHER-STUDENTS' ASSESSMENT LITERACY: A CASE STUDY

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Abstract: Language assessment literacy (LAL) is the knowledge and ability to understand and implement language assessment theories to design, administer, and evaluate language assessments based on the principles underlying language assessment practices. Despite numerous researches examining diverse stakeholders' LAL, research investigating teacher-student's LAL is limited. Therefore, this qualitative study intended to comprehend teacher-student's LAL after completing a language assessment course and the rationale behind their LAL development to fulfill this gap. Twelve EFL teacher-students from a graduate program of a university in Indonesia participated in this study. The participants completed an online survey adopting eight dimensions of LAL proposed by Giraldo (2018). Then, three participants voluntarily involved in an individual semi-structured interview which conducted online. The data were analyzed using descriptive statistics and thematic analysis following the interactive model proposed by Miles et al. (2018). The study revealed that the participants had adequate comprehension of knowledge, skills, and principles of language assessment. Moreover, the design of the language assessment course, conducive classroom, and teaching experiences contributed to their LAL development. The study results provide stakeholders with considerations in designing a language assessment course.

Keywords: EFL, language assessment literacy, language assessment course, teacher-students

1. INTRODUCTION

Nowadays, literacy is not limited to the capability to read and write but broadens its meaning into the knowledge, skills, and competence domain (Coombe et al., 2020). Coombe et al. (2020) added that there are multiple literacies to acquire, e.g., media literacy and computer literacy. As one of the significant literacies to master, assessment literacy has gained great attention from experts. Moreover, the shift from focusing on summative to formative assessment (Tsayari & Vogt, 2017) contributed to the rise of studies examining language assessment literacy (henceforth LAL).

Butler et al. (2021) explained that LAL is the knowledge of language testing and evaluation and the skills stakeholders' apply to construct assessments and utilize the results. Researches examining LAL vary from one theme to other themes, for instance, the concept of LAL (Brindley, 2001; Davies, 2008; Fulcher, 2012; Inbar Lourie, 2008), LAL level for different stakeholders (Hoe et al., 2020; Kunnan et al., 2021; Taylor, 2013; Vogt & Tsayari, 2014, Vogt et al., 2020), LAL instrument (Giraldo, 2018; Kremmel & Harding, 2020), and LAL workshop (Lam, 2015; Saputra et al., 2020).

Researches investigating in-service teachers' LAL dominate the literature review compared to other stakeholders. However, most studies suggested unsatisfactory level of LAL performed by teachers (Oo et al., 2022). Hence, the language assessment workshop or lecture is considered one viable solution to overcome this issue. Another feasible option to deal with this issue is by re-visiting the quality of pre-service or teacher-student (Verberg et al., 2016).

Giraldo & Murcia (2019) investigated the effect of a language assessment course (henceforth LAC) on pre-service language teachers in Colombia. This study showed that the LAC endorsed "theoretical, technical, and operational dimensions" in the design of language assessment. Moreover, LAC was able to develop their LAL comprehension and professional development.

The study examining the LAL of teacher-student in the Indonesian context is scarce. Therefore, the present study attempts to investigate teacher-student's LAL to address this gap. The present study intends to investigate the English graduate students' LAL particularly, as it is still underexplored. Moreover, the rationale behind their LAL level is also examined. Hence, the present study is guided by the following research questions:

- (1) How is the English graduate students' LAL after completing a LAC?
- (2) What factors affect the English graduate students' LAL comprehension?

2. LITERATURE REVIEW

Stiggins (1991) invented the term "assessment literacy. This term then appeared in multidisciplinary areas, e.g., technological literacy, computer literacy, and biblical literacy (Tsagari in Hidri, 2020). Then, Brindley in 2001, coined the assessment literacy and language assessment into language assessment literacy (LAL).

Several attempts to conceptualize LAL have been made since then. Davies (2008) argued that LAL consisted of three key elements: "skills," "knowledge," and "principles." He further defined "skills" as a component related to assessment practical capability, "knowledge" as a component related to theories of language assessment, and "principle" as a component related to the proper application and its effect on assessment. Besides, Fulcher (2012) proposed a LAL model comprising "practices," "principles," and "context." He argued that the abilities of stakeholders to design, administer, and evaluate language assessments depend on their knowledge of assessment principles in a given context (Butler et al., 2021). In addition, Taylor (2013) claimed that LAL consists of eight components: "knowledge of theory," "technical skills," "principles and concepts," "language pedagogy," "sociocultural values," "local practice," "personal beliefs and attitudes," and "score and decision-making." She added that, based on their roles, each stakeholder should focus on different elements. Despite several conceptual studies of LAL, it is agreeable that LAL covers three vital elements proposed by Davies (2008), namely "knowledge", "skills", and "principles" (Butler et al., 2021).

Besides hypothesizing the components of LAL, research was carried out to determine the LAL stage. Pill and Harding conducted one notable study in 2013. Pill & Harding (2013) proposed five stages of the LAL developmental model: (1) Illiteracy: disregarding language assessment theories and approaches; (2) Normal literacy: attempting to comprehend specific language assessment registers despite the possibility of misconception; (3) Functional literacy: recognizing pivotal assessment registers and theories; (4) Procedural and conceptual literacy: apprehending fundamental theories of assessment and its implementation; (5) Multidimensional literacy: understanding beyond basic theories, e.g., historical, philosophical, and social aspects of assessment.

In addition to the growing number of studies on LAL, several studies have attempted to investigate the factors influencing the development of LAL. Scarino (2013) posited that contextual and experiential elements contribute to the development of LAL. He presented two considerations under the contextual factors: (1) the institutional character of assessment and (2) contrasting paradigms (Giraldo & Murcia, 2019; Kunnan et al., 2021). For the experiential factors, he asserted that grounded on the sociocultural theories of learning, it is necessary to involve the learning of domains of knowledge base and teachers' own beliefs, values, knowledge, or experience in developing teachers' LAL (Kunnan et al., 2021). A similar notion was also found in Crusan et al. (2016), in which the experiential factors e.g., linguistics background and teaching experience, had an influence on LAL performances based on the teachers' self-reported LAL. The most recent study by Yan & Fan (2020) also exhibited similar findings, meaning that experiential factor significantly influences stakeholders' LAL development.

Besides the contextual and experiential factors, a language assessment program contributes to the LAL development, particularly for the pre-service teachers (Giraldo & Murcia, 2019). Their study

revealed that after the administration of a LAC, the undergraduate students reconstructed their notion of language assessment. They deemed language assessment only focused on scoring and/or testing before attending the LAC. This conception changed after completing the LAC, as they viewed language assessment as beyond grading and testing, requiring a long process and consideration to measure one's ability. Further, discussions, problem-based learning teaching style, a positive classroom environment, and group-based assessments were also claimed to have an impact on the undergraduate students' LAL development.

3. METHOD

This study adopted qualitative research in the form of a single case study. According to Yin (2018), a case study is "an empirical method that investigates a contemporary phenomenon (the "case") in depth and within its real-world context.". The present study examined English graduate students' LAL after attending a language assessment course in an English graduate program. Additionally, the study questioned the how and why of this phenomenon and the researchers had limited control over the variables.

Context and Participants

This study was carried out at an English Education graduate program of a state university in Central Java, Indonesia. In the second semester, the English master program offers a language assessment course (LAC), namely Language Teaching Evaluation (henceforth LTE). The LTE subject has two credits (one hundred minutes) and is provided in English and Indonesian. This course examines the theories and principles of language assessment; the conditions of a good test; the scoring system; formal and informal language assessment; different types of language tests; and the assessment of four language skills. Students are required to submit their midterm test answers and design a HOTS-based test in accordance with the curriculum (e.g., high school/junior high school/undergraduate). After the HOTS-based test has been completed, the quality of the test item is analyzed using ITEMAN. For the final test, students write an article in pairs about language assessment as a project and take a final test.

The sample of the present study was 12 English graduate students who had passed the LTE. The sample selection was based on the fact that they had completed a Language Assessment Course (LAC) and demonstrated adequate comprehension of the language assessment. Through the researcher's network, participants were invited to participate in the study and provided information about their involvement. This study considered complete responses to the online survey as a consent to participate; therefore, only 12 of 20 English graduate students were selected as the sample. The participants were 23 to 43 years old and had one to fifteen years of teaching experience. Then, three of the seven participants who consented to the follow-up interview were chosen randomly to participate in the online interview.

Data Collection

There were two instruments utilized to investigate the English graduate students' LAL. The first instrument was an online survey shared through Google Form. The online survey had four sections, namely (1) introduction and consent, (2) demographic data, (3) LAL survey, and (4) interview participation consent. The LAL survey was an adaptation of Giraldo's (2018) eight dimensions of LAL for Language Teachers. This survey was utilized as it was designed based on the significant studies of LAL, namely Davies (2008); Inbar-Louries (2008); Scarino (2013), on the knowledge aspect. As for the skill aspect, Davies (2008); Fulcher (2012); Inbar-Lourie (2012); McNamara & Hill (2011); Popham (2011); Rea-Dickins (2001); Taylor (2009) became the guideline. Further, studies by Arias et al. (2012); Coombe et al. (2012); Malone (2013); Shohamy (2001); Taylor

(2009) served as the basis for the principles aspect. In addition, it helped the pre-service teachers to identify their comprehension of language assessment (Giraldo, 2018).

The eight dimensions of the LAL survey were divided into three sections grounded on Davies's (2008) significant components of LAL, namely knowledge, skills, and principles. The knowledge aspect consisted of (1) 3 items of awareness of applied linguistics, (2) 15 items of awareness of theory and concepts, and (3) 5 items of awareness of own language assessment context. The skills aspect had four parts, namely (1) 10 items of instructional skills, (2) 11 items of design skills for language assessments, (3) 5 items of skills in educational measurement, and (4) 3 items of technological skills. As for the principles aspect, there were seven items of awareness of and actions towards critical issues in language assessment.

The online survey was written in English and used a five-point Likert scale ranging from not knowledgeable (0) to extremely knowledgeable (4). In the last section of the online survey, the participants were asked for their permission to engage in the follow-up interview.

The follow-up interview was conducted in a semi-structured fashion. The interview was conducted to elaborate on the online survey results and explore the experiences of English graduate students during the LAC. The interview was delivered in Indonesia using WhatsApp according to the participants' most convenient time. The participants were informed that the recording would be recorded beforehand and had given their consent to the recording. The interview lasted approximately 60 minutes and was conducted once for each participant.

Data Analysis

The study used Miles et al.'s interactive model (2018) to analyze the data. This model consists of four steps: "data collection, data condensing, data display, and conclusion drawing and verification" (Miles et al., 2018). Even though the stages are written in order, the steps may be iterative to gather comprehensive data. The data from the Google Form responses and the recorded interview were collected during the data collection phase. Then, during the data condensation phase, the Excel application was used to calculate each survey item's mean and standard deviation. Moreover, the recorded interviews were transcribed, read multiple times, and coded. In this stage, the themes that emerged from the interview were developed. After that, the survey data were displayed in several tables based on the eight LAL dimensions and the interview data were presented in narrative form. After carefully examining, validating, and verifying the data, a conclusion was drawn based on the findings.

Procedure

This study was conducted from March until May 2022. The researchers shared the link to the online survey with the prospected participants. The online survey was accessible from the end of March until the beginning of May 2022. After collecting the responses from the participants and analyzing the data, a follow-up interview was scheduled. The semi-structured interviews were held in May 2022 after establishing a schedule with each participant according to their most convenient time. The recorded interview was transcribed, coded, and classified into specific themes. Then, the findings of this study were presented in tables for the online survey results and in narrative form for the interview. The English graduate students' LAL were interpreted through the mean obtained from their responses. The factors influencing their LAL and their experiences during the LAC were then discussed. Finally, suggestions for stakeholders regarding the design of a LAC emerged. By investigating the LAL level of pre-service teachers and their experiences during a LAC, it is expected that stakeholders will be able to develop a more comprehensive LAL curriculum for pre-service teachers.

4. FINDINGS

The findings of the study are presented in two sections. The first section displays the online survey results of the English graduate students' LAL (Table 1-8). The subsequent section reveals the factors affecting LAL for English graduate students.

English Graduate Students' LAL

The online survey results are classified into three central elements following Davies (2008): knowledge, skills, and principles. The findings are as follows.

Knowledge

The knowledge aspect comprises three components: awareness of applied linguistics, awareness of theory and concepts, and awareness of own language assessment context. Three items regarding students' awareness of applied linguistics are presented in Table 1.

Table 1 Students' Awareness of Applied Linguistics (N=12)

No	Items	N	Mean	SD
1	integrating theories related to language and language use; e.g., models of language ability, discourse analysis, and grammar teaching.	12	2.50	0.80
2	analyzing trends in foreign language acquisition and their impact on language assessment; e.g., motivation, cross-linguistic influence, and learner strategies.	12	2.25	0.97
3	comparing approaches for language teaching and assessment; e.g., communicative language testing; task-based assessment.	12	2.33	0.49

Note. Means are computed using a five-point scale (0-4)

Table 1 showed that the English graduate students were moderately knowledgeable about amalgamating the theories related to language use and language. However, they needed to learn more to compare approaches for language teaching and assessment and analyze the recent trends of foreign language acquisition and its effect on language assessment. They reasoned that they had limited time to study.

We learned about applied linguistics like learner strategies and various approaches for language teaching, but that was a lot. I did not have enough time to read them all outside the class. (Int. S2)

There were a lot of assignments in the second semester. When we were given new material, I listened to the presentations, but I rarely read the material before coming to the class unless I had enough time (Int. S1)

The interview results implied that they gained their understanding by listening to the presentations and the time allotment for the subject was limited. Moreover, the load of assignments was considered quite heavy for them during the second semester. Hence, the time to read or study was limited.

Table 2 Students' Awareness of Theory and Concepts (N=12)

No	Items	N	Mean	SD
1	illustrating the history of language testing and assessment and its impact on current practices and society.	12	2.00	0.60
2	differentiating concepts related to assessment paradigms: traditional versus alternative; norm-referenced and criterion-referenced testing.	12	2.42	0.67
3	differentiating major purposes and related decision-making for language testing: placement, achievement, proficiency, etc.	12	2.33	0.65
4	contrasting assessment methods, with their advantages and disadvantages; tests, portfolios, performance assessment, self-and peer-assessment, and role-plays, among others.	12	2.67	0.49
5	examining the meaning and implications of critical language testing: power, ethics, and fairness.	12	2.25	0.62
6	judging the consequences (intended or unintended) stemming from assessments.	12	2.33	0.65
7	evaluating the kind of washback assessments can have on learning, teaching, curricula, and institutions.	12	2.33	0.65
8	recognizing what feedback implies within a formative assessment paradigm.	12	2.25	0.45
9	articulating the nature, purpose, and design of scoring rubrics; for example, holistic and analytic.	12	2.17	0.72
10	explaining major steps in developing tests: test purpose, construct definition, content specifications, test specifications, etc.	12	2.33	0.65
11	interpreting reliability in language assessment and its implications: dependability, classical test theory, item analysis, threats, calculating the reliability of tests and items, inter- and intra-rater reliability, etc.	12	2.25	0.45
12	interpreting validity in assessment and its implications: construct, content, and criterion validities, construct validity as unitary, Messick's (1989) consequential validity; validity as an argument.	12	2.33	0.49
13	calculating statistics procedures for investigating validity, such as Pearson Product Moment Correlation (PPMC).	12	2.33	0.65
14	interpreting major qualities for language assessment practices (apart from reliability and validity), and their implications for language assessment: authenticity, practicality, interactiveness, fairness, ethics, and impact (including washback).	12	2.33	0.65
15	computing <i>basic statistical analyses</i> : mean, mode, median, range, standard deviation, score distribution, etc.	12	2.42	0.67

Note. Means are computed using a five-point scale (0-4)

There were fifteen items to examine English graduate students' awareness of theory and concepts of language assessments. Based on Table 2, they showed moderate levels for most descriptors. They had adequate knowledge on most items, e.g., differentiating concepts related to assessment paradigm, contrasting assessment methods, computing basic statistical analyses, etc. They recalled their experiences attending the LTE subject as follows.

There were a lot of materials I learned from this subject. I still remember how I struggled to calculate the reliability. But fortunately, I had statistics in the first semester, so whenever I forgot, I opened the files. I also got a little help from my classmates, so it was not that hard. (Int. S2)

The interview indicated that the materials taught in LTE covered most theories and concepts of language assessment. The LTE also facilitated the English graduate students to practice calculating basic analyses.

However, they exhibited a low mean on the history of language testing and assessment and scoring rubrics. They revealed that the LTE did not cover the history of language testing and was unsure about scoring rubrics.

I do not think we learned language testing history during the LTE. But we discussed the impact of assessment. (Int. S3)

I read some examples of the holistic and analytic scoring rubric, but if I were asked to design and use the scoring rubric, I would need more practice. (Int. S2)

Table 3 Students' Awareness of Own Language Assessment Context (N=12)

No	Items	N	Mean	SD
1	explaining own beliefs, attitudes, context, and needs for assessment.	12	2.33	0.49
2	illustrating the general guidelines and policies that drive language learning and assessment in his/her context; for example, the type of language curriculum.	12	2.33	0.65
3	judging the appropriateness of a language assessment with the local educational system.	12	2.58	0.67
4	evaluating the relevance of the content of a language assessment to the local culture.	12	2.42	0.67
5	assessing the relevance of a language assessment result to the local context.	12	2.33	0.49

Note. Means are computed using a five-point scale (0-4)

Table 3 shows the awareness of own language assessment context. This element consisted of five items. Generally, the English graduate students had moderate knowledge of this part. The mean for Item 3 (judging the appropriateness of a language assessment with the local educational system) had the highest mean (n=2.58). This result indicated that they were confident in their knowledge to determine the relevance of language assessments to the educational system applied in a local setting. Moreover, it implied they had adequate comprehension of their local educational system.

Skills

The skills aspect consists of four components: instructional skills, design skills for language assessments, skills in educational measurement, and technological skills. Ten items examined the English graduate students' instructional skills, as shown in Table 4.

Table 4 students' instructional skills (n=12)

No	Items	N	Mean	SD
1	aligning curriculum objectives, instruction, and assessment.	12	2.58	0.67
2	planning, implementing, monitoring, recording, and reporting student language development.	12	2.42	0.67
3	providing feedback on students' assessment performance (norm- and criterion-referenced).	12	2.67	0.49
4	providing clear instruction in administering a language assessment.	12	2.50	0.67
5	utilizing alternative means for assessment; for example, portfolios.	12	2.50	0.67
6	using language assessment methods appropriately: to monitor language learning and nothing else.	12	2.25	0.62
7	providing motivating assessment experiences, giving encouraging feedback, or setting up self-assessment scenarios.	12	2.58	0.51
8	communicating norm- and criterion-referenced test results to a variety of audiences: students, parents, school directors, etc.	12	2.58	0.51
9	using multiple methods of assessment to make decisions based on substantive information.	12	2.08	0.79
10	incorporating technologies in assessing students.	12	2.67	0.78

Note. Means are computed using a five-point scale (0-4)

Based on Table 4, they had adequate instructional skills. They were positive they could provide clear instruction, as shown in the interview.

We had learned how to design a test, including how to design a clear instruction. I think we are pretty good on that. (Int. S3)

We practiced constructing a test, and real students did the test. I did not hear any stories from my friends about unclear instruction. I guess it is safe to say we were able to apply clear instruction then. (Int. S1)

They revealed that they were confident with their skill to provide clear instruction as they had learned that topic during the LAC and had a chance to practice designing a language assessment. Through constructing a language assessment, they could apply the knowledge they comprehend and put it into practice. Hence, most items on this aspect obtained a relatively high mean.

Table 5 Students' Design Skills for Language Assessment (N=12)

No	Items	N	Mean	SD
1	clearly identifying and stating the purpose of language assessment.	12	2.42	0.67
2	clearly defining the language construct(s) a test will give information about.	12	2.58	0.67
3	designing assessments that are valid not only in terms of course contents but also course tasks.	12	2.33	0.65
4	constructing test specifications (or blueprints) to design parallel forms of a test.	12	2.50	0.67
5	writing test syllabuses to inform test users of test formats, where applicable.	12	2.42	0.67
6	designing assessments that are reliable, authentic, fair, ethical, practical, and interactive.	12	2.33	0.65
7	writing selected-response items such as multiple-choice, true-false, and matching.	12	2.67	0.78
8	improving test items after item analysis, focusing on items that are either too difficult, too easy, or unclear.	12	2.42	0.67
9	designing constructed-response items (for speaking and writing), along with rubrics for assessment.	12	2.58	1.24
10	designing rubrics for alternative assessments such as portfolios and peer-assessment.	12	2.08	0.79
11	providing security to ensure that unwanted access to tests is deterred.	12	2.50	0.80

Note. Means are computed using a five-point scale (0-4)

Eleven items were listed to examine the English graduate students' design skills for language assessment. Table 5 showed that they had moderate skills in designing a language assessment. However, despite the positive results of this aspect, they admitted that they needed more practice to ensure their assessment design was classified as a good test.

We had a chance to design a test for real students, but I think I need more practice to make a good test. (Int. S2)

Moreover, they did not manage to practice designing rubrics for alternative assessments.

We only learned about the types of alternative assessments, but we did not have an opportunity to design that kind of assessment, let alone design a scoring rubric. (Int. S2)
We were required to design a multiple-choice test per the curriculum, so I am unsure if I could design a good scoring rubric for alternative assessment. (Int. S1)

Table 6 Students' Skills in Educational Measurement (N=12)

No	Items	N	Mean	SD
1	interpreting data from large-scale tests, namely descriptive statistics such as means, modes, medians, bell curves, etc.; has the ability to calculate descriptive statistics.	12	2.42	0.99
2	inferring students' strengths and weaknesses based on data.	12	2.08	0.79
3	interpreting data related to test design, such as item difficulty and item discrimination.	12	2.00	0.74
4	calculating reliability and validity indices by using appropriate methods such as Kappa, PPMC, and others.	12	1.67	0.89
5	investigating facility and discrimination indices statistically.	12	2.00	0.74

Note. Means are computed using a five-point scale (0-4)

Table 6 presents the English graduate students' skills in educational measurement. There were five items to examine their skills. Most of the items implied that they were slightly to moderately skilled in educational measurement. This aspect is related to their ability to calculate and determine the quality of a language assessment through numbers. The interview results showed that calculating data to determine the measurement was challenging.

I spent a long time understanding how to determine the discrimination indices and item difficulty compared to my classmate. (Int. S2)
Basic statistical analyses like mean, media, and mode are easy for me, but I need more time to calculate other measurements. (Int. S3)

Table 7 students' technological skills (N=12)

No	Items	N	Mean	SD
1	using software such as Statistical Package for the Social Sciences (SPSS).	12	2.00	0.74
2	running operations on Excel; for example, descriptive statistics and reliability correlations.	12	2.08	0.79
3	using internet resources such as online tutorials and adapt contents for his/her particular language assessment needs.	12	2.58	0.67

Note. Means are computed using a five-point scale (0-4)

Three items investigated the English graduate students' technological skills. Table 7 presents that despite their ability to utilize the technology to find resources for their language assessment needs, they showed a low mean score on items related to operating software to calculate the educational measurement. The interview result discovered their reasons.

I was a bit slow in mathematics. I need more time to understand how to calculate things. (Int. S2)
I was not familiar with SPSS. I rarely used it so when I used it, I needed time to learn how to use the software. (Int. S1)

Principles

Table 8 Students' Awareness of and Actions towards Critical Issues in Language Assessment (N=12)

No	Items	N	Mean	SD
1	clearly informing the inferences and decisions that derive from scores in assessments.	12	2.08	0.79
2	using assessment results for feedback to influence language learning, not other construct-irrelevant sources (e.g., personal bias towards a student).	12	2.50	0.67
3	treating all students or users of language assessment with respect.	12	2.75	0.45
4	using tests, test processes, and test scores ethically.	12	2.50	0.67
5	providing assessment practices that are fair and non-discriminatory.	12	2.25	0.62
6	implementing transparent language assessment practices; informs students of the what, how, and why of assessment.	12	2.58	0.67
7	implementing democratic language assessment practices by giving students opportunities to share their voices about assessment.	12	2.67	0.49

Note. Means are computed using a five-point scale (0-4)

Seven items were listed to examine the English graduate students' awareness of and action towards critical issues in language assessment covered in the principles aspect. Table 8 shows the result of the online survey. The result implied that they had moderate knowledge of language assessment principles. They were positive on most items and only exhibited a relatively low mean score (2.08) on informing the inferences and decisions that derive from scores in assessments (Item 1) and providing fair and non-discriminatory assessment practices (Item 5). They reasoned they doubted their ability since they had not practiced doing these items.

I did not have any teaching experience, so I was hesitant if I was able to inform the implication of a language assessment score (Int. S2)

I do not know if I can provide a fair and non-discriminatory assessment because I did not have a chance to reflect on it during the LAC. (Int. S3)

Factors Affecting the English Graduate Students' LAL

The semi-structured interview was conducted to investigate factors affecting LAL for the English graduate students. There were three main themes developed based on the interview, namely (1) LAC design, (2) conducive classroom, and (3) teaching experiences. The findings from the online interview serve as the answer to the second research question of the present study.

LAC Design

Three English graduate students shared their experiences attending the LTE subject during the semi-structured interview and coded as S1, S2, and S3. They recalled how the subject was administered. The LTE had 16 meetings, including midterm and final tests. S1 recalled that the lecturer delivered the teaching materials to students from the first until the seventh meeting. S2 also explained that they were divided into several groups after the midterm test to present some assigned materials. They shared that they had a LAC on the undergraduate level. However, the experiences were different.

I had a language assessment course when I was an undergraduate student. Some materials and assignments were similar, but I learned more about alternative assessments on the magister level. I only learned about assessing the four skills and analyzing test items at the undergraduate level. (Int. S1)

They also shared that during the LTE, the lecturer encouraged them to engage in a discussion based on case studies. Through discussing the case studies, they could apply their comprehension of language assessment in certain contexts.

At the first meeting, the lecturer gave us a case to be discussed, and each of us should deliver our opinion about that case. We were also encouraged to respond to our classmates' opinions. This way, I could put what I have learned into context to understand the material better. (Int. S3)

Moreover, they could ask the lecturer about the material they had not completely understood. This discussion also enabled students to comprehend the material more.

After the presentation, usually, the lecturer asked a question that led to a discussion. This discussion was a way for me to understand more about the topic. It was very beneficial for me. (Int. S2)

At the beginning of the lecture, the lecturer shared the references used for the assignment and presentation. Students were also provided the pdf version of the books used for the lecture. Additionally, they found the assignments helpful for them to practice designing and to analyze a language assessment and understand the theories of language assessment.

I had a group presentation about assessing speaking. Through this assignment, I learn more about how to assess this skill. I also learned how to construct and analyze a test item using ITEMAN. It was challenging, but I learned a lot. (Int. S2)

Conducive Classroom

The classroom atmosphere played a significant role in supporting their LAL development. They shared that the supportive classmates and interactive learning motivated them to learn about language assessments. S2 expressed her happiness when her classmate helped her in operating Excel.

I needed more time to calculate the measurement for the ITEMAN analysis. I asked my friend next to my seat, and she helped me calculate it using Excel. (Int. S2)

Additionally, S1 experienced the lively classroom atmosphere through lecturer-led discussions, and group work assessment facilitated interactive learning among peers.

The lecturer led a discussion at each meeting, and we were invited to share our opinions. It made the class alive. Moreover, the group and pairs assignment helped me collaborate with my classmates. (Int. S1)

Teaching Experiences

Besides factors that emerged from the LAC, teaching experiences affected their LAL comprehension. S1 and S3 had five-year and one-year teaching experience, respectively, while S2 did not have any teaching experience. This experiential factor helped them understand and apply language assessment theories in practice. Moreover, those with teaching experience claimed to have better skills in administering a language assessment.

I learned about different assessments and applied them when teaching my students. Sometimes, I practiced what I should learn first so that when we discussed a topic, like assessing writing, I could understand better and ask some things that troubled me in assessing writing during the discussion session. (Int. S3)

However, despite the duration of their teaching experiences, they admitted that they still encounter some obstacles, particularly related to designing and evaluating a language assessment.

As I learned about language assessment, I learned some considerations before constructing a test item. It is a good thing to know it, but it also takes time for me as I want to ensure the assessment I designed is decent. (Int. S1)

I am confident in scoring multiple-choice tests, but if it is writing or speaking skills, I need more practice to give a score based on the scoring criteria fairly. (Int. S3).

DISCUSSION

The results of this study revealed that the English graduate students were moderately knowledgeable in most aspects of LAL examined. They only exhibited challenges in practical aspect and some theoretical aspect e.g., history of language assessment. The results suggested that they were in the "procedural and conceptual literacy" level (Pill & Harding, 2013). This level indicates the ability to understand major language assessment theories and to implement these theories into practice.

The interview explored the factors influencing their LAL comprehension. Three main themes were established: the design of LAC, conducive classroom, and teaching experiences. Under the theme of LAC design, they exhibited contrasting language assessment experiences between their undergraduate and graduate program. Moreover, the discussion based on case studies, various references, and practical assignments helped students develop their LAL. This finding is in line with Giraldo & Murcia (2019), which listed design of a LAC facilitates students to comprehend LAL better. Additionally, apprehending the difference between their then and now experiences of language assessment generated deep reflection to recognize aspects they have understood and aspects they need to work on more. The discussion and assignments prompted them to re-think language assessment and perceive it more carefully (Arias et al., 2012).

Supportive classmates and interactive learning shaped a conducive classroom for students to learn language assessments. This result is similar to Giraldo & Murcia (2019), which explained the importance of a positive environment of a LAC to the development of students' LAL. The group work assignment and a discussion led by the lecturer promoted an encouraging spirit to learn about language assessment.

Besides the two factors above, the teaching experience also affects students' LAL. This finding is also reflected in Crusan et al. (2016), Scarino (2013), and Yan & Fan (2020). Crusan et al. (2016) emphasized that experiential factors such as teaching experiences and linguistics background contributed to LAL development. Similarly, Scarino (2013) and Yan & Fan (2020) noticed that experiences promote and shape LAL. Further, Yan & Fan (2020) described that the assessment experience developed along with how stakeholders, including students, follow the local context to provide a good quality of language assessment.

This interview also suggested that students demand more practice opportunities to comprehend language assessment thoroughly. Oo et al. (2022) emphasized the importance of practicum experience for developing assessment literacy among pre-service students. Moreover, DeLuca and Klinger (2010) signified the benefit of practicum experience as it boosted pre-service teachers' confidence. Grounded on the findings of this study, stakeholders may further develop an effective design of LAC to facilitate LAL development for students.

CONCLUSION

The present study aimed to investigate the LAL of a group of English graduate students through an online survey and to examine the factors that influence their LAL through online interviews. The results indicated that they moderately understood language assessment knowledge, skills, and principles. However, it is essential to keep in mind that they were uncertain about certain aspects that required more practice, such as scoring a language assessment. In addition, the rationale for their LAL comprehension was revealed. The design of a language assessment and the supportive classroom atmosphere did influence their LAL. Therefore, it is recommended that stakeholders consider some enhancements to maximize students' language assessment comprehension. Future research is encouraged to investigate the impact of different LAC designs on students' LAL and involve a larger number of participants.

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IMPROVING DISASTER LITERATURE COMPETENCE THROUGH *LEGENDA* TOURISM ACTIVITIES

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Abstract

The disaster that occurred in Indonesia had a serious impact and disrupted the provision of education services. From 2010 to 2020, there were 62.687 education units in Indonesia that were directly affected by natural disasters. Damage to education unit infrastructure, disruption to access and function of educational services, casualties and injuries, student and educators having to evacuate, and other adverse impacts from disasters have significantly disrupted the learning process and educational services. This article describes efforts to minimize the impact of natural disasters as a form of anticipation, namely through increasing disaster literacy competence. The method used to increase their competencies is the method proposed by Brown et al (2014) which is combined with the Legend Tourism concept which is inspired by the Tadabbur Alam concept. This step is expected to be one of the efforts to anticipate disasters to support the government which has made Government regulations relating to national disaster management policies contained in No. 24 of 2007 concerning disaster management and No. 33 of 2006 concerning general guidelines for disaster mitigation.

Keywords: disaster literacy, legend tourism, *tadabbur alam*

1. INTRODUCTION

As a ring of fire region, Indonesia is one of the countries prone to natural disasters (Adri et al., 2020; Bintoro, 2017; Maulana et al., 2021; Rahmawati & Noorratri, 2021). In addition, geological conditions and astronomical locations also affect the occurrence of disasters that often hit Indonesia (Desfandi, 2014; Minanto & Ningsih, 2018). The disaster that occurred in Indonesia had a serious impact and disrupted the provision of education services. From 2010 to 2020, there were 62,687 education units in Indonesia that were directly affected by natural disasters. Damage to education unit infrastructure, disruption to access and function of educational services, casualties and injuries, students and educators who had to evacuate, and other adverse impacts from disasters have significantly disrupted the learning process and educational services (Wulandari, 2020). Therefore, it is necessary to make efforts to minimize the risks and impacts of disasters.

To minimize the impact of natural disasters, anticipatory efforts are needed. One of the efforts to anticipate disasters is carried out by the government through Government Regulations relating to national disaster management policies contained in Law no. 24 of 2007 concerning disaster management and the regulation of the Minister of Home Affairs No. 33 of 2006 concerning general guidelines for disaster mitigation. These regulations can be the basis for the implementation of disaster management in Indonesia (Amri, 2016). In addition to the government, disaster management efforts need to be carried out by various related parties (Harini et al., 2021; Romadona, 2018; Sara, 2015; Wardhiny, 2014). Based on the Regulation of the Head of the National Disaster Management Agency Number 4 of 2012 concerning Guidelines for the Implementation of Safe Schools/Madrasah from Disasters, educational institutions must contribute to the preparedness of individuals and communities for disasters. Educational institutions must participate considering that there are 126,681 educational units located in moderate and high disaster risk areas in Indonesia (Wulandari, 2020).

2. METHODOLOGY

The method of disaster literacy competency improvement that was offered is the disaster literacy model according to Brown et al. (2014). According to him, disaster literacy includes the individual's capacity to read, understand, and use that information to then make an information policy by following instructions in the context of mitigation, preparedness, response, and recovery from disasters (Brown et al., 2014).

3. FINDING AND DISCUSSION

Education is an effort to prepare students to have high quality intellectual, emotional, spiritual and social abilities. The competencies developed are survival skills and expertise in changing conflicts, uncertainty, uncertainty and complexities in life (Maryani, 2016). Education is also a conscious and planned effort to shape the character of students through the cultivation of knowledge and skills. Thus, education has a goal in shaping the character of the nation's generation. Education can provide students with knowledge and skills in dealing with natural and non-natural disasters (Kimura et al., 2017). Disaster mitigation education is an essential need for students to reduce the impact of current and future natural disasters. Disaster literacy can increase disaster responsiveness for the community, because literacy is provided with basic knowledge, abilities, and attitudes to deal with disasters (Kimura et al., 2017).

Literature has a contribution as a disaster mitigation system because there is disaster literacy (Harini et al., 2021). This happens because in literary works, especially legends, it has an important role for the speaking community because it is closely related to environmental conditions and society. Troll et al., (2015) wrote that the legend describes the geological situation of a place. Carson & Athens (2007) wrote that legend is a metaphor for sociopolitical conditions associated with landscapes. Cronin & Cashman (2007) research shows that the occurrence of natural events that have a large impact on society such as volcanic eruptions can be the background for the creation of legends. This happens because the natural event causes an emotional response. The response is stored in the subconscious which is then articulated through the legend and the context of the narrative. Sluijs (2009) argues that legends are representations of warnings of natural disaster events that are articulated from generation to generation afterward.

Besides literature, Social Sciences also has a contribution in providing disaster literacy to students (Maryani, 2016; Sapriya, 2020). This happens because the Social Science subject functions to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude to correct all inequalities, and are skilled at overcoming every problem that occurs daily, both those that befall themselves and those who suffer. in society. This goal can be achieved when the education and learning of Social Education Sciences in schools is well organized (Maryani, 2016).

In addition to Literature and Social Sciences, Religious Studies also has a contribution in providing disaster literacy to students. In Islam there is the concept of Tadabbur Alam. Tadabbur nature is a learning tool to know more about how Great the Creator is through activities outside the classroom by getting closer to nature (Nasifah & Abdillah, 2021). It is hoped that by understanding natural phenomena in a disaster event, students can anticipate to minimize the impact of a disaster.

Mount Batu is included in the Lembang Fault area which includes West Bandung Regency, Lembang District, Cisarua, to Palasari. The Lembang Fault is an active fault that moves 0.3-2 mm per year. This results in the threat of danger in the form of earthquakes, erosion, and rock mass movement (Sara, 2015). This danger is very threatening to the people living around the Lembang Fault. If an earthquake, erosion, and rock mass movement occur, it will cause huge material losses. Based on research by Wardhiny (2014), material losses can reach trillions. In fact, Hanifan (2017), citing the results of the ITB research, wrote that economic losses from building damage could reach IDR 51 trillion. In addition to material losses, of course there will be many priceless casualties.

Many efforts have been made by various parties to anticipate the disaster. Rasyad (2018) wrote that the government has an important role in minimizing the impact of disasters. He also wrote that

the West Bandung BPBD Head of Prevention and Preparedness, Agus Rudianto, had conducted socialization of disaster-resilient villages in 94 schools and in 13 surrounding villages. In fact, disaster management simulation activities have been carried out. CNN Indonesia (2019) noted that the National Disaster Management Agency (BNPB) plans to install a warning sign for the potential Lembang Fault disaster.

Even though in 2019 the local government had carried out disaster preparedness simulation activities, a way was needed to refresh students' memories. The activity that can be done is Legend Tour. This activity, which combines literature and social science, which is inspired by natural *tadabbur*, is expected to be a solution to improve disaster literacy. The most important thing in disaster mitigation is disaster literacy. By increasing disaster literacy, it will increase the capacity of individuals to be able to read, understand, and use information in order to improve preparedness, response, and recovery from disasters (Brown et al., 2014).

Brown et al. (2014) wrote that the initial stage is referred to as the early stage of literacy. At this stage, at least the community and individuals are able to read and understand instructions regarding disaster mitigation and preparedness. At this stage, the tendency is that literacy capacity is still low, but they are willing to follow instructions related to messages on disaster preparedness, disaster response, and recovery. Usually, messages that are simple to understand are also needed, and respond to messages of information that are new in nature with messages that are quite familiar or known to the public in general.

The second stage is comprehensive ability related to disaster information, as evidenced by having followed the recommendations and instructions. Although individuals at this stage generally lack experience in the ability to process information, this ability is quite important as a provision in dealing with disasters that can arise suddenly.

The third stage is the motivation and self-confidence of the individual in being proactive. At this stage the message has been able to be received well. Messages can then be modified or added according to the general terms. Messages can be different according to the needs of society and individuals.

This fourth stage is where the involvement of the individual is getting further, the individual has understood more extensive information, understands the wider situation, especially related to environmental and social safety barriers. In the end, the disaster mitigation literacy model according to Brown et al., (2014) refers to someone who is involved in understanding the social and environmental aspects of a risk.

Education is one way that can be used as capital for the community to anticipate disasters. The education must be packaged attractively so that the knowledge is easy to understand. Therefore, cesarean disaster education to the younger generation is packaged through geotourism. The journey is carried out using a vehicle through the Lembang Fault line which stretches for 29 km from Palasari to Cisarua, Lembang District, West Bandung Regency, West Java, Indonesia. Along the way, the presenters can provide direction so that students make observations. Along the way, students can discuss about cesarean disasters.

The students also climbed the mountain. The experience of walking and climbing the mountain is an interesting experience for them to bring them closer to nature. After reaching the top, they can enjoy the beautiful scenery and atmosphere. At the top of Mount Batu, they were invited to tour and visit the Sacred Tomb.

After they came to the place, students were gathered at one point and then the legend of the Mount Batu Sacred Tomb was told. The activity of telling a legend by traveling I call it Legend Tourism. Legend is a folk tale whose events in the story are believed to be true by the supporting community. The story is believed to have happened in the past. The characters in the story are believed to have lived in the past. However, legends are not considered sacred because of their profane nature (Danandjaja, 2002; Rusyana, 2000). With the Legend Tourism activity, students are expected to be able to understand the values or mandates contained in the legend and then take the benefits for their lives.

After conveying the narrative structure and context of the narrative of the legend, the presenter can continue to explain the function of the legend in society. I integrate this with the opinion of Sluijs (2009) that through legends, people in the past passed on warnings to future

generations regarding the impact of natural disasters so that environmental sustainability is very important to be maintained. Disaster mitigation is a step taken in carrying out disaster management to minimize the victims that arise. Based on the search for the narrative structure of the legend including the plot, characters, and setting of the place, as well as the context of the narrative, it can be interpreted that the legend has a function as an early warning system for the Lembang fault disaster. This shows how our ancient society thought "prevention is better than cure". This is what Sara (2015) calls structural mitigation.

Disaster literacy covers three main categories, namely: disaster prevention knowledge, disaster prevention attitudes, and disaster prevention skills. Disaster prevention knowledge consists of three indices including disaster recognition, prevention knowledge, and response knowledge. The attitude of disaster prevention is evaluated based on the sensitivity of disaster prevention items, values related to disaster management, and responsibility for disaster prevention. Literacy is closely related to a person's ability to read, write, speak, and process the information obtained to solve problems encountered in everyday life (Koike et al., 2018).

4. CONCLUSION

Legend Tourism is an alternative activity that can be done to improve disaster literacy competence.

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A CRITICAL REVIEW: HOW DOES PROBLEM-BASED LEARNING LEAD INDONESIAN EFL STUDENTS' CRITICAL THINKING IN READING SKILL?

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Abstract

Indonesian students need to acquire more experience in learning reading. Problem-Based Learning (PBL) is strategy for students to possess a deeper discussion that can simultaneously lead the students in critical thinking. Critical thinking greatly supports the students' reading comprehension. This article provides a critical review of bridging three studies on the implementation of PBL in promoting Indonesian EFL students' critical thinking in reading skill. Results of those researches are very supportive to apply PBL in order to engage students' critical thinking in reading skill. Furthermore, the three studies agree with the idea that PBL can give positive impact and improve students' critical thinking when they are reading. The specific chosen subjects of the studies, such as in developing assessment, designing instruction for certain major in vocational school, and having PBL critical thinking in online reading class, give a broader context of the implementation of PBL for critical thinking. However, apart from enhancing students' critical thinking in reading skill, the concern of teacher's knowledge, competence and students' capacity need to be more considered.

Keywords: problem-based learning, critical thinking, reading, EFL.

1 INTRODUCTION

"A child who reads will be an adult who thinks", an anonymous proverb which sounds related to the role of reading and its skill mastery for an individual. As one of the receptive language skills, reading seems to have an important aspect in a person's language acquisition. Reading is also considered as an essential factor of achieving academic success, both in the first (L1) or second language (L2) ([1], [2]). However, based on a survey by Programme for International Student Assessment (PISA) released by Organization for Economic Cooperation and Development (OECD) in 2019, the capability of literacy and reading ability of Indonesian students is still low. They can only identify information from short passages and simple procedures ([3], [4], [5]). This phenomenon places English as Foreign Language (EFL) learners to face more difficulties in reading.

Furthermore, English teachers in Indonesia needs to figure out appropriate methods or techniques to enhance students' reading skill ability in understanding English passages. In order to support Indonesian citizens' literacy skill improvement, Indonesian government launches a national program called *Gerakan Literasi Nasional* (GLN or National Literacy Movement). It tends to help not only the literacy issue but also the critical thinking skills ([6]). Critical thinking ability can lead to critical reading which examines different arguments openly, evaluating a position, and concluding an appropriate conclusion ([7]). It deals with the capability to "understand, analyse, and evaluate thoughts or arguments" and to "present, synthesize, and develop them in a systematic way" ([8]). This critical thinking skill reflects on problem-solving, scientific processes, and strategic planning ([9]). Then, it leads teachers to promote Problem-Based Learning (PBL) for stimulating students' critical thinking in reading.

This paper, therefore, tries to touch this issue. It aims to critically review the implementation of PBL in promoting students' critical thinking in reading skill. It reviews three studies which investigate how PBL impacts Indonesian students' critical thinking in reading in their English Class. The article starts with how critical thinking and PBL are. It is also supported by previous studies of each both topics. Then, it is followed by the review of studies about the issue and the authors' critical reflections toward

them. In so doing, the authors expect there will be more studies investigating the use of PBL for EFL students' critical thinking ability in reading skill.

2 CRITICAL THINKING AND PROBLEM-BASED LEARNING IN EFL CLASS

2.1 Critical thinking in Indonesia

Nowadays, critical thinking skill seems cannot be avoided for students, particularly for language learners. They need to check out and verify the information they receive, hear or read, which makes them investigating as well as criticizing with their critical thinking ([10]). However, critical thinking cannot show up naturally. The skill must be learned, taught, trained, and practiced in order to make it habitual for students. It can be stimulated by having questioning and reasoning ([11], [12], [13]). Critical thinking itself can be defined as a kind of ability with higher order thinking skill to look at conditions, views or thoughts with careful and open eye. Then, it leads to making comments, verifications of knowledge, and reach conclusion after those objective processes ([14], [15], [16]). A critical thinking students can do the interpretation, analysis, evaluation, inference, explanation, and objectivity. Therefore, critical thinking can stimulate students to be critical and open-minded persons with effective communicative ability ([17]). Critical thinking can be integrated in reading by providing tasks with problem-based activities, so that they can criticize the topic of the passages ([18]).

In Indonesia, many scholars try to conduct researches related to critical thinking, especially in English Language Teaching (ELT) for EFL students. The studies run in writing ([19]), speaking ([20]), listening ([21]), and grammar ([22]). In reading, some studies are conducted in offline ([23]), online ([8]), and flipped classroom which combine both offline and online ([18]). Their findings mostly show positive results related to the critical thinking. Even most of those studies are conducted in tertiary or secondary school contexts, it shows no doubt how critical thinking is something important and embedded in language learning.

2.2 Problem-based learning in Indonesia

Problem-based learning (PBL) can be defined as a teaching and pedagogical method that uses problems and cases to reach the objectives of the learning. Some characteristics describe what PBL in specific, they are problem-based, problem-solving, student-centred, self-directed learning and reflection ([24], [25]). The problems chosen should real life-oriented and as close as possible with the students' world and life, and meaningful to them. It needs to measure contextual variations or situational interest to stimuli or attract students' attention in learning. The more case or problem the students need to solve, the more they are able to implement their knowledge ([26], [27], [28]). Finally, students' can work and challenge themselves in solving the problems by accumulating and synthesizing their prior knowledge.

Some studies have ever conducted related to PBL in EFL context in Indonesia. The studies come from various contexts, such as writing ([29]), speaking ([30]), listening ([31]), grammar ([32]), reading ([33]), and vocabulary ([34]). Those studies are mostly conducted in secondary and tertiary classes. The results find that PBL can support those four language skills and two language components, specifically in English. It shows that PBL has assisted students to be more inquiring and self-directed individuals for their learning process.

2.3 Problem-based learning for critical thinking

Knowing what critical thinking and PBL are makes the relationship between them clear. As in previous explanation, the characteristics of PBL cover critical thinking that can be taught to the students. The demand of Curriculum 2013 these days train the students to have high order thinking skill which actually a part of critical thinking ability itself. When the teacher provides the problem or case that needs to be analysed and solved, the process of the solving the problem makes them critically synthesize their knowledge. Therefore, students identify what needs to be studied and learned by examining the case served by teacher.

Some questions, such as *Does PBL and critical thinking embedded in each other? Are they intertwined? How can they impact each other?*. These questions lead researchers to investigate the relationship between the two. The researches mostly have university or senior high students as the subject of the study. They find that PBL can positively enhance the students' critical thinking ability ([35], [36]). There is also study which runs in primary context and shows positive result for it applies problem-based comic book as the learning media. It comes from the belief that critical thinking should be taught earlier since childhood ([37]). It can be concluded that critical thinking can be stimulated by implementing PBL in class in any school contexts.

2.4 Studies on problem-based learning for critical thinking in reading

There have been some studies investigating the implementation of PBL for critical thinking in EFL reading class. These studies show positive results into language learning ([38], [39], [40]). The studies are described below and followed by the critical reviews in the next sub-discussion.

The first study is conducted by Priyatni and Martutik. The research is designed to develop a critical-creative reading assessment based on problem solving. The assessment contains problem-solving essay. It is validated by four experts and practitioners and tried out to 36 students. The finding is the assessment developed is valid and reliable to be applied to improve students' critical-creative reading.

The second study is investigated by Iskandar, Mustaji, Jannah, and Wicaksono. Having 31 tenth grade students of vocational high school, the researchers use research and development method for the study. They design and develop a set of instructional strategy of PBL that intends to enhance the students' critical thinking. They do interview for collecting data about what instructional points that students need. Then, they distribute questionnaire for expert validation of the instructional strategy and have observation for teaching strategy in four meetings, pre-test, two meetings of treatment, and post-test. The result explains that the instructional strategy design is valid and can be used in engaging students' critical thinking in their English class.

The third study is run by Djamdjuri and Maelani. They have special case which investigate what impact PBL can give to stimulate critical thinking in online reading class. It is a descriptive qualitative study which has six university students of third semester of English Department and one English lecturer as the subject. The researchers do an interview and document analysis to gain data. They find that the students feel comfortable with PBL since it makes them to analyse things and not just memorizing. But some obstacles are also found in running PBL in online reading class. The lecturer feels a bit hard to role as a facilitator in class and the students reveal a lack of enthusiasm and confidence in solving the given problem.

2.5 Issues on the studies

The first article is done by by Priyatni and Martutik. Article entitled "The Development of a Critical-Creative Reading Assessment Based on Problem Solving" is successful to develop exercises to the students to have critical thinking from problem-based learning covered in assessment. The good is they decide to design a set of assessment for problem-based learning reading class which can truly and positively contribute to the knowledge. Dominations of studies talks about the instruction or treatment of problem-based while the assessment is actually also an essential thing to be considered in learning, and Priyatni and Martutik did. However, it gives a question about how to make the assessment related to problem-based solving that can lead students' critical thinking. Moreover, it is not discovered an elaboration related to what Bloom's taxonomy is, it means which cognitive level that can lead the students' critical thinking. However, critical thinking is built from cognitive level 5 and 6. In another case, the implicit idea about what kind of student level who can be given this kind of assessment. Fundamentally, not all classes applied high cognitive level from the beginning they have the learning process, so it means that problem-based learning can be questionable if problem-based learning only consist of question with high cognitive level or it is not combined with lower cognitive level to bridge the students from lower class to upper class.

Moreover, the issues applied in the readers are kind of social issues, such as: drug abuse, earlier marriage and others which are considered very good, but the students' prior knowledge can be questioned. So, it means that there should be a stimulant first by giving a short narration about real

example in real life within the assessment. That case also can lead to the students' ability to master certain vocabulary related to that issue. Fundamentally, students' vocabulary mastery becomes the crucial issue leading to another questionable consideration.

The next article is written by Iskandar, Mustaji, Jannah, and Wicaksono. Article entitled "The Problem-based Learning in Enhancing Students' Critical Thinking for Reading Skills in English Teaching at Vocational School" gives a good and wider knowledge since it is conducted specifically for vocational school students. It can be such an idea about how PBL in a specific class major which absolutely runs differently from regular English reading class. It stated on the study that the students come from various educational background. It leads the teaching process to another issue, the students who are less than the other students in education background will not be able to catch up the higher level students. Therefore, it is supposed to be emphasized that the students need to be grouped to bridge the difference of educational background. If the number of lower students are higher than the upper level students, it means that it is a bit improbable to apply the problem-based learning.

The problem-based learning is expected to provide the clarity for the students and not for giving more problems. Moreover, the design of the study is research and development which leads to view real condition of the sample. Therefore, it must be paid attention that problem-based learning is ready to apply whenever, both of the teachers and students are familiar with this kind of learning approach. The teachers should be familiar with how to design problem-based learning inside of learning process and the students should have strong prior knowledge especially in reading vocabulary should not be an issue anymore, because they will not discuss about the vocabulary, but discussing about comprehending the readers and identifying the problem. However, if the students come with all mentioned limits, the designer is supposed to bridge their actual knowledge to higher knowledge, it can be stimulated by giving them a narration and information related to the problem which will be discussed. Moreover, the students should be provided topics related to their major as the special character of vocational high schools, besides it can make sure the students have the prior knowledge, it can boost not only their knowledge to that topic but also their English skill related to that topic.

The last article comes from Djamdjuri and Maelani. Article entitled "Problem-Based Learning in an Online Reading Course to Stimulate Critical Thinking Skills" reveals that problem-based learning can contribute positive impact for students' critical thinking in online reading class. The fact that the PBL sets for online reading class is a good point of the study. It gives broader picture that PBL not only can be run in an offline class, but also in online only. It shows that PBL still can be done and provide positive result, even though the class seemed to have a bit limited interaction rather than the offline one. Even some obstacles are found, but it cannot be ignored the fact of the study that PBL is one of learning method which shows good in such a special conditions like pandemic situation or online classes.

Reading is an activity to comprehend the points of a reader, it is supposed to stimulate students to have good understanding on the topic discussed in the reader. Problem-based learning in reading means that the facilitator provides some problems as the obstacles for the students to be solved by having steps such as: investigation, analysing, identifying and creating the problem solving, and it leads the students to critical thinking. In this article, it is stated that problem-based learning can have good impacts for students' critical thinking in online reading class, however, it must pay attention on the students' prior knowledge so that it can give the students proper topics and problems. It is greatly improbable to give students problem considered out of their prior knowledge. Therefore, it can give more optimal result to the activity of teaching. The students' prior knowledge can be actually investigated by conducting well procedured needs analysis in designing the syllabus. If the students still have lack of knowledge in reading it means that the facilitator can propose an anticipation such as boosting students' prior knowledge first by giving video or perhaps an explanation as well. The facilitator are actually supposed to have another plan but it should be in line with problem-based learning for students' critical thinking in reading skill, or it can be by giving various fun activities such as fun online games and fun online reading activities.

3 CONCLUSIONS

Concerning the fact that reading places as one of language receptive skills, many scholars have conducted studies toward it and still continues following the current situations. Particularly in Indonesia where English takes as a foreign language, teaching reading in English class is seemed to be more challenging. Furthermore, the tense is rising not only to teach reading but also concerning the critical thinking of the students. It demands the students to analyse, evaluate, infer, interpret, and objective in looking at an issue, in this context is the reading passages. Therefore, problem-solving tends very useful to cover up critical thinking. PBL is a teaching method that can provide that since it leads to problem-solving and student-centred.

In Indonesian context, studies about PBL for critical thinking in reading has become current issues. They run in various grade and level of students. They investigate PBL for critical thinking reading assessment, vocational school, and online class. It becomes good since they concern in such specific things that dominant studies about PBL for critical thinking in reading have not been investigated yet. They all shows positive results that PBL can stimulate critical thinking in reading.

In another context, it is appropriate to provide a problem for the students as an obstacle to expect that it will lead to their critical thinking. However, the provider or the facilitator of the problem in problem-based learning for stimulating the critical thinking must be paid attention well. The problem must be appropriate with the actual level or the level which is not far different with their actual level. It contributes to the impact that the problem for rural area which is categorized as the district which possibly provide less information about any information as prior knowledge, the urban students will be able to identify the problem easier because of the availability of much information related to many things as a prior knowledge. The topic of the problem in reading must be familiar for the students as well to make sure that they have adequate prior knowledge. Moreover, conducting needs analysis is the most significant thing to do. Therefore, it can anticipate all of the possibility hapening later.

The teachers' competence plays pivotal role in this case. It means that the competence of the teacher to provide problem-based learning leading to critical thinking must be paid attention. Not all teachers are capable to conduct a design about this problem-based learning in critical learning. It is supposed to provide any simple information for the teachers who still try to get involved to this kind of problem-based learning. The teachers must provide a simple and clear guide to the problem-based learning for critical thinking. A guide is a real and practical thing for the teachers to conduct this learning process. The teachers' issue about designing critical thinking such as the ability, readiness, facility, capacity and material will be covered by a clear guide.

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PATHWAY OF INVOLVEMENT IN DEBATE TO CRITICAL THINKING SKILLS, CONFIDENCE, AND SPEAKING ABILITY

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Abstract

The study is intended to examine the reciprocal contribution of involvement in debate to critical thinking skills, confidence, and speaking ability. This is path analysis in nature. Fifty-one university students actively taking part in English debate participated in the study. Students' critical thinking skills and self-confidence were elicited through Likert scale questionnaires, while students' speaking ability was elicited through Students Oral Language Observation Matrix (SOLOM). The data were analyzed using path analysis through AMOS. The findings show a significant direct contribution of involvement in debate to students' critical thinking skills, self-confidence, and speaking ability ($P > 0.5$). The study also reveals a significant contribution of involvement in debate to speaking ability through critical thinking skill (Sobel test = 2.753 > 1.96), and contribution of involvement in debate to speaking ability through self-confidence was also found to be significant. The study implies that encouraging students to involve in debate is of paramount significance to foster students' critical thinking skills, self-confidence, and language oral ability.

Keywords: involvement in debate, self-confidence, critical thinking skills, speaking ability

1. INTRODUCTION

It is obvious that language is a complex system, and language learning is a complex process as well. Many variables affect the success of language learning, and the variables that have a lot of influence are mostly affective and cognitive factors (Salim, 2015). These two factors are those that contribute to individual differences (Brown, 2004, 2015), and make the level of learners' success different. Affective variables in language learning are the emotional sides of human beings, and they include aspects of personality, motivation, interest, self-confidence, anxiety and so forth. Among these variables, self-confidence is the most influential factor in language learning. Dornyei (2005) stated that self-confidence is similar to self-esteem because both are persons' perception of their abilities. However, many experts in the field of psychology use the terms self-confidence, satisfaction, self-evaluation interchangeably (Nunan, 1998; Brown, 2015).

On the other hand, the complexity of language learning particularly speaking requires more courage to begin with. However, students are often shy and reluctant, and consequently have low participation even nothing to say in speaking due to affective factors, such as speaking anxiety, insufficient courage, and lack of personal motivation. This is a serious problem that should be stimulated verbally and non-verbally to increase their self-confidence. Self-confidence as the most influential factor is a determining variable and directs someone to be involved or not in verbal activities in a language class (Brown, 2015). Tridinanti (2018) found that there is significant correlation between self-confidence, students' speaking anxiety and their speaking achievement of EFL students. Therefore, if a person has self-confidence, then he will try to communicate and ultimately communication will be better (Kalanzadeh *et al.*, 2013).

Research studies have been conducted to determine the effect of self-confidence on the success of language learning in general and in speaking skill in particular (Quinn, 2005; Sar & Isiklar, 2010; Gurler, 2015; Salim, 2015; Purnama, 2018). These studies indicate that self-confident learners usually dare to communicate whatever the topic is and take and bear the risks that may arise. They are not afraid of making mistakes and even learn from mistakes, and in the end they are more able and more independent. Conversely, learners with low self-confidence levels usually avoid the opportunity to

speak and are afraid of being asked by their teacher. They feel uncomfortable when using a foreign language for fear of being criticized. As a result, they were less successful. By joining debate, students can improve their confidence and it simultaneously enhances their speaking since self-confidence significantly correlates with students' speaking skill, while debate correlates and improves students' self-confidence (Purnama, 2018).

Furthermore, in addition to positive contribution of involvement in debate to developing self-confidence and speaking ability, it also contributes positively to critical thinking. Debates are believed to be able to foster critical thinking skills, sharpness of thought, and ability to share views with people, as well as to facilitate reasoning (Raana *et al.*, 2016; Martin, 2016). Ruggiero (2012) describes critical thinking as a mental activity to formulate and solve problems, and make decisions. Critical thinking is an attempt to find answers to problems, and if necessary think out of the mainstream. Critical thinking according to Ruggiero is more tuned to thinking that occurs to solve problems, analyze issues, and make decisions. Problem solving is the ultimate intent of critical thinking for many scholars who study the phenomenon (Peter, 2015).

Eventually, debate is a fantastic activity that facilitates language learning for it engages and involves students in a variety of cognitive and linguistic activities. Raana *et al.* (2016) said that debate encourages students to think critically from various points of views. It also forces students to interact and exchange ideas in detail with people. In addition to sharpening students' critical thinking, debate is a means to develop the ability of oral communication which is vital for successful language learning. Further, debate leads students to think quickly and critically (Pezhman & Othman, 2015). Debate is not only about how many data or statistic the debaters can deliver, but also how they prove the idea or argument logically to convince the audience. This is a part when critical thinking works.

2. REVIEW OF LITERATURE

2.1. Merits of Debate

Debate is one of language learning strategies that groups students into groups, pros and cons, on an issue that aims to ultimately find a solution or a problem solving by convincing other parties to believe in (Aclan & Aziz, 2015). The Protagorean of Abdera was the predecessor who developed the debate as a method in the 5th century. Then, debate continues to develop until the 19th and 20th century. Debate as a learning method successfully develops critical thinking, education, and logic (Darby, 2007).

It is evident that debate or joining debate is an interesting and valuable experience for language learners. Those who learn about debate well know how to do research and gather information and formulate questions in depth and critically. They also learn how to organize arguments and evidences into meaningful, persuasive and interesting presentations (Kennedy, 2007; Nuraeni, 2014). In addition, they too learn to defend their arguments and presentations when they get attacked by their debate opponents. It is evident that debate opponent also uses the same way, namely critical thinking. Therefore, debaters must know how to search, collect, examine data, and build constructive arguments, present well and defend their arguments, refute arguments of opponents, and so on (Quinn, 2005). Put shortly, debate is the process of conveying an idea or opinion in which two opposing parties defend their ideas and opinions.

Therefore, there are certain skills required for successful debaters. Among them are the ability (1) to identify and clarify the issue or topic to be discussed, (2) assess and interpret existing basic values, (3) evaluate the relevance and accuracy of information and evidence available, (4) assess the benefits from the point of view different, (5) articulating arguments and ideas effectively and efficiently, (6) summarizing and summarizing all arguments, and (7) praising team performance wisely but remaining critical (Bellon, 2000).

2.2. Critical Thinking Matters

Critical thinking skill is commonly used in education, especially in language learning settings. That is to say that adult learners are encouraged to develop these skills and practice them. Critical thinking means analyzing ideas, making provisional conclusions about the best actions that are considered capable of resolving what problems or beliefs about an issue that makes the most sense, and evaluating and perfecting their solutions and beliefs (Bagheri, 2018). Benefits of debate cannot be understated and merits of debate to the development of critical thinking are obvious. The ability to think critically has a great influence on someone's success in general and in language learning in particular. Those who are used to thinking critically can easily solve problems (Linda, 2014; Zare & Othman, 2015).

Critical thinking is not ordinary thinking. Critical thinkers go through beyond typical thinking into advanced thinking to seek for some alternatives (Ruggiero, 2012). They are able to generate more ideas and develop ideas far better than poor thinkers. They are more adept at thinking by utilizing many techniques that can be used to find new ideas and develop these ideas. In particular, critical thinkers tend to look at problems from various points of view, consider many approaches to investigation, and generate many ideas before choosing a course of action. In addition, they are more willing to take intellectual risks, and use their imagination when analyzing problems and issues (Peter, 2015).

Further, evaluation is the ability to examine the reliability and credibility of statements and evidences based on one's opinions, situations, decisions, and determine the logical and rational relationships between statements in various circumstances (Moon, 2008). Inference is the ability to distinguish and specify elements and features in drawing conclusions, as well as making hypotheses, determining relevant information and concluding based on data, experience, situation and evidence available. In this skill is to test evidence, determine choices and draw conclusion as well as inference (Facione, 2007).

2.3. Significance of Self-Confidence

Self-confidence is individual's recognition of his abilities, loving himself, and is aware of his abilities and emotions. Brown (2015) divides self-confidence into two categories, namely intrinsic self-confidence and extrinsic self-confidence. The former is a person's thoughts and emotions towards himself. In this category are self-esteem, self-love, self-knowledge, and positive thinking. The latter is behavior and attitude towards others. The element of extrinsic self-confidence is communication and emotional control (Wright, 2008).

General self-confidence develops during childhood, and develops as an accumulation of experiences that occur within oneself and by interacting with others. Literature related to the sources general self-confidence indicates that self-confidence is derived from several factors. The most important factor is, first, personal experience. Successful and enjoyable experiences make self-confidence higher, while the experience of failure makes self-confidence decrease. The second factor is social messages that are received from other people. Community, home, school and friends are very important for the development of self-confidence. Sending positive messages to others is believed to be a better source of self-confidence development, while exposure to negative messages decreases the level of self-confidence (Al-Hebaish, 2012; Salim, 2015).

Self-confidence is a personal factor that plays an important role and supports language learning achievement. Some studies claim that no language learning is carried out well and successfully in the absence of self-confidence (Park & Lee, 2005; Gurler, 2015; Salim, 2015; Sar & Isiklar, 2010; Tridinanti, 2018; Purnama, 2018). It is evident that self-confidence contributes significantly to academic achievement in general and language learning in particular. Foreign language learners who have general self-confidence perform well and more successfully, and usually they are considered capable and successful learners. It is evident that with low confidence, learners experience uncertainty, insecurity, fear and the like (Elizabeth, 2015).

2.4. Speaking Skill

As the most important part of teaching and learning a foreign language, speaking is often seen as the most challenging and demanding skill compared to other language skills. Brown, (2015) utters that speaking as a skill that requires special attention in second language acquisition. However, in the setting of teaching and learning a second language or a foreign language, successful language learning is frequently determined by students' oral language abilities. Many studies have shown that the more learners communicate, the more students will practice the target language. This will facilitate the learning process and will certainly improve the accuracy and fluency of the language being studied. It is true that most foreign language learners only get a lot of theories about the target language. They have good knowledge of language but do not have good language skills. That is to say, they have satisfying grammar and vocabulary abilities, but they never use them in real life situations (Thornburg, 2005). This is because they do not have adequate opportunities to practice it, inside and outside classroom. Speaking gets low attention in language teaching (Brown, 2015). Therefore, it is very important to create learning activities, both inside and outside classroom, that are communicative so that effective language learning process can occur.

Thus, while speaking fluently, learners are expected to be able to understand messages without paying full attention to grammaticality of those messages. In helping students become fluent and accurate speakers, teachers must provide and create various meaningful and communicative opportunities in which learners can use the target language. In terms of accuracy, many educators believe that it is not important to force students to accurately communicate because a flow of conversation is more important for achieving meaningful and lively conversations. According to Dornyei (2005), the ability to speak properly and fluently is one thing, but the ability to engage in interactive and communicative conversations is another thing.

3. METHOD

This is path analysis aiming at estimating the magnitude and significance of hypothesized causal connections among sets of variables displayed through path diagrams. It enables us to gather direct and indirect contribution between independent, intervening and dependent variables. Fifty one university students, thirty female and twenty one male, participated in the study.

Debate was elicited through discrete questionnaire, critical thinking and self-confidence were elicited through Likert questionnaire, while speaking ability was through Oral Language Observation Matrix (SOLOM). The discrete questionnaire consists of 25 questionnaire items, critical thinking consists of 45 items with 36 positive and 9 negative items, and self-confidence consists 37 items with 29 positive and 8 negative items. Eventually, the SOLOM as the scoring indicator for speaking has 5 levels which indicate how well the speaking ability of the students is.

SPSS 21 was employed to gain the result of descriptive analysis and prerequisite test. Prerequisite test includes normality test, linearity test, heterocedasticity test, and linear regression. Next, chi-square was employed to determine the goodness of fit. This test is used to test if sample data fits a distribution from a certain population. Further, to identify the direct and indirect contributions among the variables, SEM (Structural Equation Model) with AMOS 24 was utilized. It provided path diagram. The model of this path analysis was recursive model. Finally, Sobel test was used to examine the significance of indirect contributions of involvement in debate towards speaking ability through critical thinking skills and self-confidence.

4. RESULTS

4.1. Descriptive Analysis

Descriptive statistics of the four variable of the study is shown through Table 1.

Table 1
Descriptive Statistics

		debate	critical thinking	self-confidence	speaking
N	Valid	51	51	51	51
	Missing	0	0	0	0
Mean		19.81	159.22	128.96	84.015
Median		20.00	158.00	129.00	84.600
Mode		19 ^a	164	123 ^a	79.5 ^a
Std. Deviation		3.394	7.113	5.481	3.3389
Range		15	26	25	12.6
Minimum		10	145	118	76.5
Maximum		25	171	143	89.1
Sum		1327	10668	8640	5629.0

a. Multiple modes exist. The smallest value is shown

4.1.1 Description data of debate

Table 1 shows that data from the questionnaire consisting of 25 items with yes or no option (0-1 score) reveal that, from fifty one respondents, the mean is 19.81, the mode 19, the median 20, the highest 25, the lowest 10, and the range 15. To determine the rating scale and the frequency, true score by calculating the difference between the highest and lowest possible value was employed. Since the number of questionnaire items are 25, the maximum score is 25 (25x1) and the minimum value is 0 (25 x 0). The range between maximum and minimum score is 25 (25 - 0). By using five categories, the interval scale is 5 (25:5) as in Table 2.

Table 2
Interval scale and frequency of debate

No	Interval score	Category	Frequency	Percentage
1.	21-25	Very good	22	43.1 %
2.	16 - 20	Good	24	47.1 %
3.	11 - 15	Fair	4	7.9%
4.	6 - 10	Poor	1	1.9 %
5.	0 - 5	Very poor	-	-

Table 2 indicates that the level of student participation and intensity in practicing debate is in the *poor* to *very good* level. Only one student (1.9%) is classified in poor category. 7.9 % or 4 students are classified as moderate or fair category. 47.1 % or 24 students are classified in good category and the rest 43.1 % or 22 students are classified in very good category. This indicates that most of student actively practice debate and join debate competition.

4.1.2. Description data of critical thinking

Table 1 shows that the mean is 159.22, the mode 164, and the median 158, the highest score 171, and the lowest is 145 with the range of 26. The true score by calculating the difference between the highest and lowest possible value was used to get the rating scale. The number of questionnaire items are 45; therefore, the maximum score is 180 (45 x 4) and the minimum value 45 (45 x 1). The range between maximum and minimum score is 135 (180 - 45). By using five categories, the interval scale is 27 (135:5) as shown in Table 3.

Table 3
Interval scale and frequency of critical thinking

No	Interval score	Category	Frequency	Percentage
1.	154 – 180	Very good	40	78.4 %
2.	127 – 153	Good	11	21.6 %
3.	100 – 126	Fair	-	-
4.	73 – 99	Poor	-	-
5.	45 – 72	Very poor	-	-

Table 3 shows that the accumulation of score from the critical thinking questionnaire. It indicates that the perception of students on their critical thinking is very good. It is based on the classification that 78.4% or 40 out of fifty one students have very good perception on their critical thinking since they start joining debate. The rest of students are classified in good category which means they have good perception on their critical thinking. There is no student that is categorized in moderate, poor, and very poor. Therefore, all debaters of have good to very good perception on critical thinking since they start joining debate.

4.1.3. Description data of self-confidence

Table 1 also reveals that, from 37 questionnaire items about self-confidence given to the respondents, the mean is 128.96, the mode 123, the median 129, the highest score 143 and the lowest 118 with the range of 25. In determining the interval scale, the true score is calculated. The maximum score is 148 (37 x 4) and the minimum value is 37 (37 x 1). The range between maximum and minimum score is 111 (148 - 37). By using five categories, the interval scale is 22 (111:5) as in Table 4.

Table 4
Interval scale and frequency of self-confidence

No	Interval score	Category	Frequency	Percentage
1.	127 – 148	Very good	35	68.6 %
2.	105 – 126	Good	16	31.4 %
3.	83 – 104	Fair	-	-
4.	61 – 82	Poor	-	-
5.	37 – 60	Very poor	-	-

Table 4 shows that 68.6% or 35 students have very good perception of their self-confidence. The 16 students or 31.4% of students have good perception on self-confidence. It indicates that more than half of respondent has good perception on self-confidence after joining debate. Moreover, there is no student who is categorized in moderate even very poor categories. It means that most of students have *good to very good* perception in self-confidence since they start joining debate.

4.1.4. Description data of speaking

Table 1 indicates that the total score of fifty one respondents is 5629, the mean 84, the median 84.6, the mode 79.5, t highest speaking score 89.1 and the lowest 76.5 with the range of 12.6. In speaking score, it is not necessary to determine the interval score, since the interval score is already available in SOLOM (Students' Oral Language Observation Matrix), as in Table 5.

Table 5
Interval scale and frequency of speaking

No	Interval score	Category	Frequency	Percentage
1.	93 - 99	Very good	-	-
2.	83 - 92	Good	40	78.4 %
3.	73 - 82	Fair	11	21.6 %
4.	63 - 72	Poor	-	-
5.	Below 62	Very poor	-	-

Table 5 shows that most of students (78.4%) have good speaking skill and the rest are categorized into moderate or average. It also indicates that none of the students is in very good category, nor the students are in poor and very poor categories.

4.2. The Interpretation of Path Analysis

Path analysis is the extension of multiple regression that is used to measure the direct and indirect contributions among variables. After analyzing the data through AMOS 24, the result can be seen as in the following diagram.

Diagram 1: Model of Structural Equation Modelling

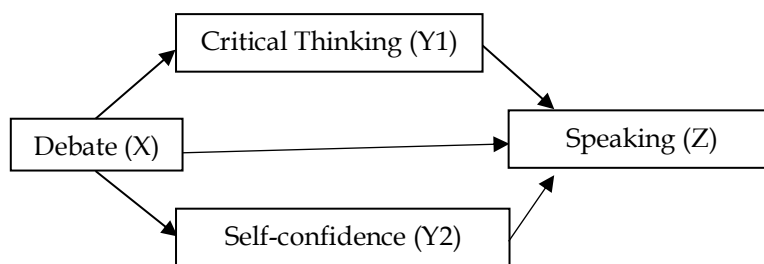


Diagram 1 illustrates the direct and indirect contribution of the observed, endogenous variables (Y1, Y2, X) and the observed, exogenous variable (X). Then, Chi-square was conducted to determine the goodness of fit. With degree of freedom of 3, Chi-square of 12.028, and probability level of .007 (lower than .05), where Chi-table (3) is 7.81 (p=0.05), it is found out that the sample data fits the distribution from population. It means there is relationship between debate, critical thinking, self-confidence and speaking skill. The result can be interpreted as the better the ability of debate, critical thinking, and self-confidence, the higher their ability to speak.

Then, to determine whether the direct and indirect contributions are significant cannot be interpreted from the estimate value. In addition, Sobel test is needed in order to know the significance of indirect contribution. Table 6 and 7 illustrate the significances of the endogenous and exogenous variables.

Table 6
Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
Y1	<--- X	1.070	.222	4.826	***	
Y2	<--- X	.621	.183	3.386	***	
Z	<--- X	.104	.031	3.366	***	a
Z	<--- Y2	.104	.031	3.366	***	a
Z	<--- Y1	.104	.031	3.366	***	a

From Table 6, some interpretations can be drawn as follows.

The first is contribution of involvement in debate toward critical thinking skills. Table 6 reveals that $Y1 \leftarrow X$ refers to the contribution of debate toward critical thinking. It shows the P is *** which means 0.00, meaning that H_0 is rejected because $p < 0.05$. Therefore, the contribution of debate toward critical thinking is significant.

The second is contribution of involvement in debate toward self-confidence. Table 6 indicates that $Y2 \leftarrow X$ refers to the direct contribution of debate toward self-confidence. The P is *** which means 0.00. It indicates that the H_0 is rejected because $p < 0.05$. Therefore, the direct contribution of debate toward self-confidence is significant.

The third is contribution of involvement in debate toward speaking ability. Table 6 shows that P column of $Z \leftarrow X$ shows *** which means 0.00. This value is lower than 0.05 and it indicates that the H_0 is rejected. Therefore, debate has significant contribution toward students' speaking skill.

The fourth is contribution of involvement in debate toward speaking skill through critical thinking. To know the indirect contribution of debate toward speaking skill through self-confidence, multiplication of the estimate value of $Y1 \leftarrow X$ (1.070) and $Z \leftarrow Y1$ (.104) is needed and equals .111. Moreover, the total contribution (direct and indirect) of debate to speaking skill through critical thinking is obtained by adding the indirect and direct contribution of debate to speaking skill and equals 0.215. Finally, to measure the significance of the indirect contribution, Sobel test is done and the value is 2.753 with standard error 0.040. Since 2.753 is greater than 1.96, it means that debate significantly contributes to speaking skill through critical thinking.

The last is contribution of involvement in debate toward speaking skill through self-confidence. To know the indirect contribution of debate toward speaking skill through self-confidence, multiplication of the estimate value of $Y2 \leftarrow X$ (.621) and $Z \leftarrow Y2$ (.104) is needed and equals .064. Furthermore, the total contribution (direct and indirect) of debate to speaking skill through self-confidence is obtained by adding the indirect and direct contribution of debate to speaking skill and equals .168. Finally, to measure the significance of the indirect contribution, Sobel test is done and the value is 2.385 with standard error of .027. Since 2.385 is greater than 1.96, it means that debate significantly contributes to speaking skill through self-confidence.

5. DISCUSSION

The study found that debate has significant direct contribution toward students' critical thinking. This is in line with a study conducted by Martin (2016) that reveals debate gives significant improvement toward students' critical thinking. Regardless the topic, debate improves students' inquisitiveness, open mindedness, analyticity, and degree of reasoning confidence (Martin, 2016). The study also shows that open mindedness is strongly related to critical thinking which can train the students to examine the alternative point of view and adopt it. In addition, Peter (2015) states that one of the critical thinking skill core is inference the meaning and solution. The sub-skill of inference are querying evidence, conjecturing alternative, and drawing conclusion.

Another evidence from that finding is debate can improve the ability of the students to see many perspectives of argument. This is also supported by the theory proposed by Facione (1990) that this skill can be included in analysis skill, the one which have good critical thinking will examine their ideas and detecting the argument. This too refers to the ability of someone to think about the similarities, differences, and think in many perspectives or other people's perspectives (Peter, 2015). Similarly, Linda (2014) uttered that debate can improve students' critical thinking as well as speaking skill in EFL learning.

Another finding shows that debate contributes to students' self-confidence significantly. Purnama (2018) corroborates the finding that the implementation of British Parliamentary debate influence students' self-confidence and decrease students' speaking anxiety. This can be achieved because the students are required to speak up and express their idea continuously during the training and debate session. This process also stimulated by verbal adjudication after the debate. According to

(Quinn, 2005), verbal adjudication is the evaluation, advice and feedback done by the adjudicator after debate activity.

In addition, Purnama (2018) reveals that 99% participant in that study believes that debate system improves their self-confidence in expressing the idea in front of audience using English language. It means self-confidence can decrease the students' speaking anxiety caused by unconfident feeling. It is because the motivation of the students to win the debate and get positive feedback by delivering the argument confidently and convincing the adjudicator, and also supported by the motivation given in verbal adjudication. This motivation will exactly influence them to express their argument confidently and stimulate them to practice their spoken language (Quinn, 2005). According to Aclan & Aziz (2015), there are several advantages of joining debate. First, students become more active in group discussion. It is because the discussion activity appears in every debate in term of case building session. Second, it will improve the self-confidence of students while they are giving academic presentation. This also means that debate provides students active discussion, confidence in giving oral presentation and build students' intellectual.

Another finding is that debate significantly contributes to students' speaking skill. It is in line with the finding of a study by Jaya (2017) that debate improves fluency, grammar, pronunciation, comprehension, and vocabulary in speaking. It also refers to the correlation between instructional debate in EFL and students' speaking skill is significantly high. Those aspects are the same aspects that the researcher scored to. This finding is similar with other finding that also discuss debate and speaking skill.

Moreover, Bagheri (2018) found debate activities improves students' public speaking. Eight out of eighty students in that research agree that debate helps them to improve their speaking. Moreover, it also found that debate build up their habit to think before speaking. In the interview session, students claim that it is really difficult to have public speaking without making the outline. This statement is highlighted by Wulandari & Ena (2017) that a speaker should has outline to generate their idea before they speak. Furthermore, (Kennedy, 2007) claimed that students can get many experience related to their speaking skill through debate such as analyzing, delivering, and organizing the speech quickly and correctly. It is because in debate students are required to speak up their idea and only allowed to bring note or outline about what they have to explain. This note is prepared thirty minutes before the debate begins. The process of explaining the idea in debate trains them to be confident in public speaking. This is because the spontaneous utterances in debate must be able to convince the audience (Astri, 2017).

This present study reveals that there is significant contribution of critical thinking to students' speaking skill as Sobel test shows $2.753 > 1.96$. Critical thinking also contributes to students' speaking skill as highlighted by Raana et al. (2016) that students who are categorized as critical thinking shows better performance in their speaking. On the other hand, those who are not categorized as critical thinking perform poorly in their speaking. Similarly, Bagheri (2018) stated that students who take a part in critical thinking English conversation class has higher level of satisfaction in their speaking due to they have more willing and challenge to solve problem or answer the question through communication and discussion, therefore they participate more intensively. Raana *et al.* (2016) highlighted that critical thinking activities enables students' level of thinking and help them to enhance speaking skill simultaneously (Zare & Othman, 2015).

This study shows that there is significant contribution of debate to speaking skill through self-confidence. Similar to this, Tridinanti (2018) found that there is significant correlation between self-confidence, students' speaking anxiety and their speaking achievement of EFL students. The same is highlighted by Kalanzadeh, *et al.* (2013) that students who have high self-confidence are more inclined to involve in conversation or other spoken activities. It indicates that the higher students' self-confidence, the lower their anxiety and the better their ability in speaking. This finding also corroborates Salim's (2015) finding showing high correlation between general self-confidence and students' achievement in oral presentation. Therefore, self-confidence plays great role in students' speaking activity.

6. CONCLUSION

To begin with, this study reveal that (1) debate has significant direct contribution to students' critical thinking, (2) debate contributes to self-confidence significantly, (3) debate significantly contributes to students' speaking skill, (4) debate has significant indirect contribution to speaking skill through critical thinking, and (5) there is significant indirect contribution of debate to enhance students' speaking skill through self-confidence. Thus, this study agrees or supports previous research findings that there is a positive significant pathway of debate towards self-confidence, critical thinking, and students' speaking ability. There is a positive improvement in critical thinking as well as self-confidence among the participants after undergoing debate. That is, the better the ability of debate, critical thinking, and self-confidence of someone, the higher their ability to speak.

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STUDENTS' PERSPECTIVE ON THE IMPLEMENTATION OF ICT TO LEARN ENGLISH IN THE POST-PANDEMIC ERA

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Abstract

ICT played an important role in empowering educators and students, promoting change, and encouraging skills development. After the pandemic, Bina Sarana Informatika University (UBSI) still applied the use of ICT in learning English. The field showed that second-semester accounting students had a particular response to the use of ICT in lectures. This study aims to explain the perspective of accounting students on the implementation of ICT in learning English in the post-pandemic era including students' perceptions and the implementation of ICT in classroom discussion. The research design was descriptive qualitative research. The subject of this study was 45 accounting students. The data was gathered by classroom observation and an open-ended questionnaire. The findings showed (1) The students had a positive perception of the use of ICT as a medium of learning. They showed good enthusiasm and assumed that the use of ICT can increase their learning motivation, concentration, and their critical thinking skills. (2) The implementation of ICT used online media learning: Quizizz, Word Wall, and Padlet. Therefore, the use of ICT in the post-pandemic era is a necessity in keeping up with the times.

Keywords: students' perception, ICT, English

1 INTRODUCTION

The impact of the post-pandemic has made many changes in several fields including education. Education has undergone significant changes to implement ICT development planning in accordance with new habits of learning patterns. At the higher education level, the Ministry of Education and Culture has implemented the concept of "Independent Learning", including the Bina Sarana Informatika University, especially in English lectures, which uses ICT in post-pandemic lectures. Tristiana & Rosyid [1] asserted that the integration of information and Communication Technology (ICT) in English language teaching for all levels of education becomes the new trend today. The ICT has a prominent role in the effectiveness of teaching and learning in the classroom.

English courses studied by UBSI accounting students are advanced English whose material contains text and grammar at each meeting. In every meeting, lecturers also use e-learning in delivering the material as well as several media platforms such as Quiziz, Word Wall, and Padlet for students to do quizzes in the form of fun games so that they also enjoy this lecture activity. The lecturer always believes that although students at higher education levels, still need the methods of learning taught not only in the form of presentations because learning requires concentration and fun so that the materials can be conveyed properly. It is in accordance with Nopa et.al [2] stated that learning English using e-learning was inventive thought and should be empowered the findings also appeared it was to be useful when students have the ability to double-check their work through e-learning/platform media that's no need any physical presence. Krishnapatria [3] also asserted that students' perception of e-learning that used ICT is reasonably beneficial; additionally, it can be encouraged adaptability and provide personalization that allows students to choose their path and pace of the study, e-learning can create a great point of preference for the usage of fully online learning. It can be concluded that e-learning that utilizes ICT is needed in the ongoing lecture process.

The implementation of ICT brings some benefits for the students in creating their autonomous learning and awareness of the use of technology in learning needs. Hartono [4] asserted that ICT (computers and other supporting equipment) can also function as teachers to support student learning, by utilizing and optimizing certain software such as multimedia programs, and language learning to learn lessons

with guidance, instructions, and information, or further explanation for certain terms combined in the program. Hence, ICT played important role in the advancement of learning strategy in the teaching and learning process.

Bakia et. Al [5] assumed that there are seventh possible pathways to improved productivity in learning using ICT, there are as follows:

- 1) Expanding access to learning in a way that dramatically reduces the cost of living, especially for students in remote locations or other situations where they can still follow the learning process without worrying about their physical presence;
- 2) facilitate students in participating in active learning with teaching materials and easy access equipped with facilities that continue to apply the principles of theory and practice-based learning without substantially increasing costs;
- 3) Creating student autonomy so that they can learn in the way they like by increasing student efficiency with which students move through technological advances;
- 4) Personalize learning by building student interest, which can result in increased student motivation, time doing assignments, and ultimately better learning outcomes;
- 5) Make better use of teacher and student time by automating routine tasks and allowing teacher time to focus on high-value activities;
- 6) Increase student learning speed by increasing motivation and helping students understand concepts and demonstrate competence more efficiently;
- 7) Reducing the cost of school-based facilities by utilizing home space for study

Based on the explanation above, it could be concluded that ICT benefits education to achieve learning objectives, Bina Sarana Informatika University facilitated using ICT as a learning support tool during the COVID-19 pandemic and post-the pandemic era. Learning takes place online. Bina Sarana Informatika University implement e-learning which was developed using a Management System (LMS) which was named "My BSI e-learning system (*MyBest*)". The My BSI E-Learning System (*MyBest*) application is an application intended for teaching lecturers and students at Bina Sarana Informatika University as a learning medium, either in the form of accessing documents (RPS, Lecture Materials and video learning for the students) or in online learning activities such as discussions, and collecting assignments. Students are one of the parties who experience learning using e-learning where they must be able to master the use of *Mybest* to participate in learning, especially in English lectures. Verhoeven et. Al [6] found that there is a relationship between the ICT learning experience and the research-oriented identity commitment of bachelor's students on the one hand, and their command of ICT skills and the frequency of use of computers, ICT instruments, and ICT programs on the other.

It summarized that ICT benefits one another for students' needs in their learning activity. Many researchers had held most of the previous studies related to the research about ICT. Therefore, the novelty of this research is more prioritized in how the students perceive and how the implementation of ICT during the learning process. The field showed that English lecturers use *Mybest* as a way to give lectures, besides that lecturers also use several learning application media such as Padlet, Wordwall, and Quiziz to keep students active in learning. The field also showed that second-semester accounting students had a distinctive response to the use of ICT in lectures. The distinction response is affected by how they use the learning application and how they perceived it. For those reasons, discovering students' perceptions and determining the implementation of ICT in the classroom are needed.

Thus by conducting this study, it aims to explain the response of students majoring in accounting regarding the e-learning learning system that is applied, especially in the English course. With this research, it is also hoped that it can help lecturers in e-learning-based courses as an evaluator of strengths and weaknesses, as well as being a means and a forum for students' expectations regarding e-learning, especially among accounting students.

2 METHODOLOGY

The descriptive qualitative study was employed because the details are provided in this study to explain students' perceptions and the implementation of ICT in learning English. It consisted of forty-five of the second semester of the accounting program using the purposive sampling technique. Methods of collection of data in this research were questionnaires and observation. The instruments were field notes observation and an open-ended questionnaire. In this case, an open-ended questionnaire enables the students to give free-form answers to the structure of the question in the form of google form. It was used to gather the students' perceptions data. Field note observation functioned to observe and note certain activities or actions in the classroom in zoom meetings. Due to the distance, all data is gathered by online ways.

3 RESULTS AND DISCUSSION

The result and discussion provoked the data from the analysis of the questionnaire response and field notes of the classroom observation. It is used to explain students' perception of ICT as a medium of learning in learning English lectures.

3.1 Students' positive perception of the use of ICT in learning English

In gathering the information about students' perceptions, I employed an open-ended questionnaire. I formulate some questions related to students' perceptions of the use of ICT as the medium of learning English.

3.1.1 Students' positive perception of the importance of the use of ICT in learning English

First, The students were asked about the importance of the use of ICT in learning English. Here are the exemplary response:

I think the use of ICT in learning English is very important, learning is much more interesting and I understand the material better with online learning media provided by the lecturer. (Student#5, questionnaire, 02062022).

In my opinion, while using online learning media, the use of ICT is very helpful for adjusting distance lectures at this time, ICT is very important to be applied especially since online media presented by lecturers can make me understand the material much more. (Student#12, questionnaire, 02062022).

I think ICT is very important because learning becomes effective for learning English, adds variety, and makes me not feel bored while learning. (Student#15, questionnaire, 02062022).

I am very happy with using ICT during English lectures, I think it becomes more fun and creative in English learning media. And more able to listen to the core. ICT is very important to be applied in this distance lecture. (Student#19, questionnaire, 02062022).

I think the use of ICT increases my enthusiasm for learning by taking English lectures. (Student#23, questionnaire, 02062022).

From the description above, it can be concluded that students have a positive perception of the importance of using ICT in English lectures, among the answers to the open-ended questionnaire shows that they think ICT is a medium that can be used to learn English better, interactive, not time-consuming, effective. and of course, lectures are much more fun.

3.1.2 Students' positive perception of their enthusiasm for the use of ICT in learning English

Second, the students were asked about their enthusiasm for the use of ICT in learning English. According to Akbarjono et.al [7] enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. So Enthusiasm is expected to greatly influence students' achievement in existing learning, especially in English courses. Here are the exemplary responses:

In my opinion, I feel more enthusiastic about learning English with the use of ICT because it makes me more focused on mastering the material. (Student#6, questionnaire, 02062022).

I think that I am more enthusiastic about learning English with ICT because I am more pay attention to the material because it is interesting and easy to understand. (Student#13, questionnaire, 02062022).

I think that enthusiasm in learning English with ICT can help improve my concentration in learning, because it is more interesting, if there are obstacles, I can immediately find a solution. The lecturer also always helps when there are problems. (Student#38, questionnaire, 02062022).

In my opinion enthusiasm for learning English with ICT increases my learning motivation, I am much more motivated to attend lectures with technological advances. (Student#35, questionnaire, 02062022).

Enthusiasm in learning English using ICT improves critical thinking skills because in it, I am required to master the material in my own way which will involve a process of self-analysis and I have to be able to constantly adjust the online learning that takes place. (Student#42, questionnaire, 02062022)

Based on the answers from their responses, I can conclude that enthusiasm for learning where they have to master the material in learning English using e-learning they are able to increase their learning motivation, concentration on learning, attention to learning and they can improve their critical thinking skills. Some of these points can be used as the basis for maintaining student activity and involvement in learning. It also aims to provide a new paradigm that learning English using ICT is possible to sharpen students' insight and their autonomous skills. The existence of ICT as a media to learn English could be a solution that is relevant to be used in the current condition in post-pandemic learning.

3.2 The implementation of the use of ICT in learning English

To gather the data about the implementation of the use of ICT in learning English, the researcher observes and notes certain actions in the classroom in order to point out and highlight the activities in the learning process. The lesson is about the genre of text, there are text procedures, text narrative, and text descriptive. In each meeting, the lecturer used different media online learning platforms to deliver the material and gave the students tasks. Here are the guidelines for classroom observation:

Table 1. Guidelines of classroom observation

No	Items of guidelines
1	The lecturer used ICT in the learning activities
2	The lecturer gives instructions to use the learning media online application through zoom meetings / Video learning on Youtube
3	The lecturer gives assignments for the students
4	The students follow the instruction of the lecturer
5	The students practice doing the assignment given by the lecturer
6	The students asked the lecturer if there were some barriers
7	The lecturer gives feedback to the student

The result of the classroom observation showed During the learning process, English lecturers use *Mybest* as a way for the students to access the material in form of PPT, which the students could download and learn it. Besides, lecturers use several learning applications media such as Padlet, Wordwall, and Quizizz to do the task and keep the activeness of the students' participation. (Classroom observation#1, 31052022).

In classroom observation 1 the lecturer use Quizizz to ask the students to make a procedure text in which they have to make a simple recipe by using sequence adverbs. Quizizz provides students with some features to follow the learning activities, such as commenting and filling out the answer with a time. Here are the instructions and exemplary responses of the students:

Image 1. Instruction of the lecturer to make a simple recipe

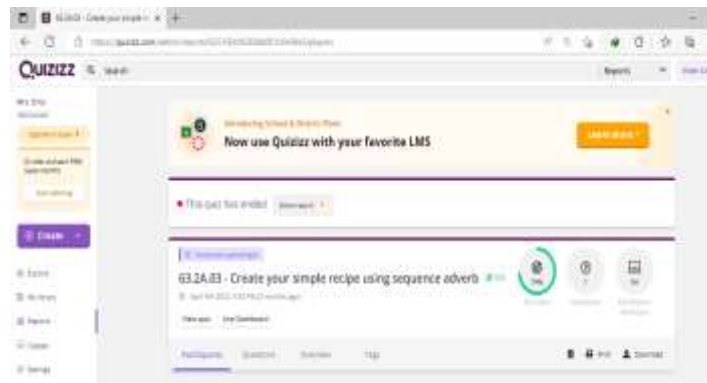


Image 2. Exemplary responses of the students in quizizz



The field showed that all of the accounting students completed all of the assignments. With the enthusiasm to write the sample recipe, they can see their ranking in real-time and the lecturer can monitor the learning process. The students are motivated to continually learn by using *quizizz* and the learning runs well. (Classroom observation#1, 31052022).

In classroom observation 2 the lecturer use *wordwall* to ask the students to match the word by its meaning. *Wordwall* is a free online tool for creating learning activities. With this tool, the lecturer can enter the topic that they would like to cover in class into the *wordwall* and receive a variety of ready-made, fully customisable activities such as quizzes, word games, maze chases, and much more. The lecturer used *wordwall* to ask the students to do a task in which they have to find the meaning of each word. Those words are found in the text passage in narrative text. So that the students have to access *wordwall* to do the task.

Image 3. Learning using wordwall



In classroom observation 2 showed, that the students completed the assignment and they also show their enthusiasm by retaking the assignments if their score is not maximized, the lecturer gave the students a free chance to retake the game as much as possible to get the highest score. The students also showed their activeness and willingness in doing the assignment using *wordwall*. (Classroom observation#2, 02062022).

In classroom observation 3, the lecturer used *padlet* to ask the students to make descriptive text about the museum. Padlet is a platform to create a single or multiple walls that are able to house any post shared by the users, especially for educators and students including words, images, audio, and videos by posting using a link or QR code and it can be public, open to all, or lock using any password so that only who knows the password can access it. here are the exemplary students' responses:

Image 4. Exemplary responses of the students in *padlet*



In classroom observation 3 showed that the lecturer instructs the students to write in *padlet* and share to the students, the lecturer asked the students to make a description of a museum/landmark or popular place. The lecturer also share the access link with the students so that they could join and post the description. All of the students were enthusiastic and they could also see their friends' posts. The learning process running well and the students follow the lesson. (Classroom observation#3, 020622).

Based on classroom observation above, the research concludes that the lecturer implemented the use of ICT to provide English language lectures using several media platforms such as *quizizz*, *wordwall*, and *padlet*. The online class also showed that students orderly follow the ongoing lectures, and they were enthusiastic to do work such as writing recipes and writing descriptive texts using the media online learning platform. The lecturer explains the instruction in the form of learning videos uploaded on youtube or directly using the zoom meeting. The researcher also finally concluded that there are 2 factors that can influence students to take part in learning English through the use of ICT, namely:

1. Student's willingness
Students' willingness is the main factor in learning English using ICT, students are required to be able to follow instructions in online application media features, which shape their willingness to follow technology in learning. They are also finally able to complete the work ordered by the lecturer.
2. Students' autonomous learning
The implementation of the use of ICT in learning English, makes students have an independent nature in learning, they must be able to adapt to understand the instructions for using application media, so that their independence in learning is created.

Based on the discussion above, the researcher convinced that this study supports other findings that previous researchers have carried out. Wulandari [8] mentions that students' perspective on using *quizizz* is only as a learning support tool, even though *quizizz* is not only used as a support tool, it includes features that can help students complete assignments and make learning more interesting. This research is a complement to previous findings to add knowledge that the use of ICT such as online learning media can be used as a solution to keep students active in learning and help students to be more fluent in utilizing technology for learning for any major.

4. CONCLUSIONS

The results of the current research have indicated that 1) students' positively perceived the use of ICT in learning English. They showed good enthusiasm and assumed that the use of ICT can increase their learning motivation, concentration, and their critical thinking skills. (2) The implementation of ICT used online media learning: Quizizz, Word Wall, and Padlet. Therefore, students' willingness and students' autonomous learning will be created after conducting the ICT means ICT influence student to develop their skills, especially with the advance of technology in the learning process. The use of ICT in the post-pandemic era is a necessity in keeping up with the times. A need for further research conducted in larger sample

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THE IMPLEMENTATION OF STUDENTS' TASK IN CREATING DIGITAL STORYBOOK FOR CHILDREN

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Abstract

Applying blended learning as a model of teaching learning in the post pandemic of covid-19 is suitable to overcome the situation, where the face-to-face learning cannot be totally held yet. A way was chosen by the lecturer is the implementation of students' task in creating digital storybook for children. The aims of the research are to describe how the implementation of students' task in creating digital storybook for children; and to find out how the students' responds toward the using of technology for creating digital storybook. There are seventeen numbers of students as participant in this qualitative research. Both researchers play an important role as the main research instrument (as the planners, the data collectors, the analysts, and the reporters of the findings). For collecting the data, the techniques used by researchers involve observations, interviews, and questionnaires. Then, the data analyzed by means of the data reduction, displaying data, and draw conclusion and verification. The research result indicated that the implementation of students' task is able to motivate students in mastering technology for teaching English. The stages process include: making stories, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. They had positive responds toward the implementation of the task. They agreed that this experience can increase their knowledge, so that is what made them enthusiastic when involving the process.

Keywords: implementation, task, digital storybook, children

1. INTRODUCTION

Blended learning is the combination learning of virtual learning and traditional face to face learning. Husamah (2014) stated that blended learning is learning that combines various methods of delivery, teaching models, and various technological media. Therefore, students are expected to be active learners and can understand the material. Meanwhile, Rusman (2013) revealed that Blended Learning as a combination characteristics of traditional learning and electronic learning environments or Blended Learning, by combining such as web-based learning, video streaming, synchronous audio communication, and asynchronous learning with traditional learning face to face.

The concept of Project-based learning (PBL) refers to a teaching approach that teaches curriculum concepts through projects that adhere to the principles of learner-centered teaching, learner autonomy, collaborative learning, and learning through assignments (Gai Mali, 2016). Meanwhile, (Thomas, 2000) in Hamidah et al (2020:17) revealed that the project-based learning is a model teaching which set emphasise on conveying tasks, for the most part in the form of task or projects that can lead students to experience an inquiry process. In future, it is expected the students will be able to improve their knowledge, skills and insolences as the valuation basis for educators. However, not all learning models follow-on in a project is categorised as project-based learning.

In the situation of post pandemic of covid-19, the English Education study program of STKIP PGRI Pacitan applies blended learning as a model of teaching learning. It means that the face-to-face learning cannot be totally held yet by students and lecturers. One of the lecturer who teach IT for Teaching English decided to combine the learning model of blended learning with project-based learning. Students are asked to creating digital storybook for children. The objective of the task is to motivate students in mastering technology for teaching English. All of the students welcomed and looked anthusiastism to the task, because in the previous time they never knew about the online website for creating digital storybook for children.

Nowadays, the digital storybook is widely used by the society, by the reason of the ease for accessing and suitable to support the teaching and learning process. A digital storybook hold advanced and varied features (Moody, 2010:36). Further, he also said that there are two form of digital storybook: online website and a digital private devices, which has features such how to read words that is equipped with selected word definitions to help students in learning the meaning of the words they have not known before. Meanwhile, Vanessa (2012) in Irawati (2018: 49) revealed that the digital storybook also provided with features for oral reading, it means that there is a sound followed by text, sound effects, animation, explanation of word definitions, and some games which be taken out by the digital speaker.

2. METHODOLOGY

In this research, the qualitative approach is carried out on the descriptive analysis method, used to describe: how the implementation of students' task in creating digital storybook and how the students' responds toward the using of technology for doing the task. The important roles plays by the researchers in this research are acted as the planners, the data collectors, the analysts, and the reporters of the findings. There are seventeen numbers of students as participant in this research. They came from the third level who was studying IT for Teaching English subject in the second semester of 2022/2023 academic year, which consisted of two male students and fifteen female students. For collecting the data, the researchers used techniques involve observations, interviews, and questionnaires. The observation sheet, the interview guideline, and the questionnaires were used as the instrument of the research. The observation results are presented in the form of field notes and observations checklists. While, the structured interview guideline made by the researchers consisted of five numbers of questions related to their experience in process of doing the task. Meanwhile, the questionnaires consist of ten items which distributed to the students to gain their responds toward the using of technology for creating digital storybook for children. Previously the researchers had measured the validity and reliability of the questionnaire before distributed to the subject/participants of the research. After collecting the data, then the rezeacher analyzed it through data reduction, data display, and conclusion drawing and verification.

3. RESULTS

The objectives should be realized in this research are firstly, to describe how the implementation of students' task in creating digital storybook for children. Secondly, to find out how the students' responds toward the using of technology for creating digital storybook. By using field notes, observations checklists, and structured interview guideline, the researchers describe the process of students' task in creating digital storybook for children. Generally, the implementation of students' task in creating digital storybook for children by means of the stages process include: making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. Meanwhile, the research result of students' responds toward the using of technology for creating digital storybook gained from the questionnaires distributed to the students, which consist of ten items.

3.1 The Implementation of Students' Task in Creating Digital Storybook for Children

The stages process in implementation of students' task of creating digital storybook for children consist of making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. For the first stage, the researchers asked the students to make stories for children. The students had to create at least seven sentences, so the story did not must be long. They could produce interesting, simple, and colorful stories for children. The children can learn the vocabularies, grammar, pronunciation, speaking, writing, reading, and also listening through the digital stories. An important thing in the story is it must have moral values. Hopefully, the children could take cores of the story.

Based on the interview result, students did not face difficulties in creating story for children. Some of them took title of the story such as: Patient Butterfly, Naughty Little Penguin, Araya and the Dolphin,

The Bona and the Small Kitty, The Naughty Cat and Poor Cat, Princess Sophia and Three Bears, The Ant and the Dove, Lola's Apple, and House without Window.

The second stage process of students' task in creating digital storybook for children is adapting the story to the features in the StoryJumper. StoryJumper is one of website which can help students to make a simple digital storybook for children. Firstly, the students could click on website <https://www.storyjumper.com>, then, they had to create a new free account, click on the Sign up button in the upper right corner. After that, they could continue to create story by exploring some of the features in the website, and used it for adapting the story.

Based on the result of observation and the interview, showed that some of the students looked enthusiasm in creating the digital story. This is because they have never done it before. They agreed that this task will support their knowledge and ability in teaching English. This statement is supported by the result of interview between researcher and the students.

- Researcher* *Why do you need to learn how to make a Digital Storybook for Children?*
Students A *It is because students of English Education Study Program are prepared to become a teacher. In this technological era, a teacher is must have an expertise in technology in order to be able to adapt the current era.*
Students B *To provide necessities for students of English education study programs to be able to teach children through digital stories.*

For the next stage in the process of creating digital story for children is applying additional features such as sound effects. Sounds effect in <https://www.storyjumper.com> used to support the story, so it becomes more interesting and interactive. In the implementation, students can record their voice then applied to the digital story. They could imitate the voice of animals, little girl, wind, water, etc. The students argued that when they create digital stories by combining their voices, they are like telling a story directly to children. Absolutely, they agreed that the product of the task they made will more interesting and interactive for children.

The last process of creating digital story for children is conducting evaluations-revisions of their task. It used to evaluate possible errors in writing or grammar. Besides, this stage also to recheck the scene and the position of the image. Some students argued that for the last process of creating digital story for children, they had to evaluate and take some revision of their task. This statement is supported by the interview result between researcher and the students.

- Researcher* *What is your last step in doing the task of creating digital story for children?*
Students A *My final step is to edit the parts that are less tidy.*
Students B *Check the sentences and pictures in the StoryJumper that I have made.*
Students C *Reviewing the books that I have made, tidying up the placement of items that I think are not neat, choosing words that are easy to understand, adjusting the use of story tenses and grammar.*

Based on the result above, so it can be concluded that by means of students' task in creating digital storybook for children, it is able to motivate students in mastering technology for teaching English. The stages process in implementation of students' task of creating digital storybook for children consist of making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. The students also had positive responds toward the implementation of the task. They agreed that this experience can increase their knowledge, so that is what made them enthusiastic when involving the process.

To overcome the situation, where the face-to-face learning cannot be totally held yet, so the researcher decided to combine both learning model that is blended learning with project based learning for doing this research.

3.2 The Students' Responds toward the Using of Technology for Creating Digital Storybook

The research findings of students' responds toward the using of technology for creating digital storybook gained from the ten numbers of questions in the questionnaires which distributed to the students. The questions can be represented two questions below. Their respond for each question can be seen from the figure as follow:

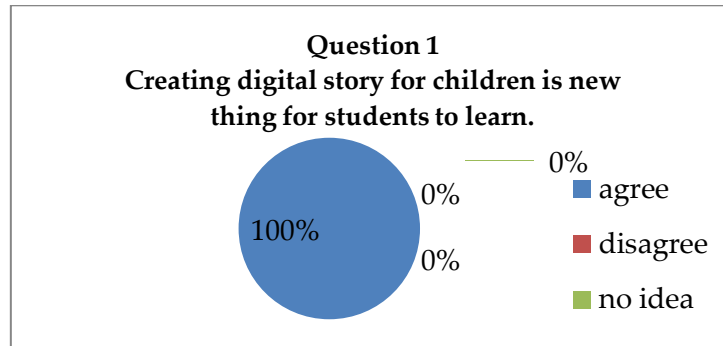


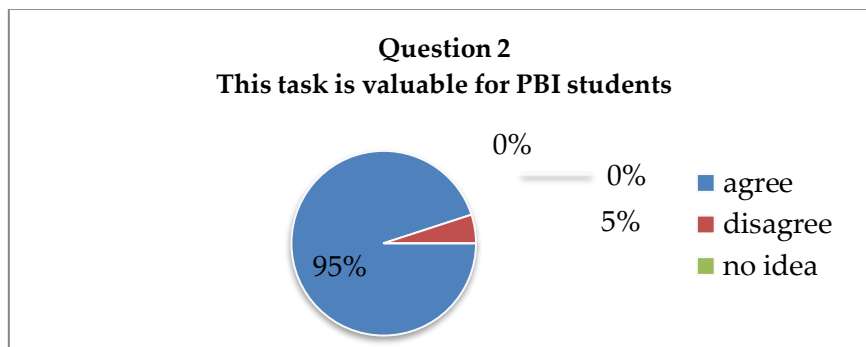
Figure 1. Questionnaire Statement "Creating digital story for children is new thing for students to learn."

Based on the figure above, there are 100% students agreed that creating digital story for children is something new for them. Besides, this statement also supported by the students interview result as follow:

<i>Researcher</i>	<i>Have you ever made a digital storybook for children before?</i>
<i>Students A</i>	<i>Never. First time, miss.</i>
<i>Students B</i>	<i>It is new thing to learn, miss.</i>

The result of questionnaires and interviews above showed that all of the students never made a project of creating a digital storybook before. So, it became their first experience to do.

Their second responds is related to the existence of the students' task in creating digital story for children.



Based on the figure above, there are 95% students agreed that creating digital story for children is valuable for students to learn.

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THE EFFECT OF ISLAMIC RELIGIOUS EDUCATION IN THE FAMILY ON EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE OF AL-MUBAROK JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research is motivated by Islamic religious education in the family, basically emotional intelligence and spiritual intelligence are intelligence that educates the character of a child. In this case, the researcher connects the influence of Islamic religious education in the family on the emotional intelligence and spiritual intelligence of the students of SMP IT Al-Mubarak Kras. The results obtained show the conclusions, namely 1) There is a significant influence between Islamic religious education in the family on the emotional intelligence of SMP IT Al-Mubarak Kras students as evidenced by the tcount value for the emotional intelligence variable of 4.336. Based on the decision-making criteria that tcount > ttable (4,336 > 1,688) then Ha is accepted and H0 is rejected. 2) There is a significant influence between Islamic religious education in the family on the spiritual intelligence of SMP IT Al-Mubarak Kras students as evidenced by the tcount value for the spiritual intelligence variable of 3.880. Based on the decision-making criteria that tcount > ttable (3.880 > 1.688) then Ha is accepted and H0 is rejected. 3) There is a significant influence between emotional intelligence and spiritual intelligence of SMP IT Al-Mubarak Kras students as evidenced by the significance value of 0.043; 0.043; 0.043; 0.043;. Based on the decision criteria that sig < 0.05 then Ha is accepted and H0 is rejected.

Keywords: Islamic religious education in the family, emotional intelligence, spiritual intelligence

1. INTRODUCTION

The family is the foundation of education for children, every parent needs to understand and realize that their role is very large for the quality of the child's physical and mental development. Because every child is a priceless gift from Allah SWT. In addition, children are a mandate for every parent. When a child is born, it is the parents who will fill in the white sheet which is still holy. Therefore, the family has an absolute role in the education of a child (Rahman, 2009, p. 28).

Proven by the research of Ellen Widya Lestari's thesis in 2017 entitled "Implementation of Family Education in Instilling Islamic Teachings in Teenagers in Summersari Jambangan Dampit Hamlet" which states that instilling Islamic religious teachings including faith, worship, and morals in children is very important, especially for teenagers. Because it is the responsibility of parents to the Muslim generation they are born with, in order to fortify them from unwanted things, and make them a tough generation, ready to enter the wider community and its various challenges (Lestari, 2017).

The Qur'an also mentions the command to protect the family from going astray which results in falling into the fire of hell, as Allah says in QS. Al-Tahrim: 6

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

"Wahai orang-orang yang beriman, jagalah dirimu dan keluargamu dari api neraka yang bahan bakarnya adalah manusia dan batu. Penjaganya adalah malaikat-malaikat yang kasar dan keras. Mereka tidak durhaka kepada Allah terhadap apa yang Dia perintahkan kepadanya dan selalu mengerjakan apa yang diperintahkan."

From the verse above it can be concluded that how important it is to protect and protect the family from all the dangers that often occur, especially those who are starting to enter adolescence. Given the many phenomena of the younger generation who fall into negative things. For example, the rise of students who are undisciplined and disobedient to their teachers, lie, don't care about their friends who are in trouble.

The problems that a rise in the world of education today, occur on the personality of students because the world of education in Indonesia is still very lacking in fostering students' emotional intelligence. Therefore, it is necessary to strengthen and follow up in realizing emotional intelligence. Emotional intelligence is one of the most important factors in the educational process. With emotional intelligence, it is hoped that students can build a commendable attitude that comes from the heart and mind. That is the attitude of compassion, empathy, the ability to work together, communicate, and care for others (Tasyrifany, 2016, p. 5).

Emotional intelligence is a positive psychological potential that needs to be developed. In the realm of education, various characteristics that indicate emotional intelligence are contained in "moral" behavior. Morals become the main benchmark because it is a form of emotional intelligence. Many experts assess emotional intelligence occupies the top position in determining a person's success. Because emotional intelligence allows a person to build mutually beneficial partnerships with others.

In the field of education, it is proven that children who have high emotional intelligence will be more confident, happier, and successful in school (Mar'at, 2005, p. 172). Children have emotional intelligence will also easily control their emotions and be successful in life.

Hamzah from Goleman said, emotional people are good at knowing and handling their feelings well, being able to read and deal with other people's feelings effectively will benefit in every area of life, whether it's love, friendship, or in grasping unwritten rules. to determine success in organizational politics. People with well-developed emotional skills enable them to be happy and successful in life, mastering the thoughts that drive their lives (Uno, 2012, p. 73).

There are several ways to cultivate emotional intelligence first: schools must direct students to respond to various kinds of problems that arise in society. Thus, there is no dividing wall between the world of education and the world of public life. Second: providing knowledge about the importance of communication and caring for others so that students are motivated to socialize more with others. Third: teachers should constantly cultivate optimism and confidence in students, so that they do not appear inferior, easily discouraged, when dealing with various life problems.

Religious education in the family environment is the first and foremost education experienced by children. Parents are the first and foremost educators for children's education, especially in instilling faith and faith is needed by children as a foundation for noble character. Humans have basic potential or what is called fitrah, but humans also have limitations (Tasyrifany, 2016, p. 6). However, it is better for children to get directed and well-educated guidance in their family environment.

Islamic religious education filled with love will affect the emotional intelligence and spiritual intelligence of children. It is important for children to get to grow and develop well, both in terms of intellectual, emotional, and spiritual intelligence. With these three intelligences, anal will be able to control themselves better and be able to direct their life goals. (Hasan, 2006, p. 39)

From this description, the researcher assures that the topic of this research is very important to be researched. With the research title "The Effect of Islamic Education in the Family on the Emotional Intelligence and Spiritual Intelligence of Students at SMP IT Al-Mubarak".

2. METHODOLOGY

Quantitative research conducted in this study is a correlation type. This correlation method is concerned with collecting data to determine whether or not there is an influence between two or more variables and how strong the level of influence is (the level of relationship is expressed as a correlation coefficient) (Sudijono, 1995).

Quantitative research is a process of finding knowledge that uses numerical data as a means of finding information about what the researcher wants to know. The numbers collected as a result of the research can then be analyzed using statistical methods.(Margono, 2000, pp. 105-106) So research chose the data analyzed to describe the influence of Islamic education in the family on emotional intelligence and spiritual intelligence of SMP IT Al-Mubarak students..

The purpose of this quantitative research is to test a theory, build facts, show relationships between variables, provide statistical descriptions and estimate and predict the results.(Tanzeh,

2009, p. 64) This study consists of the independent variable denoted by (X), while the dependent variable is denoted by (Y). The variables in this study are: Islamic religious education in the family (X), emotional intelligence (Y1) and spiritual intelligence (Y2).

3. RESULTS

A. The Effect of Islamic Religious Education in the Family on the Emotional Intelligence of Junior High School Students IT Al-Mubarak Kras

From the results of the study, it is known that there is a significant influence between Islamic religious education in the family on the emotional intelligence of students at SMP IT Al-Mubarak Kras because the tcount value of the emotional intelligence variable is 4.336. This value is greater than ttable 1.688 ($4.336 > 1.688$). So in this test it shows that H_a is accepted and H_0 is rejected. This shows that there is a positive and significant influence between Islamic religious education in the family on the emotional intelligence of the students of SMP IT Al-Mubarak Kras.

This is in accordance with Zakiah Daradjat's opinion which states that the best moral education is indeed found in religion. So religious education that contains moral values, needs to be carried out from birth or at home, until sitting in school and in the community where he lives. (Daradjat, 1997, p. 44)

Education starts from the family, continues at school and at the same time in society. Mental development (including emotions) starts from the time a child is born, where all the experiences he goes through from birth to adulthood (21 years), become material in emotional development.

Islamic religious education is an effort of consciously devoted adults to direct and guide the development of the fitrah (basic abilities) of their students through the values of Islamic teachings to the maximum point of growth and development. (Arifin, 1981, p. 20) The students referred to in the context of Islamic religious education in the family are the children of both parents, so that those who play a role in the process of Islamic religious education in the family are the parents of the child.

Emotional intelligence according to experts is the ability of a person to process and control emotions within himself. Specifically, Daniel Goleman states that emotional intelligence is the ability to motivate oneself and endure frustration; controlling impulses and not exaggerating pleasure; regulate the mood and keep it so that the burden of stress does not paralyze the ability to think; empathize and pray. (Goleman, 2000, p. 45)

It can be seen that children who receive Islamic religious education at home (informal education environment) are better able to control their emotions, compared to children who are not taught religious education at home at all. Those who receive religious education have a more tenacious and unyielding attitude in facing challenges and trials in life experienced by them.

B. The Effect of Islamic Religious Education in the Family on the Spiritual Intelligence of SMP IT Al-Mubarak Kras

From the results of the study, it is known that there is a significant influence between Islamic religious education in the family on the spiritual intelligence of SMP IT Al-Mubarak Kras students because the tcount value of the spiritual intelligence variable is 3.880. This value is greater than ttable 1.688 ($3.880 > 1.688$). So in this test it shows that H_a is accepted and H_0 is rejected. This shows that there is a positive and significant influence between Islamic religious education in the family on the spiritual intelligence of students of SMP IT Al-Mubarak Kras.

This is in accordance with Khavari's theory in his book Sukidi that to test a person's spiritual and religious level of intelligence, the religious-relational point of view is intelligence that affects the main aspects of human relations, the religious ethical point of view is one's obedience to ethics and morals, honesty, trustworthy, polite, tolerant and also non-violent. (sukidi, n.d.)

Islamic religious education is an effort to teach the teachings of Islam and its values, so that it becomes a person's way of life (views and attitudes to life). (2002, p. 30) In the context of Islamic religious education in the family, it is necessary to strive to teach Islam so that it becomes values that are internalized in children, namely their parents.

Mufidah explains in her book on gender-oriented Islamic psychology that the family has at least seven functions, including an educational function and a religious function. (2008, p. 43) Based

on the educational function and religious function, it can be seen that parents have the responsibility to educate (teach, familiarize, and set an example) for their children, especially about Islam.

Someone who educates religion in the family (informal educational environment) will certainly have spiritual intelligence. Spiritual intelligence means the ability to behave in accordance with religious teachings, being able to understand the meaning of life, respecting differences of opinion with an open heart.

Danah Zohar and Ian Marshall define that spiritual intelligence is intelligence to face and solve problems of meaning and value, namely intelligence to get our behavior and life in the context of a wider and richer meaning, intelligence to judge that one's actions or way of life is more meaningful than what is expected other (Zohar & Ian, 2001, p. 4).

C. The Effect of Islamic Religious Education in the Family on Emotional Intelligence and Spiritual Intelligence Students of SMP IT Al-Mubarak Kras

From the results of the study, it is known that there is a positive influence between Islamic religious education in the family on emotional intelligence and spiritual intelligence of SMP IT Al-Mubarak Kras students. This is evidenced by the value of the results of the MANOVA test if $\text{sig} < 0.05$ then H_a is accepted and H_0 is rejected. The results of the MANOVA test show that the sig value in the table is 0.043; 0.043; 0.043; 0.043, so everything shows that $\text{sig} < 0.05$ so H_a is accepted and H_0 is rejected.

This is in accordance with the theory put forward by Junaenah in his book Islamic Education in the perspective of theory and practice. He revealed that religious education, namely Islam in the family greatly determines the emotional intelligence and spiritual intelligence of children. (Misbah, 2016, pp. 105-106)

Parents have an important and very influential role in the education of their children, in general, religious education in the family stems from awareness and understanding born of educational knowledge, but because by nature the atmosphere and structure provide the natural possibility of building an educational situation. The educational situation is realized thanks to the association and influence relationships that affect reciprocity between parents and children. (Daradjat, 2017, p. 35)

In this study, it is known that Islamic religious education in the family has a major influence on children's emotional intelligence and spiritual intelligence, this is acceptable because the core of Islamic teachings is morals. While morality is a manifestation of one's emotional intelligence and spiritual intelligence, emotional intelligence and spiritual intelligence are intelligence that are in direct contact with one's attitude with others.

4. CONCLUSION

Based on the discussion that has been described, conclusions can be drawn.

1. There is a significant influence between Islamic religious education in the family on emotional intelligence of SMP IT Al-Mubarak Kras students as evidenced by the t-value for the emotional intelligence variable of 4.336. Based on the decision criteria that $t_{\text{count}} > t_{\text{table}}$ ($4.336 > 1.688$), then H_a is accepted and H_0 is rejected. This shows that there is an influence between Islamic religious education in the family on the emotional intelligence of SMP IT Al-Mubarak Kras students.
2. There is a significant influence between Islamic religious education in the family on the spiritual intelligence of SMP IT Al-Mubarak Kras students, as evidenced by the t-value for the spiritual intelligence variable of 3.880. Based on the decision criteria that $t_{\text{count}} > t_{\text{table}}$ ($3.880 > 1.688$), then H_a is accepted and H_0 is rejected. This shows that there is an influence between Islamic religious education in the family on the spiritual intelligence of SMP IT Al-Mubarak Kras students.
3. There is a significant influence between Islamic religious education in the family on emotional intelligence and spiritual intelligence of students of SMP IT Al-Mubarak Kras, as evidenced by the significance value of 0.043; 0.043; 0.043; 0.043. based on the decision criteria that $\text{sig} < 0.05$ then H_a is accepted and H_0 is rejected, this shows that there is an influence between Islamic

religious education in the family on emotional intelligence and spiritual intelligence of SMP IT Al-Mubarak Kras students.

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THE EFFECTIVENESS OF BUZZ GROUP'S METHODS ON STUDENT LEARNING RESULTS IN THE LESSON OF THE QUR'AN HADITS

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Abstract

This research is intended 1) To determine the effectiveness of Buzz Group learning in improving student learning outcomes in Al-Qur'an Hadith lessons. 2) To find out the effectiveness of Buzz Group learning in learning Al-Qur'an Hadith. Buzz Group is a discussion method where students in large groups are divided into 2-8 small groups consisting of 3-6 people and discuss a particular topic appropriately and provide input in large group discussions. By using the Buzz Group method in learning Al-Qur'an Hadith, it is hoped that students can be more enthusiastic about learning and express their opinions, as well as to improve student learning outcomes so that they can increase the competence of good graduates by applying the Buzz Group method. This research was conducted at MTsN 10 Banyuwangi. This research was conducted at MTsN 10 Banyuwangi. The type of research used is quantitative Quasi Experimental Design. Sampling with cluster sampling technique, the research sample consisted of class VII F as the experimental class and class VII A as the control class. This study uses a prerequisite test, validity, reliability. The data analysis technique used normality, homogeneity and hypothesis testing. Independent Sample Test using SPSS version 16. The results of the study: 1) It can be said that learning Al-Qur'an Hadith is effective on student learning outcomes, this can be proven by hypothesis testing using independent tests, it is found that the value of $t_{count} > t_{table}$ ($3,854 > 2,056$). It means that the effectiveness of Buzz Group learning on the learning outcomes of class VII MTsN 10 Banyuwangi students was found for the 2020-2021 Academic Year.

Keywords: effectiveness, buzz group method, learning outcomes.

1. INTRODUCTION

As a first step before conducting the research, the researcher made observations to find out how the teacher of the Qur'an Hadith subject was studying during the lesson. This observation was carried out by interviewing Mr. Mohammad Makmun as a teacher of Al-Qur'an Hadith and the results of the interview still had several factors, one of which was the use of learning methods that were less creative and innovative. In addition to conducting interviews with teachers, the researchers also collected data by interviewing one of the seventh grade students to obtain information directly. The result of the interview is that the teacher still uses it when learning is teacher-centred (teacher center) and assignments. During learning activities with this method, students are less interested in participating in learning and in expressing opinions, so that the learning outcomes obtained by students are not satisfactory. Therefore, the researcher wants to help students to be interested in participating in learning and in expressing opinions, as well as to improve student learning outcomes so that they can improve the competence of good graduates by applying the Buzz Group method in learning.

As explained above, one of the alternatives to overcome these factors is the researcher chooses a more creative learning method in order to achieve the learning objectives and chooses the right learning method so that the delivery of the material runs effectively. The choice of method is very important and needs to be considered because the method is one tool to achieve the goal. According to the researcher, one of the learning methods that can be used to overcome the above factors is the Buzz Group method. The Buzz Group method is used in problem solving learning activities which contain specific sections on the problem. The Buzz Group method aims to make the

teaching and learning process more fun and easier for students to understand. Students who have different abilities will help each other in solving problems in their groups (Hisyam, 2008: 120).

According to Ahmad Susanto, effective learning is the learning process is said to be effective if all students can be seen to be actively involved both mentally, physically and socially. The quality of learning can be seen from the process and results. Judging from the process, learning is said to be successful and of good quality if all or most of the students are actively involved, both physically, mentally and socially. Learning seen from the results is said to be effective if there is a positive change in behavior, the learning objectives that have been set have been achieved. Based on this opinion, it can be understood that ideally learning is said to be effective if all students are actively involved in the learning process. Student activity can be shown such as high enthusiasm for learning and having self-confidence. The achievement of the learning objectives that have been set can be seen from the students' learning mastery or the minimum completeness criteria (KKM) that have been set by the school (Susanto, 2013).

And one solution that teachers can do is to choose a suitable method to increase the effectiveness of student learning. According to the researcher, one of the learning methods that can be used to overcome the above factors is the Buzz Group method. The Buzz Group method is used in problem solving learning activities which contain specific sections on the problem. The Buzz Group method aims to make the teaching and learning process more fun and easier for students to understand. In addition, it is expected to foster a conducive atmosphere, be attentive, and respect the opinions of others. This method demands student activity, so that it is suitable for students with different abilities. Students who have different abilities will help each other in solving problems in their groups.

In learning activities there are several factors that influence learning outcomes including internal factors and external factors. The success or failure of a person in learning is due to several factors that influence the achievement of learning outcomes, namely those from within students who are learning (internal factors) and some from outside students who are learning (external factors). According to Slameto, the factors that influence learning are: a. Internal factors consist of: 1) Internal factors consist of: a) Physical factors b) Psychological factors 2) External factors consist of: a) Family factors b) School factors c) Community factors (Slameto, 2003).

Factors that affect learning outcomes include physical and spiritual factors of students, this is related to students' health problems both in general physical condition, while environmental factors also greatly influence. Student learning outcomes in madrasas are 70% influenced by students' abilities and 30% are influenced by the environment. (Nana, 2000). It can be concluded that learning outcomes are overall activities to measure the extent to which students' abilities can understand and understand the material after receiving the learning experience. The abilities possessed by students include the cognitive, affective and psychomotor domains which are expressed by a value scale in the form of letters or numbers through tests, both written tests, oral tests, and action tests. The learning outcomes to be achieved in this study are an increase in students' abilities in the cognitive domain through active learning strategies with Buzz Group discussions.

Researchers have made observations about learning religious education at MTsN 10 Rogojampi. Islamic religious education at the Madrasah Tsanawiyah level consists of five categories, namely, Al-Qur'an Hadith, Akidah Akhlak, Fiqh, SKI and Arabic. To be more specific, the researcher took the subject of the Qur'an Hadith. This Hadith Qur'anic subject contains materials that play an important role in improving the ability to read the Qur'an. Provide basic skills so that students are able to read, write, familiarize themselves with practicing the contents of verses or Hadith.

Al-Qur'an Hadith learning is a systematic and deliberate effort to create activities between students and educators in Al-Qur'an Hadith lessons and learning resources in a learning environment, as well as continuous interaction between development and life experiences to achieve the expected goals. . Al-Qur'an Hadith subjects are important subjects because they relate to lessons on the legal basis and human rules in carrying out religious life. The importance of studying and practicing the Qur'an and Hadith in order to become a Muslim person. This Al-Qur'an Hadith lesson is one part of the Islamic Religious Education subject at Madrasah Aliyah. Aims to provide motivation, guidance, understanding and appreciation of the content contained so that it can be applied in everyday life.

2. METHODOLOGY

In this research, the writer uses quantitative research with an experimental approach. According to Sugiyono (Sugiyono, 2018:15). This quantitative method can be interpreted as a research method used to examine a particular population or sample, research data collection using research instruments, this data analysis is quantitative or statistical, with the aim of describing and testing the established hypothesis.

This study uses an experimental approach with the aim of finding certain treatments under controlled conditions. As for the type of experimental research used is Quasi Experiment research. Quasi-experimental design (quasi-experimental) is an experimental research design carried out under conditions that do not allow controlling or manipulating all relevant variables (Danim, 2013). Therefore, this experimental design is often considered an unreal experiment.

The population in this study were all students of class VII, totaling 203 students from the population, the research sample was determined to consist of one class. Class VII F as many as 27 using cluster sampling technique. Quasi Experiment research took the subject of class VII MTs10 Banyuwangi students. In this case, the researcher took two classes as the experimental class and the control class.

Data collection of research instrument trials in the form of multiple-choice written tests on Al-Qur'an Hadith subjects. In this study there are two research variables, namely the variable X (free) is called the independent variable and the variable Y (bound) is called the dependent variable. Variable X in this study is the Buzz Group method and Variable Y in this study is student learning outcomes. The data of this study were obtained from observation and giving tests to students. The test is used to obtain data from the cognitive domain of students. The preparation of the test questions that were tested on research respondents in this case there were 20 questions related to the material of the Qur'an Hadith.

3. RESULTS AND DISCUSSION

Based on data from observations in March 2021 by researchers in learning Al-Qur'an Hadith, teachers have not used learning methods/strategies that are in accordance with the character of students and learning materials. Teachers also have not used media that make students active in learning and in accordance with basic competencies. And the teacher has not compiled a summary of learning by involving students. In March to August 2021 at MTsN 10 Banyuwangi. This school is located on Jl. Songgon KM.02, Pengatigan Village, Rogojampi District, Banyuwangi Regency, East Java Province, Postal Code 573488, the head of the school by Mr. SUGENG MARYONO, S.Pd., M.M. Researchers conducted research on class VII students who had a total of 53 students consisting of from class VII A and VII F. The data obtained from this study were obtained from observation activities and giving tests to students.

Observations were made from the beginning of the learning activity to the end of the lesson in order to obtain data from the cognitive domain of students. The population in this study were all students of class VII, totaling 203 students from the population, the research sample was determined to consist of one class. Class VII F as many as 27 using cluster sampling technique.

After conducting interviews with Al-Qur'an Hadith teachers, researchers prepared teaching materials starting from making lesson plans, materials and methods to be used. After carrying out research in the classroom, researchers would give a written test to see how effective students were after using the Buzz Group method.

After calculating the results of the prerequisite tests in quantitative research, the researcher conducted the first test, namely the instrument validity test which was tested on 27 respondents to test the validity of the test instrument that would be used as the research sample. The validity test of this question used the help of SPSS 16.0 for windows. The validity of the test instrument that was tested was 20 questions. 20 questions were declared valid. The question is declared valid because the value of r_{count} is greater than r_{table} or $r_{count} > r_{table}$. The r_{table} value can be seen at $(N-2=25)$ at a significance level of 5% or 0.05. Likewise, the significance of each item < 0.05 , thus this research instrument can be used for further research analysis.

Based on the table above, the instrument questions as many as 20 questions were declared valid. The question is declared valid because the value of r_{count} is greater than r_{table} or $r_{count} > r_{table}$. The r_{table} value can be seen at $(N-2=25)$ at a significance level of 5% or 0.05. Likewise, the significance of each item < 0.05 , thus this research instrument can be used for further research analysis.

**Table 1. Results of Question Reliability Test
Reliability Statistics**

Cronbach's Alpha	N of Items
.773	21

After testing the validity of the next is the reliability test. Reliability tests were carried out on question items that were declared valid. Based on the Cronbach Alpha analysis calculation data of 0.773. The reliability of this instrument is in the sufficient category because > 0.396 minimum standard of reliability is said to be reliable. This it can be concluded that the instrument is reliable or meets the requirements.

**Table 2. Experimental Class Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Experimental Class	Posttest Experimental Class	Unstandardized Residual
N		38	38	38
Normal Parameters ^a	Mean	41.71	80.92	.0000000
	Std. Deviation	9.605	5.796	5.50854564
Most Extreme Differences	Absolute	.182	.215	.104
	Positive	.182	.215	.101
	Negative	-.087	-.154	-.104
Kolmogorov-Smirnov Z		1.121	1.325	.639
Asymp. Sig. (2-tailed)		.162	.060	.810
a. Test distribution is Normal.				

After the reliability test was carried out, the level of normality homogeneity was tested. The normality test is one part of the data analysis requirements test. Normality test aims to determine whether the sample is normally distributed or not. Based on the results of SPSS calculations, it is known that the significant value of $Asymp.Sig (2-tailed)$ is 0.810 which is greater than 0.05. So according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed. This, the assumptions or requirements for normality in the regression model have been met.

**Table 3. Normality Test Results for Control Class
One-Sample Kolmogorov-Smirnov Test**

		Posttest Control Class	Pretest Control Class	Unstandardized Residual
N		26	26	26
Normal	Mean	78.6538	52.8846	.0000000
Parametersa	Std. Deviation	3.88785	11.15106	3.39938678
Most Extreme	Absolute	.251	.200	.132
Differences	Positive	.211	.108	.102
	Negative	-.251	-.200	-.132
Kolmogorov-Smirnov Z		1.279	1.019	.673
Asymp. Sig. (2-tailed)		.076	.250	.755
a. Test distribution is Normal.				

Based on the table above, it is known that the significance value of Asymp.Sig (2-tailed) is 0.755, which is greater than 0.05. So according to the basis of decision making in the Kolmogorof-Smimov normality test above, it can be concluded that the data is normally distributed. This, the requirements for normality in the regression model have been met.

Table 4. Homogeneity Test Results Test of Homogeneity of Variances Learning Outcomes

Levene Statistic	df 1	df 2	Sig.
.088	1	51	.768

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the Al-Qur'an Hadith Learning Outcomes variable in class A and F students is 0.768. Because the value of Sig. $0.768 > 0.05$, then as the basis for decision making in the homogeneity test above, it can be concluded that the data variance of Al-Qur'an Hadith Learning Outcomes in students A and F is the same or homogeneous.

After the prerequisite test (normality test and homogeneity test), the next step is the last step to test the hypothesis in this study using . Independent Sample T-Test Test Independent sample t-test is a comparative test or different test to determine whether there is a significant difference in the mean or mean between two independent groups on an interval or ratio scale.

**Table 5. Independent T-Test . Pretest Results
Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Group A	27	67.963	5.7612	1.1087
	Group B	26	61.346	6.7168	1.3173

Based on the 'Group Statistics' output table above, it is known that the number of learning outcomes for class A is 27 students, while for class F there are 26 students. The average value of student learning outcomes or the Mean for class A is 67,963, while for class F is 61,346. Thus, statistically descriptive, it can be concluded that there is a difference in the average student learning outcomes between class A and class F.

**Table 6. Results of Post Test Independent T-Test
Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Group A	27	82.037	5.5918	1.0761
	Group B	26	77.115	3.7876	.7428

Based on the 'Group Statistics' output table above, it is known that the number of learning outcomes for class A is 27 students, while for class F there are 26 students. The average value of student learning outcomes or the Mean for class A is 82,037, while for class F is 77,115. Thus, statistically descriptive, it can be concluded that there is a difference in the average student learning outcomes between class A and class F. Furthermore, from the output table above, it is known that the "Mean Difference" value is 4.9217. This value shows the difference between the average student learning outcomes in class A and class F or $82,037 - 77,115 = 4.922$ and the difference between the differences is 2.2777 to 7.5656. So it can be concluded that there is an effective use of the Buzz Group learning method in Al-Qur'an Hadith lessons on the learning outcomes of class VII MTsN 10 Banyuwangi students.

4. CONCLUSION

This study is intended to determine whether there is effectiveness and the extent to which the effectiveness of Buzz Group learning in improving student learning outcomes in Al-Qur'an Hadith lessons in class VII MTsN 10 Banyuwangi.

Based on the results of data analysis that has been obtained, it can be concluded that the results of the independent t-test obtained the value of Sig. (2-tailed) is 0.000 with a significant rate of 0.05, which means $0.000 < 0.05$, so as the basis for decision making in the independent sample t test, it can be concluded that H_0 is rejected and H_a is accepted. Meanwhile, it is known that the data $df = 25$, significant level $\alpha = 0.05$, $t_{count} = 3.854$ and $t_{table} = 2.056$ so that it can be stated that the t_{count} value is greater than t_{table} , which means $3.854 > 2.056$. So H_a is accepted, which means that there is an effectiveness of the Buzz Group method on student learning outcomes in the subjects of Al-Qur'an Hadith in class VII. With the difference between the average value (mean) of the pretest is (posttest = 83,148 and pretest = 67,963) which means the average value of the posttest is greater than the value of the pretest. So it can be concluded that there is an effective use of the Buzz Group learning method in Al-Qur'an Hadith lessons on the learning outcomes of class VII MTsN 10 Banyuwangi students.

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LOCAL WISDOM BASED DIGITAL LITERACY IN TEACHING SPEAKING

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Abstract

The purposes of this research are to find out the implementation of local wisdom based digital literacy in teaching speaking and the effect of local wisdom based digital literacy on students' speaking skill at the fourth semester of English language education students in Institut Pendidikan Tapanuli Selatan. The research method is quantitative method and the data are collected by using observation and speaking test. The sample was taken by using total sampling technique, it was 28 students. The results of the research are the implementation of local wisdom based digital literacy in teaching speaking is very good, then the mean score of students' speaking skill before using local wisdom based digital literacy was 51.5 which categorized less, then after using local wisdom based digital literacy was 72.3 which categorized good. The result of research reveals that local wisdom based digital literacy has significant effect on students' speaking skill at the fourth semester students of English language education study program in Institut Pendidikan Tapanuli Selatan.

Keywords: local wisdom, digital literacy, teaching speaking

1. INTRODUCTION

The pandemic that has hit the world has affected almost all sectors of life, one of them is education sector. The impact requires us to be ready to adapt to the massive use of digital technology in education, especially since the implementation of online learning to prevent the spread of the virus.

The use of the internet and digital devices is not something that is foreign to the public, especially during the pandemic. The use of digital technology facilitates the learning process during pandemic, students and teachers do not meet face-to-face but can still interact virtually on digital platforms that can be used. Technology has been implemented in all aspects of people's lives today. Internet equipment and networks that are currently available can be used as media that can make it easier for people to develop literacy skills without negating print-based texts (Kemendikbud, 2017).

Technology has been used by the education sector to achieve learning objectives. Kurnianingsih et al. (2017) said that advances in information technology and internet in the world of education have given birth to abundant digital information resources. The abundance of this information source is like a double-edged sword that has both positive and negative impacts. Not all of this information is useful and has positive value. It needs skills in selecting and sorting information are required in the midst of the rapid flow of information through digital technology. Not only capable or skilled in using hardware and software, but more broadly.

Education and technology have become inseparable in our everyday lives. In education, information and communications technologies are actively used. According to Ribble and Bailey, (2007), digital literacy refers to the ability how and when to use digital technology. Association of College and Research Libraries (2000) defines digital literacy is the ability to discover, evaluate, create and communicate which requires person's cognitive and technical skills. This skills enable person to be more competent in using digital technologies.

Gilster (1997) has introduced the concept of digital literacy, it is a person's ability in understanding and using information from computers. Then Renee Hobs (2017:6), in his book entitled *Create to Learn, Introduction to Digital Literacy*, defines digital and media literacy is knowledge, skills, and competencies needed in the development of an all technology culture. From the explanation, it can be concluded that digital literacy is the ability in using and understanding technology and information within it.

Skills in using or operating hardware and software, understanding, analyzing, organizing and evaluating digital information are needed. This skill is called digital literacy. Digital literacy is the skill of understanding, analyzing, organizing, evaluating information using digital technology according to Mustofa & Budiwati (2019). Furthermore, Hermiyanto (2015: 6) says that digital literacy is an individual's interest, attitude, and ability in using digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, build new knowledge, create and communicate with others so that can participate actively in society.

The presence of digital literacy answers the challenges of 4.0 era, especially in the development of science and technology. Because digital literacy is an individual's skill in using, searching for, and processing a variety of information obtained through digital technology. Thus, it can be concluded that digital literacy is a person's skill or ability to use technology appropriately to access, manage, build knowledge, and communicate with others.

Digital literacy competence refer to the Digital Literacy Global Framework (DLGF) which was initiated and developed by UNESCO (United Nations Educational, Scientific, and Cultural Organization) in 2018. These digital literacy competencies are developed in seven competences areas, namely: 1) hardware and software; 2) information and data literacy; 3) communication and collaboration; 4) digital content creation, 5) security; 6) problem solving; and 7) career-related competencies. Each area of competence has practical indicators of digital literacy competence in the learning process. These seven digital competency areas are expected to represent all areas of competence in society.

Understanding digital literacy in online learning can be done by utilizing local wisdom as the nation's wealth. The swift currents of globalization and modernization can erode regional culture. Rahyono (2009: 17) explains that local wisdom is human intelligence possessed by certain ethnic groups which is obtained through community experience. Ni Wayan Sartini (2009: 28) adds that one of the local wisdoms that exist are local language and culture. Furthermore, Sibarani (2012) concludes that local wisdom is indigenous knowledge or local genius of a society originating from the noble values of cultural traditions to regulate the order of people's lives in order to achieve community progress both in creating peace and increasing public welfare.

Thus, it can be said that local wisdom is the result of culture born of experience by a certain group of people who live in an area. Included in local wisdom are folklore, folk games, local customs, proverbs, rhymes, folk songs, arts and traditional rituals that are carried out from generation to generation.

Digital literacy based on local wisdom is a learning innovation that can be applied in learning during pandemic which gives a positive impression. It also aims to raise the local potential of an area through literacy understanding. By cultivating digital literacy based on local wisdom, a person will know, love and protect their cultural heritage. The ability of digital literacy based on local wisdom is a provision for the younger generation to face the challenges in the future.

According to Nation (2009:122) "Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic". It means tthat speaking is productive systematic verbal utterance and is the productive oral.Irawati (2016) speaking naturally involves an interrelation between speakers and heares having an interaction and a communication occur properly. It means speakers and heares are able to interact each other which depends on how how they bring the interaction into particular conditions and situations that will affect to communicative events.

Venkateswara & John (2021) stated that there are many things that can be done by students to make the speaking ability understandable; (1) Pronunciation: the way for students to produce

language when they are speaking. (2) Grammar: the students arrange correct sentences in conversation both oral and written. (3) Vocabulary: the knowledge of words meaning. (4) Fluency: the ability to speak communicatively, confident, and accurate. (5) Comprehension: an ability to acknowledge, process stretches of discourse, and representation of the sentences meaning.

The purpose of this study is to describe the use of technology in the process of teaching speaking and the application of digital literacy based on local wisdom in teaching speaking. The urgency of this research is to optimize learning during the pandemic through digital literacy learning innovation based on local wisdom as well as efforts to build characterized generation.

2. METHODOLOGY

This study used quantitative method. To get the implementation of digital literacy based local wisdom, researcher used observation sheet. To measure the students' ability in speaking English, it is used speaking test. Then the researcher will compare the results obtained after applying the digital literacy based local wisdom with the results obtained using the previous learning method. The sample is 28 students which taken by total sampling. Then the data were analyzed by using t-test formula.

3. RESULTS

a. Students' speaking ability before using local wisdom based digital literacy

Before applying the local wisdom based digital literacy, the researcher conducted a pre-test. From the results of the pretest, the highest score was 83 and the lowest score was 31. The mean score was 51.5, the median score was 50 and the mode score was 50. For more details, students' speaking ability before using the local wisdom based digital literacy are detailed in the following table.

Table 1. Mean, Median, Mode before applying local wisdom based digital literacy (Pre-test)

No	Pre-test Score	
1	Mean	51.5
2	Median	50
3	Mode	50

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

- a. Students' speaking ability in fluency aspect before using the local wisdom based digital literacy obtained 45.6 which was included failed category.
- b. Students' speaking ability in vocabulary aspect before using the local wisdom based digital literacy obtained 52.8 which was included less category.
- c. Students' speaking ability in grammatical aspect before using the local wisdom based digital literacy obtained 47.8 which was included failed category.
- d. Students' speaking ability in pronunciation before using the local wisdom based digital literacy obtained an average which was included less category.
- e. Students' speaking ability in comprehension before using the local wisdom based digital literacy obtained 48.8 which was included failed category.

From the description of the pretest results, it is clear that the students' English speaking ability is still low.

b. Students' speaking ability after using local wisdom based digital literacy

After applying the local wisdom based digital literacy, the researcher conducted a post-test. From the post-test results, the highest score was 92 and the lowest score was 51. The mean score was 72.37, the median score was 72 and the mode score was 70. For more details, the students' speaking ability after using the local wisdom based digital literacy is shown in following table.

Table 1. Mean, Median, Mode after using local wisdom based digital literacy (Post-test)

No	Post-test Score	
1	Mean	72.37
2	Median	72
3	Mode	70

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

a. Students' speaking ability in fluency aspect after using the local wisdom based digital literacy obtained 63 which was included sufficient category.

b. Students' speaking ability in vocabulary aspect after using the local wisdom based digital literacy obtained 76.6 which was included good category.

c. Students' speaking ability in grammatical aspect after using the local wisdom based digital literacy obtained 67.8 which was included sufficient category.

d. Students' speaking ability in pronunciation after using the local wisdom based digital literacy obtained 65.4 which was included sufficient category.

e. Students' speaking ability in comprehension after using the local wisdom based digital literacy obtained 70.6 which was included good category.

Based on the description of students' score of each of the indicators above, it shows that the the highest indicator score is the vocabulary indicator, it is 76.6 which categorized as good. This means that the local wisdom based digital literacy brings a significant effect on students' English speaking ability, especially in terms of vocabulary and comprehension.

Previously, students had difficulty in speaking English due to lack of vocabulary and understanding of English. So we need the right way to solve this problem. Teaching with the local wisdom based digital literacy can be used as a solution to overcome the difficulty of speaking English. In short, speaking by using technology, the vocabulary will increase, so that the ability to speak becomes better. Not only can develop speaking ability, this media can also instill the character of love for local culture for students so as not to be eroded by foreign cultures.

Therefore, the application of the local wisdom based digital literacy has a significant effect on the students' speaking ability at English Language Education Program in Institut Pendidikan Tapanuli Selatan, which is indicated by the results of hypothesis testing that t-test is higher than t-table ($t_{17} > 2.04$) or in other words, the proposed hypothesis is accepted.

4. CONCLUSIONS

English mastery is one of the most important assets in this digital era. The importance of mastering English cannot be separated from the use of technology in learning. The use of technology in learning English in improving digital literacy can take advantage of local local wisdom, this aims to maintain the existence of local culture so that it is not forgotten. This supports the government's program in prioritizing the Indonesian language, preserving regional languages and mastering foreign languages. In addition, the implementation of English language learning at the school and university level must innovate in order to create the quality of learning. Realize the quality of English learning by using technology and utilizing local wisdom of local culture.

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ANALYSIS OF THE STUDENTS' NEEDS IN GENERAL ENGLISH COURSE AT THE CIVIL ENGINEERING STUDY PROGRAM OF YAPIS UNIVERSITY PAPUA, INDONESIA

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Abstract

The purpose of this research is to find out the Needs of students in the General English Course of the Second Semester students of the Civil Engineering Study Program, Universitas Yapis Papua Indonesia. This study utilizes descriptive method, the most well-known technique utilized in research in the field of education. Respondents of this research are as many as 200 students in the Second Semester students of the Civil Engineering Study Program, Universitas Yapis Papua Indonesia. Information were gathered through surveys (questionnaires). In analysing the data obtained, descriptive method is used then poured in tabulation of data and matrix. The study confirms that students' needs in the General English Course of the second semester students of Civil Engineering Study Program, namely the students are aware of the importance of English being studied in general English course. In classroom activities, it is obvious that students are aware to discipline of working and collecting tasks. They also need to be an active learner in classroom. Related to the course topics, students need material integration, English skills, and language elements. They need all English skills and language elements in learning General English Course. To achieve the objective of learning, generally, learners need the Student-Centred Learning Approach in classroom context of General English Course. This approach such as independent learning, enquiry-driven learning, and self-regulated learning. Varied material that students needed such as material related to civil engineering context, contextual material, science and technology, and topic about daily activities.

Keywords: need analysis, learning and language needs, general English lessons, mechanical engineering.

1. INTRODUCTION

The impact of language learning exercises can be accomplished in the event that the educator knows about the necessities of the student (Girik Allo, Rahman, & Sultan, 2020; Khonamri, MAziar, & Dehqan, 2022). Their necessities and decisions are significant for creating student independence and are significant in planning a student based prospectus. That implies it is additionally significant in the assessment of subjects. Nunan, Candlin, and Widdowson (1988) recommend that during the time spent planning the educational program, the requirements and selections of students should be thought of. Needs analysis is a bunch of systems for indicating courses, which incorporate models or explanations behind gathering students, determination and succession of materials, approach, power and span required. Richterich and Chancerel (1978) set that the progression of necessities investigation can give directions to the course creator to give a reasonable and exact meaning of the substance of the Course for a specific gathering of learners.

Needs analysis is the beginning stage obviously plan (Chamorro, del Carmen Garrido-Hornos, & Vázquez-Amador, 2021; Farah & Sumarsono, 2019; Lee, 2020). In this review, a requirements examination was led on General English course. This course is taught at the Second Semester students of the Civil Engineering Study Program, Yapis University Papua Indonesia. This course is taught to the second semester students of civil technique Department as mature students of English, and it takes the students to English Using, which include the general English. The general objective of General English courses is to improve English language skills in general, emphasis on reading, listening, reading, speaking, writing skills and language area. To achieve that general goal, of course, some aspects of the learning process must be considered by the teacher. These things are the elaboration and achievement

of the specific goals of each material sub-topic, teaching and learning activities (teaching and student activities), selection of media and teaching tools, teaching strategies, and learning evaluation.

Seedhouse (1995) states that despite the fact that students' necessities are hypothetically of prime significance in current student focused approaches, needs examination is seldom completed in the General English study hall. It is contended that this is incompletely a result of an incorrect conviction that it is preposterous to expect to indicate the requirements of General English students, and mostly due to an absence of writing on the items of common sense of examining needs information with regards to General English. An illustration of the examination of mental and social requirements in a single specific General English homeroom is managed exhaustively. The reason for this is to show that it is feasible to indicate General English requirements, even in the theoretical area of psychosocial needs; to exhibit that needs investigation can be helpful in the General English study hall concerning critical thinking and as a reason for planning points, courses, and materials; and to give a substantial delineation of how examination of information can be performed, and the way in which a tight and coordinate connection can be kept up with between necessities, points, and materials, and what really happens in the homeroom.

Celce-Murcia and McIntosh (1991), the need analysis is the initial phase in course plan and Hutchinson and Waters (1987), it gives legitimacy and significance to all resulting course plan exercises. West (1994), This data ought to incorporate the ideal results or assumptions for an excellent program, the job of appraisal, the present status of understudy accomplishment and real program content. Clement and Murugavel (2015), The data ought to likewise think about the worries and perspectives of educators, chairmen, guardians and furthermore the students. Mastoi, Shah, and Lohar (2019), While the information ought to incorporate examples of appraisals, illustrations from instructors, tasks, scores on state government sanctioned tests, reading material at present utilized, understudy insight and input from guardians.

There are multiple types of needs analysis (NA). Learner analysis is a type of NA that focuses on the learner's needs. Task analysis is more focused on the types of activities that might be successful in the classroom (Nunan et al., 1988). Another two types of needs analysis were expressed (Richards, 2001). Objectives, plans, and intentions of language use are all considered in subjective needs analysis. Based on facts such as first language, age, and country of birth, subjective needs analysis tries to find more concrete and authentic types of needs of the learner. In this study two types of NA will be used. 1) The needs a learner requires for a specific or target situation is called target needs. Target needs focuses on the learner's necessities, strengths, and weaknesses, or wants and lacks, in a specific situation. Things the learner needs to know about a language for a specific scenario are the necessities. The ability to understand a text in a specific field of work could be a necessity for the learner. The level of assistance needed from the teacher is dependent upon how well the student can do the task on their own. The target proficiency can then be contrasted against the student's existing proficiency creating a profile of the learners' lack. Finally, wants can be seen as the student's perceptions of their learning needs. Wants are things the learner consciously thinks they need to be successful using the target language. By asking or interviewing the learners the instructor can get a better understanding of the learner's wants. 2) Learning needs are the actions the student must do to reach the course objectives. Learning needs also show a sequential road map of how a learner will be able to navigate the language course by starting with focusing on the wants and finishing with necessities. Moreover, learning needs to encompass all the factors in the learning process like feelings towards the target language, understanding of the language, what stimulates learner growth, beneficial learning techniques, and the learner's personal profile. For ESP courses to be effective they should be exciting, interesting, innovative, grounded, and realistic in the time frame set by the instructor. ESP courses are quite different from traditional teacher-centered courses. In order to accurately meet the expectations and needs of the learners, target situation needs and learning needs are vital for the instructor to consider when designing lessons.

The studies on need of learners had been conducted by several researchers. In English tourism by (Prachanant, 2012), industry and business (Huhta, 2010), method language and communication (Ross, 1977), English Language Training Need Analysis for Engineering Students (Clement & Murugavel, 2015), and Students' Need for Developing Material of English for Civil Engineering (Wulanjani, 2018). In this study, the researcher elaborates the Students' Learning and Language Needs in General English Course at the Civil Engineering Study Program.

In beginning talks toward the start of every semester, lecturers are expected to assemble a Lesson Plan (Morgan, Michelotti, & Montee, 2021). In light of perceptions and encounters of scientists while instructing at the Civil Engineering Study Program, Yapis University Papua Indonesia, the readiness of the Lesson Plan is completed by instructors singularly without including understudies. This implies that the arrangement of the Lesson Plan has not focused on the requirements of understudies. Understudies' necessities, needs, and feelings have not been unearthed and embraced into the Lesson Plan. Toward the start of the semester, lecturers in all actuality do get ready and disseminate Lesson Plans to understudies. For this situation, the lecturers likewise requested that understudies present specific proposition. Nonetheless, understudies will more often than not underestimate the plan that has been made by teachers. In light of the foundation referenced above, specialists are intrigued and roused to do investigate with the title "Analysis of the Students' needs in General English Course at the Civil Engineering Study Program of Yapis University Papua, Indonesia".

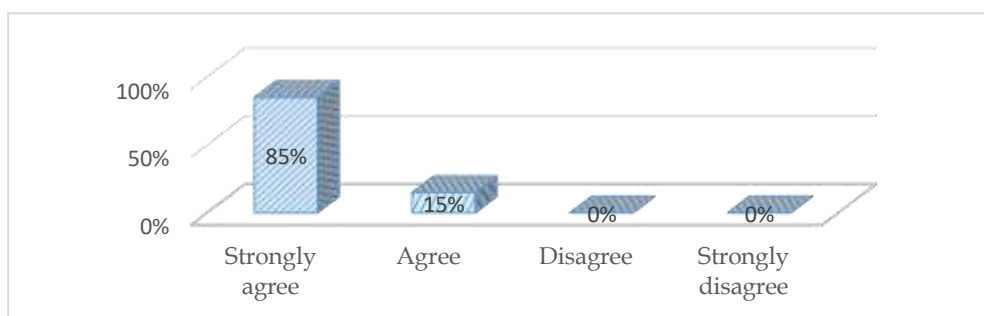
2. METHODOLOGY

This study utilizes descriptive method, the most well-known technique utilized in research in the field of education (Crowther & Lancaster, 2012). Respondents of this research are as many as 200 students in the semester II of the Civil Engineering Study Program, Universitas Yapis Papua Indonesia. Information were gathered through surveys (questionnaires) (J. W. Creswell & Clark, 2010). In analysing the data obtained, descriptive method is used then poured in tabulation of data and matrix (J. W. Creswell, 2014). After that, a descriptive analysis is conducted to obtain an idea of the Students' Learning and Language Needs in General English Course at the Civil Engineering Study Program of Yapis University Papua, Indonesia.

3. RESULTS

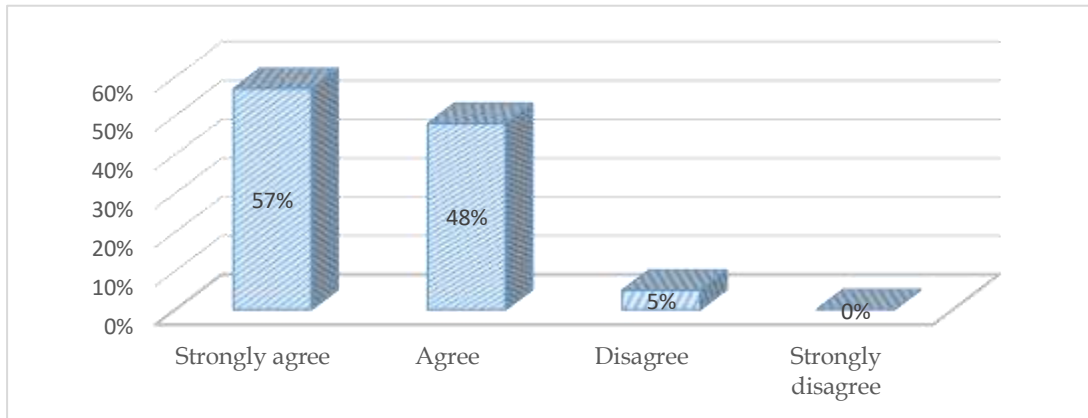
This section is discussed about the Students' Learning and Language Needs in General English Course at the Civil Engineering Study Program of Yapis University Papua, Indonesia. The dimension of discussion are The importance of General English courses, Interest in learning English, attitude towards discipline of working and collecting tasks, attitude to classroom participation, student attitudes on material integration, English skills, and language elements, Interest in English skills, respondents' attitudes towards teacher-centred learning, Respondent attitude towards learners who are active in learning, Needs of teaching methods, Respondent attitudes towards self-regulated learning, Respondents' attitude towards enquiry-driven learning, Respondents' attitude towards independent learning, and topics of preferred lessons in learning English.

a. The importance of General English Course



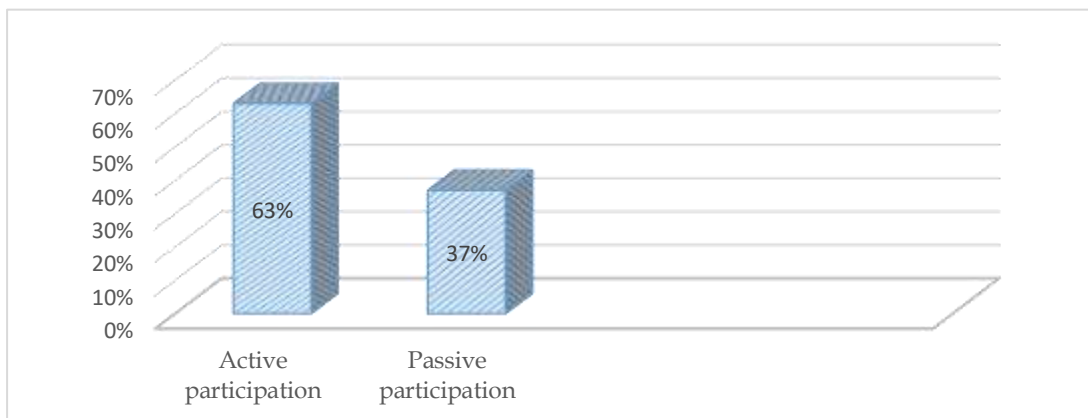
From the chart above about the importance of General English Course, out of 200 respondents, 170 students or 85% stated that they strongly agree on the importance of General English Course studied, 30 or 15% agree, and no respondent disagree and strongly disagree. From the data, it is obvious that students are aware of the importance of English being studied in general English course.

b. Attitude to discipline of working and collecting tasks



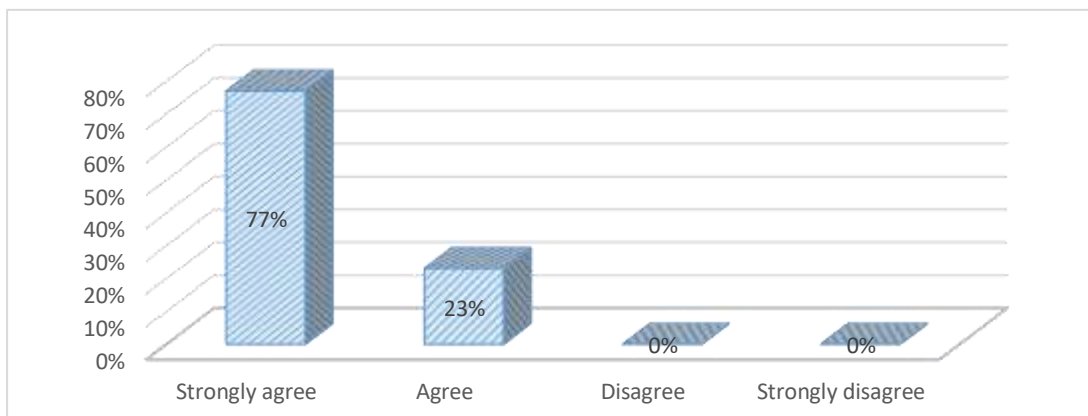
The chart above about the attitude to discipline of working and collecting tasks, out of 200 respondents, 114 students or 57% stated that they strongly agree to discipline of working and collecting tasks, 96 or 48% agree, 10 or 5% disagree, and no respondent strongly disagree. From the data, it is obvious that students are aware to discipline of working and collecting tasks.

c. Classroom participation



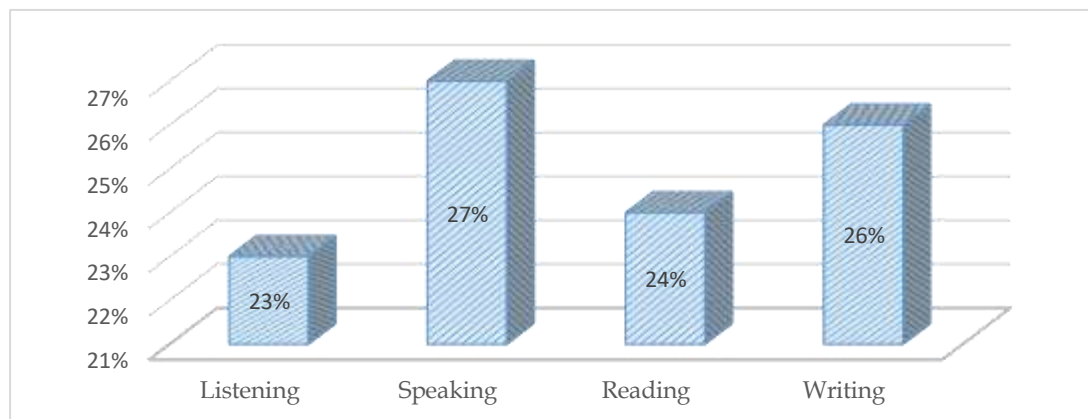
The chart above about the attitude to classroom participation, out of 200 respondents, 126 students or 63% stated that they need to be an active learner in classroom and 74 or 37% chose to be the passive one. Generally, learners need to be an active learner in classroom.

d. Attitudes on material integration, English skills, and language elements



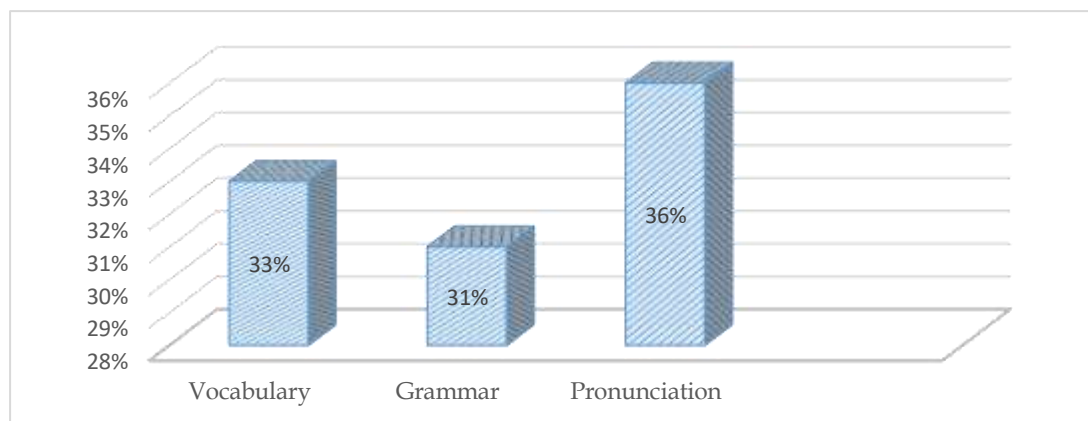
Above the chart, attitudes on material integration, English skills, and language elements, out of 200 respondents, 154 students or 77% stated that they strongly agree to discipline of working and collecting tasks, 46 or 23% agree, and no respondent disagree and strongly disagree. From the data, it is obvious that students need material integration, English skills, and language elements.

e. Interest in English skills



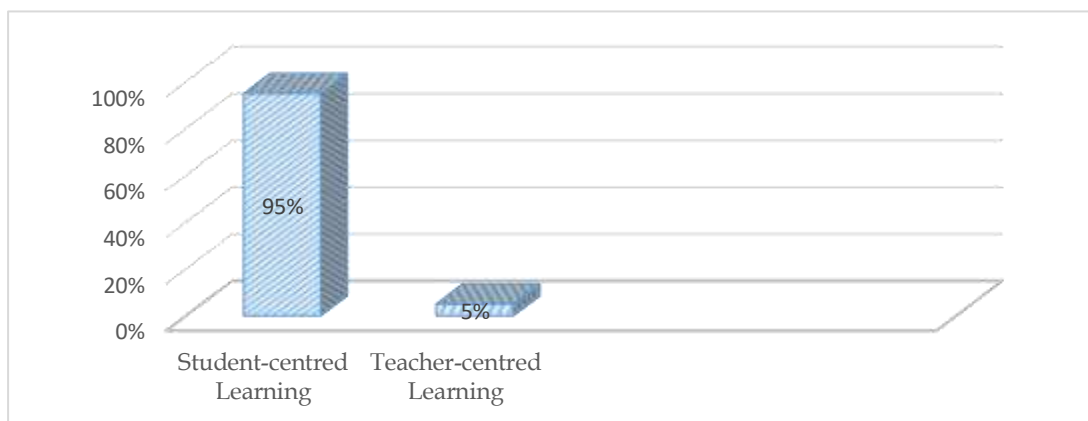
The chart above about the students' interest in English skills, out of 200 respondents, 46 students or 23% need listening, 54 or 27% need speaking, 48 or 24% need reading, and 52 or 26% need writing. From the data, it is obvious that students need all English skills in learning General English Course.

f. Interest in Language Elements



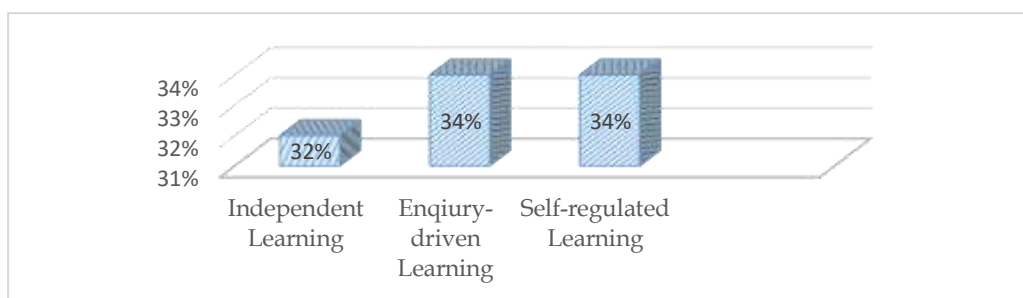
The chart above about the students' interest in language elements, out of 200 respondents, 66 students or 33% need vocabulary, 62 or 31% need grammar, and 72 or 36% need pronunciation. From the data, it is obvious that students need all language elements in learning General English Course.

g. Interest in Learning Approach



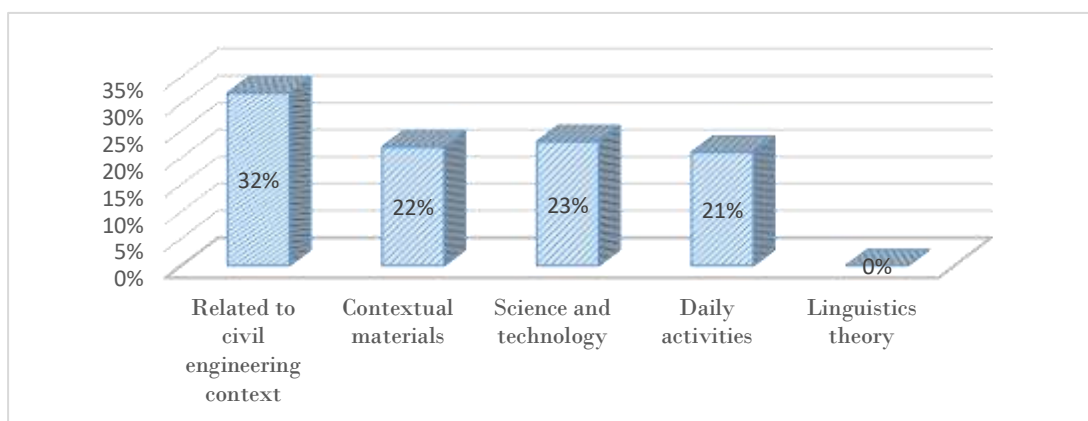
The chart above about the attitude to classroom participation, out of 200 respondents, 190 students or 95% stated that they need Student-Centred Learning Approach and 10 or 5% teacher-centred learning. Generally, learners need the Student-Centred Learning Approach in classroom context of General English Course.

h. Interest in Student-centred Learning Approach



The chart above about the students' interest in Student-centred Learning, out of 200 respondents, 64 students or 32% need independent learning, 68 or 34% need enquiry-driven learning, and 68 or 34% need self-regulated learning. From the data, it is obvious that students need independent learning, enquiry-driven learning, and self-regulated learning (Student-centred Learning Approach) in learning General English Course.

i. Topics of preferred lessons in learning English



The chart above about the topics of preferred lessons in learning English, out of 200 respondents, 64 students or 32% need material related to civil engineering context, 44 or 22% need contextual material, 46 or 23% need science and technology, 42 or 21% need daily activities, and no respondent need linguistic theory. From the data, it is obvious that students need material related to civil engineering context, contextual material, science and technology, and topic about daily activities.

There are multiple types of needs analysis (NA). Learner analysis is a type of NA that focuses on the learner's needs. Task analysis is more focused on the types of activities that might be successful in the classroom (Nunan et al., 1988). Another two types of needs analysis were expressed (Richards, 2001). Objectives, plans, and intentions of language use are all considered in subjective needs analysis. Farah and Sumarsono (2019) find that the students required ESP and GE for a short-term goal. Mastoi et al. (2019), in their research find that the student wanted to have an environment of the classroom which CLT approach provides. Wulanjani (2018) shows the result of her study that learners needed various activities to draw their attention and motivation in learning English. Seedhouse (1995) finds that students need the learner-centred approaches.

The result of the study confirms that the students are aware of the importance of English being studied in general English course. In classroom activities, it is obvious that students are aware to discipline of working and collecting tasks. They also need to be an active learner in classroom. Related to the course topics, students need material integration, English skills, and language elements. They need all English skills and language elements in learning General English Course. To achieve the objective of learning, generally, learners need the Student-Centred Learning Approach in classroom context of General English Course. This approach such as independent learning, enquiry-driven learning, and self-regulated learning. Varied material that students needed such as material related to civil engineering context, contextual material, science and technology, and topic about daily activities. Thus, the finding of this research suggests that in General English course, teachers are expected to infuse more speaking skills, language elements, the Student-Centred Learning Approach in classroom context, and varied materials in GE course.

4. CONCLUSIONS

The students' needs in General English Course at the Civil Engineering Study Program of Yapis University Papua, Indonesia namely the students are aware of the importance of English being studied in general English course. In classroom activities, it is obvious that students are aware to discipline of working and collecting tasks. They also need to be an active learner in classroom. Related to the course topics, students need material integration, English skills, and language elements. They need all English skills and language elements in learning General English Course. To achieve the objective of learning, generally, learners need the Student-Centred Learning Approach in classroom context of General English Course. This approach such as independent learning, enquiry-driven learning, and self-regulated learning. Varied material that students needed such as material related to civil engineering context, contextual material, science and technology, and topic about daily activities.

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HUMAN RESOURCES UPGRADING AS SCHOOL ACCREDITATION PREPARATION

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Abstract

This research is purposed to describe school accreditation preparation by human resources upgrading. There are two kinds of human resources in a school.

They are teachers and staff. This research is qualitative. The data is collected by interview, observation, and documentation. This research shows whether teachers and staff should be well known about accreditation because of two aspects. The first is about changing the accreditation paradigm. The second is about the position of teachers and staff. They are the agent of the school and the whole of its activities. To reach the accreditation target, the school should hold human resources upgrading to give the newest information about accreditation and apply the proper step and work division. The human resources upgrading can be held by inviting a speaker who is an expert in accreditation, team building, and suitable job division.

Keywords: Human resources upgrading, school accreditation preparation

1 INTRODUCTION

School/madrasah accreditation is a comprehensive assessment of the feasibility of an educational unit or program, the results of which are manifested in the form of recognition and eligibility ratings in the form issued by an independent and professional institution[1]. School accreditation is conducted once in five years, so the school needs to do any preparation to do it. The result will show the appropriate rate. In other conditions, the accreditation system nowadays has changed. There is a change in the accreditation paradigm from compliance to performance-based. Compliance means that schools must meet certain requirements to participate in accreditation. Compliance is a minimum requirement that must be met by a school to continue its accreditation activities. Compliance is defined as a condition for implementing pre-accreditation, only schools that have met the criteria can be accredited. The compliance aspect includes the curriculum, assessment system, infrastructure, and institutional budget. The new performance-based paradigm measures the fulfillment of inputs and the performance of schools/madrasahs. School in carrying out their mission, namely carrying out the educational process to produce quality graduates.

Shifting paradigm is one of the reasons why the school which will do accreditation should do any preparation. The following reason is the change of the amount of the main variable of the assessment. In the previous accreditation system, the assessment aspect refers to 8 Standar Nasional Pendidikan (SNP), national education standards which are content, graduate competency, infrastructure, management, education financing, education assessment, educators, and education personnel standards. Meanwhile, in the new instrument, which is called Instrumen Akreditasi Satuan Pendidikan 2020 (IASP 2020), accreditation is conducted by measuring the 4 components, they are quality of graduates, learning process, quality of teachers, and school management. Both old and new accreditation have the same aim, they are:

1. provide information about the eligibility of the school/madrasah or the program it implements based on the SNP
2. provide recognition of eligibility rating;
3. mapping the quality of education based on SNP; and
4. provide accountability to stakeholders (stakeholders) as a form of public accountability.

With the changes in the accreditation system, it is important to give appropriate information which is changing to the teacher, staff, and all stakeholders to know well about it because teachers, staff, and all stakeholders are the human resources and the motor of the school activities.

Talking about teachers and staff as the human resources, it is proper if we talk about how to manage them well because they are the asset and energy owned by school to do all proses in the school. The human resource for an organization is like building, stock or cash on hand, and thus represents an

investment. The school should manage it properly to use and develop this investment. In other words, it requires planning, organizing, directing, and evaluating[2].

Schools need to carry out several upgrading activities to prepare good school human resources. These activities can be held through training and development. Formal training refers to training and development events that are developed and organized by the school. Typically the teachers and staff are required to attend the event. While development refers to formal education and job experiences to help teachers and staff prepare for the future. In other cases to give any new information, especially about accreditation, and based on theory about human resources, there are other ways to do. Informal learning and knowledge management. These activities give the teacher and staff more information about something without any instructor and they may learn any time and any way. Knowledge management refers to the process of enhancing the company, school, and performance by designing and implementing tools, systems, structures, and cultures to improve the creation, sharing, and use of knowledge[3] in this case is all about accreditation.

The accreditation process there is 8 steps, as we can find in the below picture.

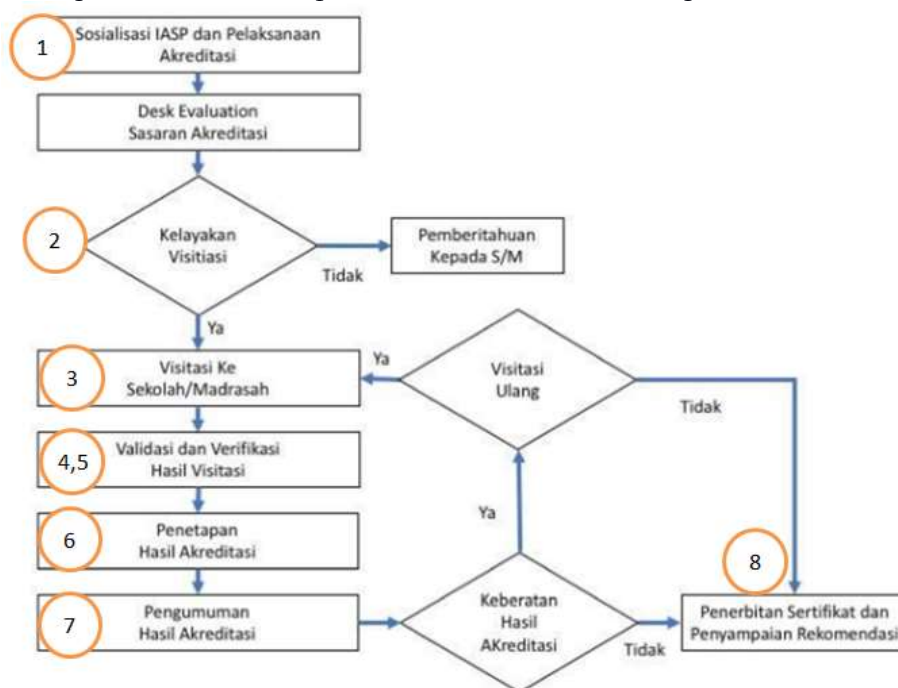


Figure 1. The Accreditation Steps[4]

There are 8 steps, they are:

1. IASP socialization and accreditation implementation, as information to schools that are targeted for accreditation
2. Adequacy assessment. In this step the Badan Akreditasi Nasional Sekolah/ Madrasah (BANSM), School/ Madrasah National Accreditation Organization, checks and analyze the profile and achievements of the school whether it meets the requirements for visitation or not based on compliance conditions and assessors assignment.
3. Visitation refers to an activity to clarify the data which has been submitted by the school and the school's reality
4. Validation of results and accreditation process, this step refers to rechecking
5. Verification of validation results and preparation of recommendations
6. Determination of accreditation results and recommendations
7. Announcement of accreditation results
8. Issuance of accreditation certificates and recommendations

In the accreditation implementation, the school which is targeted for accreditation does need preparation for all conditions in the school. Whether human resource, data, evidence for all activities in the school, and other which relates to 8 SNP. The headmaster needs to lead all stakeholders to understand well things about accreditation, conceptually and technically.

2 METHODOLOGY

This research is qualitative in case study design and focused on one phenomenon[5]. It tries to approach meaning and subjective experiences[6] about strategy which is chosen by the headmaster of Nurul Ulum Islamic junior high school to do any preparation for school accreditation. Data collection techniques using interviews, observation, and documentation[7]. Interviews were conducted with the headmaster, accreditation team, and teachers who are involved in accreditation activities. The researcher observes the activities during the accreditation preparations, they are upgrading and team establishment. Documentation is used to gather any data relates to the research. Data were analyzed using the Miles and Huberman model, 1) data reduction; 2) data presentation; 3) concluding[7]. The first is data reduction. Data reduction is needed to make it easier for researchers to provide explanations and confirm conclusions. After the data is reduced, the data is presented in narrative form. And the last analysis technique is concluding. The conclusions obtained were also verified during the research.

3 RESULTS

The accreditation system changes, both conceptually and technically. In this case, it is so important for the headmaster to do some big steps to carry out the school accreditation and get the best result. Refers to the data that is collected by the researcher, the headmaster of Nurul Ulum Islamic junior high school has chosen some ways to encourage all stakeholders in the school to be involved in school accreditation preparation. The accreditation preparation is started by upgrading. Upgrading is a form of activity carried out at Nurul Ulum to increase the capacity of teachers and staff in the hope that they will get new information and be able to implement their respective tasks. Regarding the implementation of this year's accreditation, Nurul Ulum has received a decree explaining that the school is the target of accreditation this year, so preparations must be made immediately.

The principal knows that there is a change in the accreditation system which is much different from the accreditation system they experienced in the previous period, namely in 2016.

With this condition, the principal determines several ways to be chosen to get the best preparation. Among them are:

3.1 Formal Training

The principal holds formal training by inviting an instructor from an expert, who is someone who can convey complete and new information related to accreditation[3]. In this formal training activity, The headmaster invited all stakeholders in Nurul Ulum, all teachers, education staff, security guards, and school gardeners. The principal believes that accreditation is not the job of the principal alone. So that by holding formal training, we can provide adequate information regarding accreditation to all stakeholders in Nurul Ulum. This event discusses the accreditation shifting paradigm and the 8 steps of accreditation.

3.2 Development

The headmaster also gives chance to all teachers and staff to get any experience about the accreditation by giving development. In this event, they could ask anything about accreditation so that way they can set dan plan for what they must do and prepare for their school accreditation[3]. This activity will help the school to be wise on team accreditation selection.

3.3 Informal Learning

In this case, all stakeholders of the school could improve their ability and understanding of accreditation by themselves without instructor[3]. Especially for those who are appointed to the accreditation team. They could learn the IASP, whether the whole item or just the only aspect of accreditation which is belonged to them.

3.4 Knowledge management

As mentioned above, accreditation is not about conceptual activity but also about the technical one. The school should understand well both of them. Conceptually, accreditation is prepared by inviting an expert, and technically the accreditation team could improve their performance[3] especially to prepare data and upload the data so the accreditation runs smoothly.

4 CONCLUSIONS

It is important to know, that a school holds an accreditation once time every five years. The system always changes and updates. To adapt to the system change, every school should update their information and capacity to hold the school accreditation well. By 2020, the accreditation paradigm shifts, from compliance-based to performance-based. It should be understood well by the school and stakeholders. The principal of Nurul Ulum Islamic junior high school takes a big step to prepare the school accreditation by organizing human resource upgrading. The principal wants everyone in the school to understand well about accreditation and be aware that accreditation is a mutual obligation. The upgrading is conducted by:

4.1 Formal training by inviting an expert

4.2 Development, by improving their understanding of accreditation

4.3 Informal learning, learn the IASP

4.4 Knowledge management, by improving the capability of the accreditation team for and implementing tools, systems, structures, and cultures about accreditation.

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