

ISSN 2252-7427

Volume 7
Issue 1
January 2021

p-ISSN 2252-7427
e-ISSN 2541-3635

Indonesian EFL Journal is an academic journal published by the Association of Indonesian Scholars of English Education (AISEE) that offers multi-disciplinary research and critical review of issues concerning English language teaching, applied linguistics, and English literature in the context of English as a Foreign Language (EFL). *Indonesian EFL Journal* facilitates the dissemination of research results and analysis regarding EFL-related issues in all countries that significantly contribute knowledge to the field of EFL education. As a biannual publication (January and July), *Indonesian EFL Journal* provides a discussion forum for the exchange of ideas and best practices in the teaching and learning of English as a Foreign Language among members of the profession from all over the world. The journal is published in both printed and online versions. The online version is free access and is downloadable through our homepage: <http://aisee.info/index.php/IEFLJ>.

Indonesian EFL Journal promotes principled approaches to language studies, including English language pedagogy, language acquisition, bilingualism, literacy, English for specific purposes, psycholinguistics, sociolinguistics, discourse analysis, second and foreign language pedagogy, ELT materials development and evaluation, English language teacher education, English language testing and assessment, teaching English to young learners, secondary and tertiary English education, English literature, language policy and planning, second language acquisition, sociocultural factors and English education, syllabus design and curriculum development, and translation studies. Such EFL-related issues might be adopted to be discussed and shared in this journal.

About AISEE

AISEE, the Association of Indonesian Scholars of English Education (*Ikatan Sarjana Pendidikan Bahasa Inggris se-Indonesia*) is dedicated to advance the English language teaching community through its various programs. AISEE's mission is to link, support and develop English Language Teaching professionals across Indonesia, leading to improved teaching/learning and subsequent capacity building at all levels.

Vision:

- As a forum to develop and empower English teachers/lecturers at all levels.

Missions:

- Publishes a biannual journal filled with interesting, research-based materials related to ELT: *Indonesian EFL Journal*.
- Manages teacher professional development workshops and other ELT activities.
- Organizes international & national conferences on ELT.
- Collaborates with public and private sector agencies for developing teacher expertise.
- Builds networks with similar Teachers Associations in Asia and other parts of the world in order to disseminate, share ideas and methodologies appropriate for the local situation.
- Supports research by ELT practitioners.
- Plans to develop contextually suitable ELT materials for use in English teaching and learning.

Indonesian EFL Journal

Indonesian EFL Journal

Volume 7, Issue 1, January 2021



AISEE
The Association of Indonesian
Scholars of English Education



AISEE

The Association of Indonesian
Scholars of English Education

Indonesian EFL Journal

p-ISSN 2252-7427, e-ISSN 2541-3635

Indonesian EFL Journal, an academic journal published by the Association of Indonesian Scholars of English Education (AISEE) that offers multi-disciplinary research and critical review of issues concerning English language teaching, applied linguistics, linguistics and English literature in the context of English as a Foreign Language (EFL). This journal facilitates the dissemination of research results and analysis regarding EFL-related issues in all countries that significantly contribute knowledge to the field of EFL education. As a biannual publication (January and July), it provides a discussion forum for the exchange of ideas and best practices in the teaching and learning English as a Foreign Language among members of the profession from all over the world. The journal is published in both printed and online versions. The online version is free access and downloadable through our homepage: <http://aisee.info/index.php/IEFLJ>.

EDITORIAL BOARD

Editor-in-Chief:

Pupung Purnawarman (AISEE/Indonesian University of Education, *Indonesia*)

Managing Editor:

Fahrus Zaman Fadhly (AISEE/University of Kuningan, *Indonesia*)

Reviewers:

Abdel Rahim Hamid Muqaddam (University of Khartoum, *Sudan*)

Ali Ahmed Osman Zakaria (University of Kassala, *Sudan*)

Bachrudin Musthofa (Indonesia University of Education, *Indonesia*)

Didi Suherdi (Indonesia University of Education, *Indonesia*)

Didi Sukyadi (Indonesia University of Education, *Indonesia*)

Dwi Rukmini (Semarang State University, *Indonesia*)

Seyed Jalal Abdolmanafi-Rokni (Golestan University, *Iran*)

Zuraidah Binti Mohd Don (University of Malaya, *Malaysia*)

Associate Editors:

Dadang Solihat (AISEE, *Indonesia*)

Diah Gusrayani (Indonesia University of Education, *Indonesia*)

Fetty Poerwita Sary (Telkom University, *Indonesia*)

Marwito Wihadi (AISEE, *Indonesia*)

Yayan Suryana (University of Kuningan, *Indonesia*)

Secretariat Office:

AISEE, Perum Pasir Kemiri Blok B/21-22, Cigugur Girang,

Parongpong, Bandung Barat, West Java, Indonesia 40559

Telephone/Fax: +622287801282; Mobile: +6281214101193

E-mail: indonesianefljournal@yahoo.com

Homepage: www.aisee.info

Copyright © AISEE, Indonesia. All right reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without prior permission from the publisher.

Indonesian EFL Journal is indexed in:



AISEE's Scholarly Journals

English Review: Journal of English Education (ERJEE)



ISSN 2301-7554

<http://englishreview.web.id/index.php/ERJEE>

ENGLISH REVIEW: Journal of English Education (ISSN 2301-7554) is a peer-reviewed journal published in 2012 by the Department of English Education, Faculty of Teacher Training and Education, the University of Kuningan (PBI FKIP UNIKU) in collaboration with the Association of Indonesian Scholars of English Education (AISEE). This journal is published twice a year: June and December. The scopes of the journal include, but not limited to, the following topic areas: the classroom action research, applied linguistics, linguistics, pragmatics, critical discourse analysis, and literature. The journal is published in both printed and online versions. The online version is free access and downloadable through ERJEE's homepage: <http://englishreview.web.id/index.php/ERJEE>

Generally, author may register with this journal and submit your manuscript online. Alternatively, your manuscript is sent to ERJEE editor: englishreviewjournal@gmail.com.

The deadline for submissions is:

15 March for **June** Issue

15 September for **December** Issue

Indonesian EFL Journal (IEFLJ)



ISSN 2252-7427

<http://aisee.info/index.php/IEFLJ>

Indonesian EFL Journal (ISSN 2252-7427), a scientific product dedicated by the Association of Indonesian Scholars of English Education (AISEE) that offers multi-disciplinary research and critical review of issues concerning applied linguistics, linguistics and English literature in the context of English as a Foreign Language (EFL). *Indonesian EFL Journal* facilitates the dissemination of research and analysis regarding EFL-related issues in all countries that significantly contribute knowledge to the field of EFL education. As a biannually publication (January and July), *Indonesian EFL Journal* provides a discussion forum for the exchange of teaching and learning English as a Foreign Language among members of the profession from all over the world. The journal is published in both printed and online versions. The online version is free access and downloadable through IEFLJ's homepage: <http://aisee.info/index.php/IEFLJ>.

Author may register with this journal and submit your manuscript through online. Alternatively, your manuscript may be sent to IEFLJ editor: indonesianefljournal@yahoo.com

The deadline for submissions is:

15 October for **January** Issue

15 April for **July** Issue

BELIEF, PERCEPTION, AND CHALLENGES OF NON ENGLISH DEPARTMENT STUDENTS TO LEARN ENGLISH IN GLOBALIZATION ERA

Erna Iftanti

*English Language Education, Faculty of Teacher Training and Education
IAIN Tulungagung, Indonesia
Email: erna@iain-tulungagung.ac.id*

Binti Maunah

*Islamic Education, Faculty of Teacher Training and Education
IAIN Tulungagung, Indonesia
Email: Uun.lilanur@gmail.com*

APA Citation: Iftanti, E. & Maunah, B. (2021). Belief, perception, and challenges of non english department students to learn English in globalization era. *Indonesian EFL Journal*. 7(1), 1-12. <https://doi.org/10.25134/ieflj.v7i1.3985>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2021

Abstract: This study was carried out in response to the demand that in this 4.0 era, Indonesian students should be proficient in English. Hence, in Indonesia, English has been taught and learnt since elementary school level up to tertiary level of education. This long period of learning should lead the students to be proficient in English which is proved by passing the minimum score of 450 TOEFL test. Yet, many of them did not meet the minimum score. Thus, this study investigates their perception and belief in learning English and the challenge of being able to be proficient in English. The study was done qualitatively through interviewing 80 students of non-English Department who were taking TOEFL course. It reveals that English is perceived like a two-side coin which in one hand, it is misperceived as a difficult subject because of its complicated rules to be memorized. In the other hand, it is thought to be joyful and meaningful that they believe as a means of bringing educational, social, and economical success. Therefore, they are challenged to be proficient in English. This study is then pedagogically implemented through building positive belief and perception that learning English is fun and helpful.

Keywords: *Belief, perception; challenge; and globalization era*

INTRODUCTION

Globalization is indicated by the continuous process to intensify social, economic, and cultural. It exchanges across the globe has increasingly coordinate and integrate those fields. The global economic has also forced people to stimulate their migrations in a great number from and to every corner of this universe which subsequently result in either cultural or language exchange and integration. This makes the old boundaries and the aspired cultural coherence and homogeneity of the nation-state be increasingly untenable. This further leads to the rise of the breadth of social networking in any fields such as education. The importance of English has then increased on social media (Kamran & Mansoor, 2017) which affect to the building an online community (Habibi, Mukinin, Riyanto, Prasohjo, Sulistiyo, Sofwan, & Saudagar 2018).

The globalization era which has meant dramatic social, economic, educational, cultural changes and distinctions from what it used to be, has

triggered the global force instead of not having particularizing and localizing one anymore. English language for example has such global power in almost all aspects of life. This affects the global people to be proficient in English in order to be globally competitive (Shobikah, 2017). Japan Ministry of Education for example initiates English as medium of instruction to foster global human resources (Rose & McKinley, 2018). It is then taken as part of education with which people transfer a range of English skills, culture, and values as well.

Education can be broadly conceived as formally or informally structured, socially organized, and directed teaching and learning as well. The English instructional activities in schools which tend to be highly formalized because of the strict time, subject, and level or grade border does not always bring about high achievement in learning English. Schooling in formal education today needs more cultural sophistication, collaboration skills, better communication, higher-order cognitive skills for

critical thinking, and the meta-cognitive abilities to reflect on their own learning. Therefore, they become lifelong learners. Accordingly, it is essential to know how much the learners perceive and believe in English as one of the foreign languages taught to equip them with skills of using English. Considering the global changes in this globalization era, learning English is also challenging. Thus, it is also essential to investigate challenges that they might think about English.

Perception, as according to Cambridge Online Dictionary, is as belief or opinion, which is often held by many people and based on how things seem. Meanwhile, belief is the feeling of being certain that something exists or is true. Kumaravadivelu (2012) discussed two types of beliefs and suggested *core and peripheral beliefs*. These shape the teachers' professional development and how they work which are significant to the comprehending of their teaching methods and their decisions in the classroom (Gilakjani & Sabouri, 2017). He further described core belief as more effective in shaping teachers' instructional approaches. Peripheral belief, in the other hand, is not as effective as core belief because it paves way to the conflict between what teachers' claim they do and what they actually do in the classroom. In the domain of EFL learners, their sophisticated epistemic beliefs determine their learning strategies (Rahmiati & Emaliana, 2020) which appear to get impact on their learning performance (Broadbent, 2017; Loh & Teo, 2017). And belief itself is proved to be strongly associated with motivation (Amrullah, 2018).

In the context of classroom, several studies prove that there are some contributory factors that the students bring with them in the learning process and success, i.e. the perceptions (Manurung et.al., 2020; Metruk, 2020), beliefs (Al-Malki & Zahid Javid, 2018); Dislen Daggöl, 2019), attitudes (Katawazai & Saidalvi, 2020; Miqawati, 2020), and metacognitive knowledge (Hamiddin & Saukah, 2020; Teng, 2020). Foreign language students for example might have strong beliefs about the nature of the language they learn, the difficulties, the acquisition process, the success of implementing certain learning strategies, teaching strategies and their own expectations about achievement.

A study by Aslan & Thompson (2018) proves that beliefs contributes much to the EFL students performance. Positive beliefs about language learning is meaningful to reduce anxiety and boost

confidence in language learning. In addition, a study carried out by Wei et.al. (2018) implied that how students perceive about the application of autonomous activities helped to improve learners' languages skills and successful learners tended to be more autonomous which brings about success in EFL performance. It is also revealed that students with high degree of EFL Epistemic beliefs also have high level of English language proficiency in listening, speaking, and writing (Emalia, 2017), and reading (Florida & Mbato, 2020).

There are a number of studies concerning with belief, perception, and challenges in language learning. A study concerning with English instruction with ESP approach in Indonesia indicated unsuccessful story which was proved that many students have achieved only minimal English proficiency (Poedjiastutie & Oliver, 2017). They further revealed that because they have pragmatic reasons for learning English such as to get greater life opportunity, then to fulfill the their need, the teachers should develop their teaching capacity.

Similarly, Abubakar, et.al. (2017) in their study in a more specific context- English speech training through *Muhadloroh* program in an Islamic boarding school which was followed by students of grade 2 and grade 6- also showed that they were challenged with grammatical factors, anxiety and the program itself. Abrar, et.al. (2018), in their research found the limited skills of EFL students of a public university in Indonesia.

This is parralel to a study by Alharthi (2020) revealing that one of the problems challenged by the ESP Saudi Arabia students is related to the limitation of the input. However, the result of reviewing related previous studies indicates that the attention on the learning needs of the EFL learners of non-English Department in an Islamic university covering perception, beliefs, and challenges is hardly given. Meanwhile, the global changes affect EFL students of any level of education either public or religion-based-educational institution as exist in Indonesia.

Thus, by investigating learners' perception, beliefs, and challenges of non English Department in religion-based university, the EFL instructional practices can be better achieved and it further gives meaningful data on what to be better planned in preparing the EFL learners to face the global changes and as well as to be competitive. As demonstrated by Tang & Tian (2015) in their study

that to identify students' perceived beliefs and strategy used is useful to build effective and productive classroom instruction.

METHOD

This exploratory study was done to the third semester students of 21 non English Departments of State Islamic Institute of Tulungagung, Indonesia. They were about 19- 20 years old who could be categorized as digital native. They were from Social Science Department (hereafter TIPS), Biology Department (TBIO), Chemistry Department (TKIM), Physics Department (TFIS), Indonesian Language Department (TBIN), Teacher Education of Elementary School Department (PGMI), Islamic Education Department (PAI), Math Department (TMT), Syariah Banking Department (PS), Family Law Department (AS), Alqur'an Tafsir Science Department (IAT), Syariah Monetary Accounting Department (AKS), Arabic Language Department (PBA), Syariah Economic Department (ES), Syariah Business Management Department (MBI), Islamic Psychology Department (PI), Islamic Philosophy (AFI), State Administration Law Department (HTN), Islamic Broadcasting Commission Department(KPI), Syariah Accounting Department (AS), and Islamic Early Child Education Department (PIAUD). Those students were taking TOEFL course, because they did not pass the minimum passing grade of TOEFL, 450.

There were 80 students participated in filling out the questionnaire of this study. The questionnaire showed that they claimed themselves to have learnt English since Elementary school and some others have even started learning English at their pre elementary age, but they said not to be successful. This is due to the fact that when they took TOEFL test, most of them did not reach the minimum passing score (450).

Therefore, they need to take English TOEFL course in order to help them to reach the score. However, during the instruction, some students could actively take part in the instructional process and some others passively get involved. They were not quite eager to learn English either. Thus, it is significant to comprehensively investigate what really happen in the students' mind concerning with English- what is their perception and belief about English and what is their challenge towards English in this 4.0 era.

The data concerning with their perception, belief and challenge on learning English in this 4.0 era were collected through interviewing them. The

semi structured interview consisting of two main parts- structured questions and open ended question. The struture questions asked about their perception and belief and open ended questions investigated the challenges they were facing during learning English. This interview was done in written, so that they could freely answer the questions of interview. The data obtained from this stage were classified and coded. The same data recorded from the participants were reduced. Subsequently, they were qualitatively described. The result of data analysis is used as the basis to draw conclusion on the perception, belief, and challenge of learning English among the students of non English Department.

RESULTS AND DISCUSSION

There are some important findings about the students' perception, belief, and challenges in learning English.

The perception of non-English department students towards English

There are various perception concerning with learning English as organized in Table 1.

Table 1. *Perception on English and the possible reasons*

N	Perception	Possible underlying reasons
1	English as difficult subject	Memorization as a misconception learning style Uninteresting teaching technique The purposes of learning English Languages as the gate to learn anything Reluctant to read Lack of willingness and spirit Lack of using it for daily communication Difference between pronunciation and spelling is a big problem for Indonesian learners Their belief that English is difficult is the source of their difficulty in learning English
2	English is easy and joyful	if mastering its grammar and vocab depending on the purpose of learning English. To learn English for speaking is easier than that for academic purposes to have sufficient number of vocabulary Containing various knowledge Feeling proud as if staying in overseas and being beautiful
3	Learning English is a need	International language Covering all fields of life A means of instruction

English as difficult subject

The students of non English Department perceive English as difficult subject with various levels of difficulty. The first, they think English as a really difficult subject for some reasons such as memorizing vocabularies and constructing English sentences. This can be seen from this quoted interview: "English is difficult for me, because there are many things to be memorized and I need to note the sentence construction" (TMT3). "...too many patterns to be memorized and confusing (AKS2). The statements imply that their perception on memorizing patterns while learning English has driven them to think that learning English is difficult. This finding is in line with Alsawat (2016) who prove the highest provoking causes of students' anxiety were worrying about consequences of failing, forgetting things they knew and feeling uneasiness during language tests. Besides, their perception on learning English gets worse when they think of constructing English sentences. This perception might lead to some limitations in their EFL personal performance in mainly writing skill. Yet, such a limitation, as revealed by Yuliani & Fadhy (2020), can be overcome by appropriate students' choices on using a certain strategy. Another study reported that teacher's personal performance is believed to be motivational

strategy in the EFL classroom (Al-Mahrooqi et.al., 2016). Thus, both teachers and students play significant role to build positive perception in learning English.

This present study also shows that English is not only thought difficult but also boring because of the teachers' less interesting teaching technique. This can be inferred from the student' quoted interview "I think to learn English is difficult and a bit boring...it will be interesting if the English instruction is carried out as interesting as possible. (PS6). Motivational teaching strategies and helpful, interactive, engaging, and enjoyable learning environment are proved to be influential to stimulate the learners' interest and enthusiasm (Abdullah et.al. 2019). Implementing meaningful learning such as using digital game (Shahriarpour, 2014) during EFL instruction do increase learners' motivation.

The other reason noted from the students' perception that English as a difficult subject is because to start learning English takes serious and hard effort. In this condition, This is explicitly stated in the student' quoted interview: "The first step to understand new thing is a language and I don't understand this English language, so that I need to seriously try hard..." (LAT2). It is accepted that language be the central to social life, while language development and speech is the cornerstone to get success in life.

The other thing which might affect the students' perception of the difficulty level of learning English is the learning purpose. Different purpose of learning English brings about the different perception of difficulty toward learning English. Some respondents claim that to learn English for speaking is considered easier than that for academic purpose. This can be explicitly pictured out from the student's quoted interview. "*English is actually easy, but it depends on the purposes of learning English. To learn English for speaking is easier than that for academic purpose.* (PS2). As digital native they are mostly engaged with online media application such as *Orai* application which is helpful to alleviate fear of speaking (Halimah et.al., 2018). Moreover, they perceived learning English is difficult because they are reluctant readers. This can be sum up from the student's quoted interview stating that "*My perception on English is that I have been reluctant to read, to translate...and that is the main reason why I get difficulty in learning English.*" The statement implies that if a learner of English is keen on reading English text, he/she can tackle problems encountered during his learning English.

The willingness and spirit also contribute to determine the student's perception of learning English. This is implied from the quotation of a student from Islamic Psychology below.

"In my opinion, learning English is exciting. For me, if I have willingness and spirit to do anything, it will run easily and interestingly because the power comes from the deepest of mind. English will also be difficult to be learned if I do not have any willingness to learn it, but I am eager to learn it, so it will be easily learnt."(PI2)

The other students (IPS4 and PS3) also perceived English as not a difficult subject as long as the learner has willingness and patience. Learning English is sometimes difficult, but at some other time it is easy. This depends on the willingness, patience, and how much grammar and vocabulary that they can master. This is parrallel to Fadilah (2018) who found that EFL students' perception, motivation, and communicative self-confidence affect directly and indirectly to the students' willingness to communicate in English. "Learning English is easy, it depends on the willingness and patience" (IPS4)

English teacher is also considered as the influential basis to determine whether English is thought to be difficult or easy subject. This present study also pointed out that the students' success in learning English is much more depending on the

teachers. This finding is explicitly mentioned in one of the student' quoted interviews: "*To learn English in my opinion depends on who teaches it*" (TFIS3). This proves that teachers play essential role in determining the classroom environment and students satisfaction during the instruction. However, Ruzek et.al. (2016) have revealed that teacher emotional support on students' engagement and motivation indicates significant mediating effects of autonomy and peer relatedness experiences, but not competence beliefs. Still, there is positive correlation amongst students' academic adjustment, patterns of teacher behavior and practices related to classroom quality (Zee & Koomen, 2016).

The other possible reason which makes students perceive English as difficult subject is the difference between spelling and its pronunciation. This can be inferred from the student's quoted interview stating that "*the difference between pronunciation and spelling makes me often misunderstand to learn English.*" (TBIO4).

Moreover, to learn English is also perceived to be difficult because it is seldom used. This implies that they are not actively involved in the instructional activities. The students claimed themselves to find some difficulties because when they learn it, they do not practice it. As a result, they always start from the basic whenever they learn English and it has easily gone after finishing the course. "*I do not understand English because of lacking use in my daily communication.* (TMT2). A study found that to promote learners' active participation, they should be given chances to practice using authentic English language in context and the teachers should integrate various activities in a lesson to meet their needs and goals (Gudu, 2015).

In addition, the students' belief that English is difficult comes from their own belief that English is difficult. This can be clearly implied from the student's statement that "Before knowing English, I imagine English as difficult subject, but after I understand the patterns of English, I myself find English is easy."(HTN1)

English as an easy and interesting subject

The result of data analysis also reveals some important points. It is found that after they gradually learned and enjoyed learning English, they noticed English as interesting subject which can trigger the pride of its users. Using English through reading texts in English brings the readers about "being beautiful" since it seems like internationally recognized. As a result, English is

thought to be interesting. This is implied from the student's quoted statement: *"English is joyful, interesting, and funny. When I read English texts I feel like in overseas, and it attracts me to be beautiful."* (AS1). Student from the other study program also considered that although English is difficult for him, it is interesting to be learned. *"For me English is difficult, but it is interesting to be learned"* (TMT 1). His statement shows that he finds the joy in learning English. The obstacles found during their learning English do not inhibit them to learn English, so that they keep being attracted. This can be proved from one of the students' claim that *"English is interesting ...and attracting."*(TKIM1).

To struggle against the lack of vocabulary number does not mean that the learners perceive English as difficult subject, because to keep studying English will make them getting a lot of knowledge. This finding is implied from the student's quoted interview *"I think English is interesting subject although I find many difficult words, and I can find a lot of knowledge from learning English."* (PS4).

Learning English is a need

As being discussed previously, English is considered to be difficult. However, they perceived that learning English is a need since it is international language used by almost all people in all over the world. *"In my opinion, English is a language that should be learnt by everybody because it international language, so, if we go abroad, English is really needed"* (TMT5). People agree that life has become global at present, trade relations and political interdependence among nations have grown, and foreign travel for business, study and pleasure have all intensified contacts across linguistic and cultural borders. Hence, it is necessary to have a language which can be used world-wide as means of international communication.

English language is the first and at the same time successful choice for this function (Knapp, 2015). It is found that they perceived English as means of economic relation as stated in the student's quoted interview that *"English covers all fields of life such as economics, people cooperation, knowledge, and so on."*(MBS1). This point supports a study conducted by Hayes (2016) proving that English is considered as a tool for personal economic advancement.

Besides as a need, learning English is also perceived as examination and problem as stated in the student's quoted interview *"Learning English*

is a need, examination, and problem." (PAI3). It can be inferred that the need and examination/problem are perceived equally. Because to be less proficient in English language is also proved to create trouble to understand knowledge of subjects learned (Khatoon et.al, 2018).. This is also in line with a study carried out by Zheng et.al. (2016) who found that learner' unsophisticated conceptions of language learning correlate with achieving examination success.

Moreover, the problems faced by the non English Department students as portrayed in this present study can be reduced by implementing appropriate learning styles. *"Learning English for me is necessity because English is international language. Even though it is difficult, by using good learning style, learning English will be easy."*(PGM11). It is also found that English is sometimes used as a means of instruction, so that the learners are demanded to be able to use English or at least recognizing terms used in their field of study. As stated in the statement below.

"Actually it is important to master English, because it is used in my Study Program. My lecturers sometimes use English to deliver materials, even though they sometimes only use some terms in English. However, for me it is significant because although it is only some terms, it affects my understanding on my lecturers' explanation." (TFIS2)

In addition, it is also essential to learn English because it is used as a means of transferring innovation and technology. Thus, in order not to be left behind with the advancement, being able to use English and to communicate in English is a need. As reflected in one of the students' quoted interview: *"It is a must for everybody to master because it is helpful keep up to date with the technological advancement which is mostly in English"* (IAT2). The various functions of English that the students perceived have challenged them to be independent and autonomous in learning English so that they can keep up to date with the global information. Using learning style appropriate for their own characteristic and needs is one of the ways to be autonomous which will further trigger them to be proficient in English. Yunus & Arshad, (2015) in their study also suggest that learners should be able to identify and employ the appropriate strategies with their learning styles and preferences because learner training has the capability to foster and develop learner autonomy.

To sum up, it is revealed that the students of non English Department perceived English in a-three-tier notes. In 4.0 era, they perceive English as a

necessity to be learned and mastered. However, English, in one hand, is noticed to be difficult for some reasons, namely 1). misconception on learning style that learning English needs to be memorized, 2). uninteresting teaching technique; 3). different purposes of learning English, 4). reluctant readers, 5) lack of willingness and spirit to learn and use English regularly, 6). different linguistic system and 7). misbelieve that English is difficult. In the other hand, they perceive English as interesting and joyful subject because of the appropriate purpose of learning, sufficient number of vocabulary and grammar mastery, and as a means of creating one's pride of using English.

The beliefs of non English department students towards English

The result of data analysis reveals some important notes:

The beliefs brings about the reality. This finding means that the students' belief in English will affect much on what will really happen to them. If the people believe something is difficult, then they will find what they believe. This is implied in a study which demonstrates that teachers' beliefs are indeed reflected in their classroom practices (Alghanmi & Shukri, 2016). This can be inferred that what students believe can be portrayed in their learning practices as explicitly stated in the student's cited interview: " *One hatred thing must be difficult to be accepted...therefore, I strongly believe that English is not difficult, so that I will get an ease to learn and use it.*" (IPS2). Thus, to set positive belief affects the real context of learning.

A means to study abroad and go around the world. The students believe that English is a means to continue their study abroad. They also believe that in order to be able to go around the world, they have to master English. This can be clearly seen from the student's statement: "*If I can communicate in English, I can continue my study in overseas and go vacation in around the world*"(TIPS3). It is implied that they believe English to be influential towards their academic success which is indicated by taking further study abroad. Studies prove that proficiency in English is significantly connected to standardized achievement scores, as well as grade point averages (Martirosyan,et.al, 2015) and impacts academic performance (Geide-Stevenson, 2018). Students who communicate better in the classroom also reached higher level of achievement in college learning (Aydin, 2017) and workplace (Shrestha et.al. (2018). Moreover, to master English is also

meaningful to expand social networking- meeting people and going around the world, as reflected in this quoted statement "*If I can use English, I believe that I can go around the world and meet people from various countries.*"(TMT1). Li et.al (2020) found that English language proficiency of Chinese employees is positively related to their willingness to accept international assignments through openness to corporate globalization.

A means of expanding carrier. In addition to the previously mentioned beliefs, it is also noted that they believe English as a means of expanding carrier. As revealed by Sukarni (2020) that Vocational School students of Accounting Department need to learn ESP for seeking a job after their graduation. The success in building, developing, and expanding carrier is believed to be influenced by how much a person can use English either orally or in written. English takes part in determining the creation of this globalization era. For example, traffic light in public building is written in English languages, specification of merchandise is written in English, language used in computer instruction is English, and English is everywhere. Japan as an advanced country in technology has expanded the use of English language Japanese places of employment to remain successful globalization. Nixon (2015) stated that several Japanese multinational corporations have adopted English as their official language and Japanese companies also use English in the workplace to remain global and succeed in foreign markets. In can be inferred that those who can use English is believed to be lucky to build and expand their career. This is what most of the students believe, as reflected in one of their statements below:

"If I am able use English either orally or in written, I believe that my world carrier seems to be easier because it is now demanded to use English in almost all field of life."(TMT2).

"I also believe that if I use English well, I will internationally expand my business to the global people."(MBS5).

Some positive believes have been noted from students of various Study programs either those from Education Study Program, Religious Study Program, Economics or Math and Science Study Programs. They believe that "*by using English, I can expand my chance to build cooperation with both domestic and foreign institutions and I will have broader opportunity to continue my study abroad through scholarship program.*" (AS6).

This belief indicates that one of the keys to expand their careers is by mastering English as revealed by Nam at.al. that the ideal career can be successfully obtained through being proficient in English.

As a means of sharing knowledge, go international and getting luck in carrier. It is found that English is not only believed as the influential basis to reach success in carrier and going international, but it is useful as a means to share knowledge. To share experience, knowledge, and stories in English will be more easily accepted and recognized in all over the universe. This is due to the fact that English is commonly accepted as the global language, as reflected in the following students' statements:

"I believe that if my English is good I can teach Math in all over the world, go international, and improve my carrier relatively easy." (TMT4);

"...especially in my Department, Banking, I can communicate with foreign customer" (PS2)

It is implied that their belief in English as a means of chasing their dream to go abroad, share knowledge, and to get good carrier is seriously established. This present supports a study by Sener & Erol (2017) showing that the aim of learning English as a foreign language was mostly to find a good job. Thus, English teaching should bring students to establish healthy and upward outlook on life, values, world outlook and entrepreneurship and break them away from the traditional teaching mode and seize the psychological characteristics by always focusing on them so as to actively mobilize their learning enthusiasm, and integrate the concept of innovation and entrepreneurship education into college English teaching well (Yu Ma, 2019).

To support academic and social success

This study noticed that they believe English is able to support their academic and social success such as to get good job and better life. This can be explicitly seen from the students' quoted statements below.

"I believe that if I am proficient in English, it will be easier for me to find literature on Alqur'an studies in the West and it will be my plus point to my articles about Alqur'an science and *tafsir* which hopefully can be published in journal"(IAT1)

It is implied that he put a big dream to be able to learn Alqur'an Studies from the West point of view which he believes written in English. This

indicates that so far he has a big constraint to read and understand literature on Alqur'an science in English. Thus, he dreams of and believes that mastering English language can be of his meaningful and helpful means of learning *Alqur'an* science from the West point of view.

Besides, this study demonstrates that English is believed to be able to help people to find their expected job, as clearly stated;" *...easy to build carrier and to get job*"(AKS3). Moreover, it is also believed that to master English orally or in written will be very advantageous to support their studies which mostly use references in English. Not to be able to understand English literature becomes a big constraint to their academic success. This can be explicitly found in the student's quoted interview:

"I believe that if can use English well, it will be easier for me to understand Biology courses because the references are mostly written in English. Moreover, most of the assignment give by the lecturers is about reviewing international journal which are written in English, so that I find difficulties because I am not good at English."(TBIO4)

To be good at English is also found as a means that bringing them to get good job and better life, because in this globalization era almost all things are delivered in English. It can be acceptable that without understanding English, one will get many problems in facing the world. This can be found in on of the students' quoted interview: "*I believe that if I am successful in English, it will be easier for me to create new carrier and get better life.*"(PGMI5). It is implied that the student put their hope and dream on English and mastering English so that they can change their life. Furthermore, by mastering English, it is believed to be able to transfer knowledge to people around the world, as can be clearly noted from the student's quoted interview: "*If I am good at English, I will transfer my knowledge to other people in this world.*"(PAI3). In short, it is believed that English contributes as means of achieving academic and social success.

Prestigious language, to increase pride and confidence

English for the students of non English Department is also believed to be a prestigious language that can bring them about increasing pride and confidence. From interviewing them, it can be clearly portrayed that they will feel more confident anytime they are able to deliver their thought in

English. It is proved from one of the students' quoted statements:

"In my opinion, I believe that English is a prestigious language which is useful to get prestigious jobs for prestigious people....".(ES1)

"If I am good at oral or written English, I must be very proud if sometimes later I am abroad I will not insecure to be among people."(ES4)

It can be clearly concluded that the students put their big hope to be good at English in order to improve their psychological state and increase their social status.

As a means of recognizing the world

It is also found that one of the instruments to recognize this world is English. They believe that to get success in learning English is helpful for them to know and get closer a look at this world. This is due to the fact that in this globalization era, English takes very great contribution in all aspects of life. Therefore, they believe that without English they will get much obstacle to get involved in the world community. They claim that "If I get success in learning English I believe that I can recognize this world."(TFIS3), "English is means to pass through this world,..." (KPI1). Students have positive belief towards English as a means of recognizing this global community

Indeed, the students of non English Department believe that English play significant roles as means of catching dream into reality, supporting academic, social, and economical success, transferring or spreading knowledge, and that of creating and improving one's pride and prestige.

The challenge of students of non English department towards English

There are some findings dealing with challenges for non English Department students beyond their perception and beliefs about English. Firstly, the advancement of technology which is presented mostly in English has challenged them to be able to use English so that they can keep up to date with the innovation in this world. This challenge is committed by the students that besides the difficulties that they might face during learning English, they should not be trapped to be hopeless in learning English. This challenge should have motivated them to keep doing efforts so that they can use English well. This can be clearly stated in the student quoted statement: "The advancement of technology has challenged me to be able to use

English, because all technology is presented in English."(PGM1). They are also aware that if they do not understand English, they will get serious problem such as getting difficult to get job. To have skill in English means to hold the key to open up the world. As being clearly stated below:

"for those who do not know English, they will get difficulties to get jobs. For example, nowadays anything is in English, in 4.0 era the competition is getting more..."(TBIO1)

"All is written in English so that we have to be able to use English."(TBIO2b).

In this digital era, most people use internet to communicate and search anything. The digitalized information as that in internet is also delivered in English, so that to be proficient in English is an important challenge for whoever wants to get informed. This challenge is also clearly claimed by the student in his quoted interview:" Nowadays, it has been 90% people use internet and the language used in the Internet is English. Thus, to master English is essential for me so that I can see any information through Internet." (HTN).

Secondly, in this global market, people around the world interact economically by means of international language, English, which is universally acceptable. Therefore, in order to get involved in the global market, people should prepare themselves with the skill of English. The students in this case have also been aware that they are challenged to be good at English. They should take aside on the problems they face during their learning English such as language constraints i.e. low proficiency (Alharbi, 2015) and psychological problems i.e lack of motivation, lack of either self or collaborative practices (Abrar et.al. 2018). Instead, they must keep trying to learn English so that they can use English well in order to be competitive in this free market. Unless, they won't left behind with the advancement and fast pace economical progress, they do not improve their language. As being reflected in the students' point of view below:

"In this global market, the use of English is needed." (ES1b)

"Because English is taken as the formal language of the world, so, this is my challenge, because by learning English and understanding technology used English is essential for me."(IPSb)

The innovation of any field is presented, informed, and passed through using English. Considering the significant role of English, students are aware that they are challenged to be proficient in English and this is clearly stated in the student's quoted interview: "I must be able to make innovation which can pass through this world by using English." (KPI). He demands himself to both make innovation and use English well.

The third point is that living in this globalization era, the students are challenged to be competitive in the world of economics so that they get their expected position. To expand the interaction with the people around this universe is also meaningful to chase their carrier and among the ways, English as international language is used as means of achieving it. "I am challenged to master English so that I can do several jobs and expand my interaction with people in this world". (AS5). They claim that they will be left-behind if they can not use English. "If I can not use English, I will be left-behind" (PAI8). In the 4.0 industrial era in which almost all is delivered in English, people are not able to well compete without equipping themselves with English proficiency. Innovation which are mostly published in journals are mostly written in English, so that people are challenged to be proficient in English. This fact is explicitly stated in one of the students' quoted statement: "Many scientific works are published in English, so that students are demanded to able to use English." (TFIS7)

In conclusion, with the fast advancement of information and technology in this 4.0 era at which all innovation is tremendously expanded and spread mostly in English, learning English has become more crucial. This study results in some challenges of the non English Department students to learn English. This challenge was resulted from their awareness as the product of their perception and beliefs in learning English. They are challenged to keep up to date with the innovation mostly presented in English, to get involved in the global market, and to be competitive. One of the ways is by equipping themselves with good English proficiency.

CONCLUSION

This study reveals that the students of non English Department perceived English as a two-side of a coin that in one hand they portray English as difficult subject and in the other hand, they think it as joyful, interesting, and meaningful subject that they believe as a means of triggering them to get

social, academic, and economical success. As demonstrated in this present study that their perception and belief are affected by some factors such as teachers, teaching strategies, and learners' view on the connectedness between English and globalization era.

Hence, it is beyond their perception and belief that they are challenged to be proficient in English so that they can keep up to date with the global innovation, compete in the global market, and improve their quality of education. Therefore, as suggested by Yunus & Arshad (2015), EFL learners of non English department should practice the lifelong learning and to become more creative and innovative learners and human capital in this challenging industrial age. EFL teachers at the same time are supposed to improve their quality teaching innovation in order to guide their students to be proficient in English so that they can be a competitive generation living in this competitive wide-world.

REFERENCES:

- Abdullah, M. Y., Ghafri, A., Harib, H. M., Yahyai, A., & Hamdan, K. S. (2019). A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers. *English Language Teaching*, 12(3), 57-64.
- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145
- Abubakar, B., Atmowardoyo, H., & Korompot, C. A. (2017). The Challenges in Undertaking English Speech Training Program at an Islamic Boarding School: A Study of Students' Perspectives. *ELT WORLDWIDE*, 4(2), 125-137
- Alghanmi, B., & Shukri, N. (2016). The Relationship between Teachers' Beliefs of Grammar Instruction and Classroom Practices in the Saudi Context. *English Language Teaching*, 9(7), 70-86.
- Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction*, 8(1), 105-116.
- Alharthi, A.N. (2020). Investigating the Challenges Faced by ESP Learners in Saudi EFL Context. *International Journal of English Language Education*, 8(2), 29-37. doi:10.5296/ijele.v8i2.16925
- Al-Mahrooqi, R., Abrar-Ul-Hassan, S., & Cofie, C. (2016). Analyzing the use of motivational strategies by EFL teachers in Oman. *Malaysian Journal of ELT Research*, 8(1), 41.
- Al-Malki, E. A., & Zahid Javid, C. (2018). Identification of Language Learning Beliefs among Saudi EFL Learners. *Arab World English Journal (AWEJ) Volume*, 9 (4), 186-199. doi: https://dx.doi.org/10.24093/awej/vol9no4.13

- Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal*, 12(7).
- Amrullah, A., Vianty, M., & Fiftinova, F. (2018). Language Learning Beliefs of Indonesian English Education Study Program Students. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language)*, 5(1), 62-70.
- Aslan, E., & Thompson, A. S. (2018). The interplay between learner beliefs and foreign language anxiety: insights from the Turkish EFL context. *The Language Learning Journal*, 1-14. <https://doi.org/10.1080/09571736.2018.1540649>
- Aydin, G. (2017). Personal factors predicting college student success. *Eurasian Journal of Educational Research*, 17(69), 93-112.
- Broadbent, J. (2017). Comparing Online And Blended Learner's Self-Regulated Learning Strategies And Academic Performance. *The Internet and Higher Education*, 33, 24-32.
- Dislen Daggöl, G. (2019). Learning Climate and Self-Efficacy Beliefs of High School Students in an EFL Setting. *Novitas-ROYAL (Research on Youth and Language)*, 13(1), 19-35.
- Fadilah, E. (2018). Perception, Motivation And Communicative Self-Confidence Of Indonesian Students On Willingness To Communicate In L2 By Using Facebook. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 23-48.
- Florida, N. A., & Mbato, C. L. (2020). The Influence Of Attributional Beliefs On Indonesian Efl Learners' reading Comprehension. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 297-320.
- Geide-Stevenson, D. (2018). Does English proficiency affect academic performance?. *International Review of Economics Education*, 28, 41-48. <https://doi.org/10.1016/j.iree.2018.04.002>
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78-86. doi: 10.5539/elt.v10n4p78
- Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), 55-63.
- Habibi, A., Mukinin, A., Riyanto, Y., Prasohjo, L. D., Sulistiyo, U., Sofwan, M., & Saudagar, F. (2018). Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program. *Turkish Online Journal of Distance Education*, 19(1), 46-61.
- Halimah, H., Lustyantie, N., & Ibrahim, G. A. (2018). Students' perception On The Implementation Of Orai Application In Cll Method In Teaching Speaking. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 1-22.
- Hamiddin, H., & Saukah, A. (2020). Investigating metacognitive knowledge in reading comprehension: The case of Indonesian undergraduate students. *Indonesian Journal of Applied Linguistics*, 9(3), 608-615. DOI: <https://doi.org/10.17509/ijal.v9i3.23211>
- Hayes, D. (2016). The value of learning English in Thailand and its impact on Thai: perspectives from university students. *Asia Pacific Journal of Education*, 36(1), 73-91 <https://dictionary.cambridge.org/dictionary/english/perception> <https://dictionary.cambridge.org/dictionary/english/belief>
- Kamran, S., & Mansoor, S. (2017). Globalization and language use on social media in Pakistan. *European Journal of Language and Literature*, 3(2), 79-84.
- Katawazai, R., & Saidalvi, A. (2020). The attitudes of tertiary level students towards cooperative learning strategies in Afghan EFL Context. *International Journal of Learning, Teaching and Educational Research*, 19(9), 301-319. DOI: <https://doi.org/10.26803/ijlter.19.9.16>
- Khatoon, S., Umer, M., & Roofi, Y. (2018). English as An Obstacle To Gaining Knowledge: A Case of Sindh Pakistan. *Grassroots*, 52(1), 200-208.
- Knapp, K. (2015). English as an international lingua franca and the teaching of intercultural communication. *Journal of English as a Lingua Franca*, 4(1), 173
- Kumaravadivelu, B. (2012). *Language teacher education for a Global Society*. New York: Routledge
- Li, J., Zhao, Y., & Han, X. (2020). Would you work abroad? The effect of English proficiency on Chinese employees' willingness to accept international assignments. *International Business Review*, 29(2), 101669. <https://doi.org/10.1016/j.ibusrev.2020.101669>
- Loh, C. Y. R., & Teo, T. C. (2017). Understanding Asian students learning styles, cultural influence and learning strategies. *Journal of Education & Social Policy*, 7(1), 194-210.
- Manurung, G. N., Manurung, K., Mertosono, S. R., & Kamaruddin, A. (2020). Perceptions of EFL Learners in the Implementation of Blended Learning Post-natural Disaster at a University in Indonesia. *Theory and Practice in Language Studies*, 10(8), 959-968. DOI: <http://dx.doi.org/10.17507/tpls.1008.15>
- Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71.
- Metruk, R. (2020). EFL Learners' Perspectives on the use of Smartphones in Higher Education Settings in Slovakia. *Electronic Journal of e-Learning*, 18(6), pp537-549. DOI: <https://doi.org/10.34190/JEL.18.6.006>
- Miqawati, A. H. (2020). Pronunciation Learning, Participation, And Attitude Enhancement Through Mobile Assisted Language Learning (Mall). *English Review: Journal of English Education*, 8(2), 211-218.
- Nam, B. H., Bai, Q., & Bae, W. (2020). 'English proficiency matters': ESL learning as a vocational behavior among former korean college student-athletes on dropping out of athletic programs. *International Studies in Sociology of Education*, 1-24. <https://doi.org/10.1080/09620214.2020.1762109>

- Nixon, R. M. (2015). Workplace English Usage in Japan. *Journal of the Faculty of Foreign Studies, Aichi Prefectural University (Language and Literature)*, 47, 21-34.
- Poedjiastutie, D., & Oliver, R. (2017). Exploring Students' Learning Needs: Expectation and Challenges. *English Language Teaching*, 10(10), 124-133.
- Rahmiati, I. I., & Emaliana, I. (2020). Efl Students'online Learning: Epistemic Beliefs Determine Learning Strategies. *EDUCAFL: Journal of Education of English as Foreign Language*, 2(2).
- Rose, H., & McKinley, J. (2018). Japan's English-medium instruction initiatives and the globalization of higher education. *Higher Education*, 75(1), 111-129.
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and instruction*, 42, 95-103.
- Sener, S., & Erol, I. K. (2017). Motivational Orientations and Self-Efficacy Beliefs of Turkish Students towards EFL Learning. *Eurasian Journal of Educational Research*, 67, 251-267.
- Shahriarpour, N. (2014). On the effect of playing digital games on Iranian intermediate EFL learners' motivation toward learning English vocabularies. *Procedia-Social and Behavioral Sciences*, 98, 1738-1743. doi: 10.1016/j.sbspro.2014.03.601
- Shobikah, N. (2017). The Importance of English Language in Facing Asean Economic Community (AEC). *At-Turats*, 11(1), 85-93.
- Shrestha, R. N., Awasthi, J. R., & Pahari, B. R. (2018). Impact of English Language Proficiency on the Job Grabbing Process of Engineers in Nepal and the Other Countries: A Bird's Eye View. *Journal of the Institute of Engineering*, 14(1), 223-234. doi: <https://doi.org/10.3126/jie.v14i1.20088>
- Sukarni, S. (2020). Understanding learners' need of ESP for accountancy program at vocational school. *English Review: Journal of English Education*, 8(2), 273-282. doi: 10.25134/erjee.v8i2.2002.
- Tang, M., & Tian, J. (2015). Associations between Chinese EFL graduate students' beliefs and language learning strategies. *International journal of bilingual education and bilingualism*, 18(2), 131-152.
- Teng, F. (2020). The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance. *Innovation in Language Learning and Teaching*, 14(5), 436-450. DOI: <https://doi.org/10.1080/17501229.2019.1615493>
- Wei, Q., Siriyothin, P., & Lian, A. P. (2018). Chinese university EFL students' perceptions of learner autonomy in language learning. *Beyond Words*, 6(1), 26-40.
- Yuliani, I., & Fadhly, F. Z. (2020). Learning Through Learners: Indonesian Efl Learners'writing Strategies Experiences. *Learning*, 3(2)
- Yunus, M. M., & Arshad, N. D. M. (2015). ESL Teachers' Perceptions toward the Practices and Prospects of Autonomous Language Learning. *Asian Social Science*, 11(2), 41.
- Yu Ma. 2019. A Study of College English Teaching from the Perspective of "Entrepreneurship and Innovation. *Advances in Social Science, Education and Humanities Research*, volume 310. 3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019). Atlantis Press
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research*, 86(4), 981-1015.
- Zheng, C., Liang, J. C., Yang, Y. F., & Tsai, C. C. (2016). The relationship between Chinese university students' conceptions of language learning and their online self-regulation. *System*, 57, 66-78. <https://doi.org/10.1016/j.system.2018.05.003>

STUDENTS' PERSPECTIVES OF ONLINE LANGUAGE LEARNING DURING CORONA PANDEMIC: BENEFITS AND CHALLENGES

Jomana S. Zboun

*English Department, Faculty of Arts
Hebron University, Palestine
Email: jomanazboun@hotmail.com*

Mohammed Farrah

*English Department, Faculty of Arts
Hebron University, Palestine
Email: mfarrah@hebron.edu*

APA Citation: Zboun, J.S. & Farrah, M. (2020). Student's perspectives of online language learning during corona pandemic: Benefits and challenges. *Indonesian EFL Journal*, 7(1), 13-20. <https://doi.org/10.25134/ieflj.v7i1.3986>

Received: 23-11-2020

Accepted: 15-01-2021

Published: 31-01-2021

Abstract: This study aimed to elicit students' perspectives towards benefits and challenges of fully online classes at Hebron University. The researchers examined both advantages and challenges of online classes from students' point of view. Also, they explored some suggestions for improving online classes which could play an important role in improving the online learning and teaching process. The researchers employed both quantitative and qualitative methods. They distributed a questionnaire to collect data. Eighty two students from two different English intensive courses were asked to fill a 5 point Likert scale questionnaire and answer four open-ended questions. The researchers used the surveyplanet app to facilitate the process of distributing and collecting data. The finding of this study showed that students faced some challenges with online learning; they preferred face to face classes. The disadvantages of online classes from their perspectives are more than the advantages. The weak internet connectivity, poor interaction, less motivation, less participation and less understanding are the most challenges of online learning. However, they find online classes easy to access, convenient and easy to be reviewed for exams.

Keywords: *Online learning; advantages; challenges*

INTRODUCTION

Technology has impacted every small aspect in our life, and language learning process is no exception. In the previous years, using technology in language learning has developed and grown. Many researchers and theories start studying using computers as assisted tools in language learning, which it called CALL (Daud & Farrah, 2013). According to Beatty (2003) CALL is changed nature and the process in which learners utilize a computers and internet resources and, consequently, enhance they competence. So, the CALL process was the first step in using technology besides the traditional classroom learning (Farrah, 2006). It was used to prompt and facilitate the development of language learning use. Nowadays, the use of technology has expanded to reach a new term which is called online learning. According to Arroyo, Berrocso, Cevallos and Videla (2020), said that pandemic covid, technology-mediated learning has a significant impact on the educational process. Recently, it became one of the key research concepts.

Before Covid19 outbreak, many educational institutions, schools and universities were using partially online classes just to facilitate the process of language learning (Farrah & Al-Bakri, 2020; Abu Safiyeh, & Farrah, 2020). However, nowadays, all of the schools and universities transmitted to fully online classes in which all of the learning and teaching activities are carried online. Online learning and teaching is carried now at Hebron University with fully online classes. Nowadays, all of the students are taking fully online classes where they are supposed to attend the classes online, take quizzes, and do all of their activities online by using apps like, Zoom, Google meet and others. Accordingly, there is a need to conduct a study to explore the advantages and challenges of online learning.

Stages of E- learning over the previous decades

Online learning has experienced many different stages; the first stage is CALL system which started in some universities in 1980. CALL was defined as computers and additional softwares to supplement language teaching in such as CD ROM, and online

conferences ... online grade books (Pennington, 1996). With the rapid development of CALL system, many instructors and institutions tried to blend technology inside and outside the classrooms with the aim of having both traditional learning and certain forms of online learning to promote the teaching learning process (Singh, 2003; Farrah, 2006; Daud & Farrah, 2013).

According to Richard and Haya (2009), technological devices become among the essential tools in the teaching learning process. Learners can use the internet to share and access information. Similarly, Oblinger and Hawkins (2005) pointed out that technology facilitated the transmission process towards fully-online courses. Likewise, the European Commission (2001 as cited in Arkorful, Abaidoo, 2014) described e-Learning as utilizing new technologies and the Internet to improve quality of learning by providing accessibility to facilities and services and promoting exchanges and collaboration. Moreover Singh and Thurman (2019) clarified that learners experience synchronous and asynchronous online learning environments and utilize varied technological devices along with internet access. Learners can access information anywhere and interact with faculty members and other students. Nowadays, after the pandemic situation of Covid19, most of the academic institutions are giving synchronous online classes. According to Carey (2020 as cited in Dahwan, 2020), the crucial issue is responding to the pandemic and most importantly providing quality online education and the mechanism of transmission from traditional learning to online learning.

Benefits and limitations of online learning

Many researchers throughout these years discussed the benefits and the challenges of online learning. Brewer et al. (2001) stated that technology plays a significant role in the teaching learning process. However, there is a necessity for appropriate integration of technological tools. They warned that if such learning technologies used wrongly, they are likely to undermine the role technology and thus the failure of the learning process. According to Hsboula (2009), online learning has the potential to improve access to education and training as well as the quality of teaching and learning. He emphasized the role of technology in improving the teaching and learning process and pointed out that such online educational programs should be available to students at a reasonable cost. Likewise, Fedynich (2014) noted the potential benefits of online learning and

emphasized that technology should be cost-effective and instructors or students should have easy access online resources and proper training. Khalil (2018) examined the perceptions of six EFL university students taking a Grammar I course at Palestine Ahliya University, Palestine towards utilizing Google Docs and Google Classroom as online collaborative tools in learning grammar. She found integrating the flipped classroom in teaching grammar can improve learners grammar skills.

According to Arora (2019) poor integration of online learning may yield unwanted challenges ranging from poor communication, sense of isolation, to a sense of frustration. Additionally, Aminullah et al. (2019) reported that teachers held positive attitudes towards ICT in the process of teaching and learning English.

In 2020, many researchers have questioned the validity and the obstacles of fully-fledged online classes and the following are some related studies that discussed the same issue:

Adnan and Anwar (2020) examined the attitudes of Pakistani higher education students towards online learning amid (COVID-19). They found that online learning can not yields the intended results in countries like Pakistan because students and instructors do not have proper access to the internet and they lack both adequate training and the financial resources. Likewise, Aminullah et al. (2019) observed that though some teachers held positive attitudes towards ICT, others still faced many problems such as lack of support from institution, lack of ICT equipment, and also lack of adequate training.

However, in a study conducted in India different results was shown. Nambiar (2020) conducted an online survey regarding eliciting instructors and students' attitudes towards online classes during (Covid 19). The participants were 407 students and 70 instructors from different colleges and universities in Bangalore city. The findings show that there is a need for quality and timely interaction between student and professor, the availability of technical support. Moreover, the study emphasized the need to create "a structured and user- friendly environment for online mode of education." Finally the study concluded with the importance of offering adequate technological training to teachers about method of conducting online classes" (792).

Likewise, Baber (2020) examined students' attitudes towards online learning during Covid19 pandemic in India and South Korea. He found that students held positive perception towards online learning aspects such as interaction, motivation, course structure, instructor knowledge, and

facilitation. Accordingly, they perceived they were satisfied with the learning outcome.

In a study conducted in Palestine, Farrah and Al-Bakry (2020) explored the attitudes of EFL students in six Palestinian universities towards online learning during the COVID-19 pandemic. The researchers reported that students found some benefits for online learning and they pointed out some challenges that encountered the students during the transmission process towards online learning. Finally, they offered some suggestions to improve the implementation of online learning in the educational process such as improving the technological infrastructure and providing both instructors and students with the necessary that facilitate the learning teaching process in the online environment.

Similarly, Itmeizeh, & Farrah. (2021) examined the extent to which the online applications utilized in Palestine Ahliya University and Hebron University in Palestine met IHEP benchmarks (Teaching Process, Student Support, Evaluation and Assessment, Faculty Support) for online learning. Moreover, they examined the attitudes of EFL instructors' and students towards online education and the challenges that both of them may face. Findings revealed that EFL learners' and instructors' expressed their concerns towards the availability of student support and faculty support.

This is the first time experience of Hebron University students being exposed to fully synchronous classes. This study will explore the benefits and challenges of online learning from the perspectives of first year students at Hebron University. Moreover, students will provide suggestions of how to overcome the main difficulties of online classes. So, it will present a detailed image of students within the online learning environment, prompt deep understanding of how student's look or see the fully online learning according to their present experience. Also, it will offer some recommendations to have effective online classes that can improve and overcome the challenges of online learning. So, this study will be very beneficial for instructors, students, as well as the educational institutions and universities; as it sheds light on one of the most important factors of the educational learning system which is the student.

The research questions in this research are: (1) What are the major benefits and challenges of fully online classes according to Hebron University students? (2) What are the students' recommendations to overcome the challenges of online learning?

METHOD

The researchers, in this paper, used both quantitative and qualitative research methods. This study was conducted during the Fall Semester of the academic year 2020/2021. In order to gain a better insight into the students' perspectives of online learning and the possibilities for improving it at Hebron University, the researchers distributed questionnaires to 114 students from two service English courses (English Intensive 2 and English Intensive 1). Eighty two students from both courses voluntarily agreed to fill in the posted online questionnaire. All of the students are first year students who are experiencing the fully online classes for the first time.

A Questionnaire was chosen for this research because it is a reliable and quick method to collect information from multiple respondents in an efficient and timely manner. It aimed to elicit relevant information concerning student's perspectives of online classes. The questionnaire combined 5- point Likert scale and open-ended questions (see Appendix). The content of the instrument was developed and utilized to discover the advantages and disadvantages of Online learning from students' point of view. The questionnaire has two sections, the first section is to elicit students' preferable learning method and collect the perceptions of the students about challenges and benefits of online learning through 32 items of 5 point Likert scale. Questions of 5- point Likert scale offering respondents the possibility to choose and rate among several options from 1 (*Strongly agree*) to 5 (*Strongly disagree*). In the second section, there were four open-ended questions (See Appendix).

According to the limited time of the researchers during both lectures of (Intensive 1 and 2), researchers chose to collect the data through online tools and by using the students' classroom app. Also, the researchers used the surveyplanet app to facilitate the process of distributing it. After validating the questionnaire, the researchers posted it on students' classroom stream. The researchers informed the participants that this questionnaire is conducted for Hebron university research paper and that any information obtained in connection with this study will remain confidential. Then, the researchers collected eligible data from 82 collected questionnaires. After collecting data, it was analyzed statistically using SPSS. The researchers examined the questionnaire reliability and they found that the overall Cronbach Alpha Coefficient of the questionnaire was ($r=.71$), indicating an acceptable degree of internal consistency. This

means that the questionnaire was a reliable instrument for the purpose of the current research.

RESULTS AND DISCUSSION

The researchers used the Statistical Package for Social Sciences (SPSS) (version 24) to analyze the collected data and the advantages and disadvantages of online learning from Students' perspectives. The mean and standard deviation (SDs) were calculated for 32 Likert scale items. The results of the study

revealed that most participants *strongly agreed* on one Item which is Items 19. This Item shows that most of the students *strongly agreed* that the internet connection is very poor. The mean of this item was 4.27 (see Table1).

The mean and standard deviation (SDs) were calculated for 32 Likert scale items. The results of the study revealed that most participants *strongly agreed* on one Item which is Items 19.

Table 1. *The means and SDs of the items the participants strongly agreed upon.*

No.	Statements	Mean	SD
19	Internet connection is very week	1.73	1.11

Note. If the mean is less than 1.80, this means that participants strongly agree.

As table 1 show, most students *strongly agreed* that the internet connection at Hebron University is very poor (M=1.73).

Most of the participants have rated the following nine items with *agree* (see table 2). The means of these Items were less than 2.60. Item10, Item14, Item20, Item 25 and Item 32 were items related to disadvantages of online classrooms. For example, most of the students *agreed* that Interaction with instructors in online classes is less than interaction in face to face classes with a mean of 2.02. Also, they believe that instructors talk most of the time in

the online classes with a mean of 2.59. Most of them *agreed* that instructors and students need training for online classes (see Items 20, 25 in table 2). Most of the students get bored in the online classes with a mean of 2.5 and STD 1.33. Moreover, most of the students agreed on 3 items which are about the advantages of face to face classes. Most of the students prefer traditional classes and participate in it more than online classes. Also, they are accepting feedback from each other more in the face to face classes with a mean 2.15 and a STD of .85.

Table 2. *The means and SDs of the items the participants agreed upon*

No.	Statements	Mean	SD
2	I prefer traditional (face to face) classes	1.82	1.08
5	I participate more in face to face classes	2.04	1.02
10	Interaction with teacher in online classes is less than interaction in face to face classes	2.02	1.09
14	Teacher talk most of the time in the online classes	2.59	1.2
17	I am able to receive feedback from others in face to face classes	2.15	0.85
20	Students are not trained enough to learn through online classes	2.48	1.26
24	I would recommend face to face learning	2.11	1.26
25	Instructors and students need training courses to make online courses more beneficial	2.39	1.2
32	I get bored in the online classes	2.5	1.33

Note. If the mean is less than 2.60, this means that participants *agreed*.

Table 2 shows that most of the students have preferences for face to face classes as they interact more and they were able to receive immediate feedback. However, they do not like the online classes as instructors talk most of the time which

makes them bored. They believe both students and instructors need training. Therefore, they recommend the traditional classroom.

Moreover, there are 17 Items that were rated with *neutral* as shown in Table 3.

Table 3. *The means and SDs of the items the participants were rated with neutral*

No.	Statements	Mean	SD
1	I prefer online classes	3.33	1.33

3	I spend less time and effort in online classes	2.80	1.27
4	I participate more in online classes	3.33	1.26
6	I don't have good internet connection	2.65	1.35
8	I prefer submitting my assignment via online	2.88	1.47
9	I feel relaxed in the online classes	3.11	1.33
11	Online classes make me less anxious	3	1.27
12	I feel stress if I did mistake in the online classes	2.87	1.26
13	I feel stress if I did mistake in the face to face classes	2.93	1.36
15	I am able to work independently in the online classes	2.88	1.29
16	In online classes, I take risk to answer without teacher instruction	2.90	1.28
18	The quality of online learning at Hebron University is good	3.13	1.23
21	Instructors are not trained enough to teach online classes	3.21	1.15
26	The online classes help me following and reviewing the course easily	2.94	1.22
27	Online classes are easy to reach	2.87	1.20
29	It is very difficult to study through online classes for students	2.77	1.11
30	It is frustrating to do task via online	3	1.29

Note: if the mean is less than 3.40, this means that participants were neutral

Table 3 shows the participants were neither agree nor disagree with items about the advantages of online classroom like, *I spend less time and effort in online classes, I participate more in online classes, I feel relaxed in the online classes, online classes make me less anxious*, and many other advantages of the online classroom like reviewing,

or easiness in submitting assignments. So, they didn't see using online classes or technology tools as a benefit either as an obstacle too

Finally, it seems that most of the students were not satisfied with the online learning experience as shown in Table 4.

Table 4. *The means and SDs of the items the participants were rated with disagree*

No.	Statements	Mean	SD
7	I don't find difficulty in using Google classroom, zoom or other apps	3.82	1.03
22	The student learn and get the same learning from online and face to face classes	3.59	1.18
23	I would recommend online learning	3.59	1.33
28	Online classes satisfy my learning needs	3.46	1.12
31	Online classes make me more competitive	3.54	1.15

Note: if the mean is less than 4.20, this means that participants *disagreed*

Table 4 shows most of the students *do not* recommend the online classes (M=3.95). Most of them are not satisfied with learning through online classes. Also, they *disagreed* that they get the same learning from online classes and face to face classes (M=3.59).

However, most of the students *disagreed* on item 7 that they don't find difficulty in using Google meet or other online programs (M=3.8).

The results of the open-ended questions

The researchers asked for more elaboration about the advantages and disadvantages of online classes, 90% of the students whether they recommend or do not recommend online classes, they have *agreed* that online learning saves time, effort and it is easy to be accessed and reached. S26 said "Online learning saved my time and my effort too. Also, it saves my money for transportation". However, S12

said "There are no positives other than saving time and money". Also, 85% of the students agreed that it is better to use the online class for reviewing the material. Some of them mentioned other factors like; I feel more comfortable, relaxed and less shy but they are just two students. Also, S27 and S28 agreed that they participate in online more without hesitation. Also, S3 said, "It is good to get higher grades".

Most of the students have agreed on three negatives factors in the online classes and they are as the following: (1) 70% of the students refer to the interaction problem between students and the teacher; they said "The interaction between students and teacher are less than the interaction in the traditional classroom." (2) 90% agreed on the poor internet connection which makes online learning very hard for most of the students. Also, they refer to some issues like the limited number of electronic

devices in each home. (3) 50% of the students feel less motivated in the online classes.

Moreover, most of the students give the same solutions to make online classes more effective as they mentioned increasing the internet speed in the university and for instructors and students. Also, they mentioned some ideas to make the students be motivated and participate in the class. S30, S56 and S70 said that instructors should encourage and motivate the students by making slides, PowerPoint's, let them watch films and do some interesting activities".

In the last open-ended question (see Appendix), the researchers asked the student that if we resolve all of the obstacles from having good internet connection, instructors and students are well trained then what type of learning would you choose? 37 students out of 82 choose online classes. However, 45 students choose face to face classes. So, the results showed that most of the students still prefer the traditional classes (face to face classroom) but they think it is good this time because it will protect them from Coronavirus nothing more.

This study attempted to elicit perceptions of first year students at Hebron University towards advantages and disadvantages of online classes. It aimed to show the most efficient methods of learning from their point of view. For the purpose of this study, 82 students from two different English intensive courses have participated in this research. The researchers answered the following research questions according to the students' perspectives.

What are the major benefits and challenges of fully online classes according to Hebron University students?

As the finding showed, most of the students do not recommend online classes. Also, they focus on showing the negative side of it more than showing its advantages. For the disadvantages of online classes, students see that they don't interact or be motivated in the online classes. Also, they feel bored. S4 said, "It is important to see you physically in the classroom this will make us be motivated and participate more". This finding is in line with (2010) who noted the importance of the instructor's presence to establish proper patterns of communication, and enhance student motivation.

Furthermore, most of the students *strongly agreed* on the poor internet connection at Hebron University. This prevents the effectiveness of online classes. S33 said, "I can't concentrate in the online classes as the internet disconnects every 5

minutes". This problem is considered the main problem for most of the students. Mohammad (2020) found that online learning can't be effective in underdeveloped countries, where a majority can't get access to the internet due to technical as well as economic issues.

Also, most of the students *agreed* that "students and instructors are not trained enough to teach or learn in online classes". This makes the results of taking online classes be less satisfied for both students and instructors. Because as the result shows, students are not satisfied with online learning and do not see the learning and teaching process being delivered the same as face to face learning; That's why they prefer face to face lectures. S68 said "I don't accept online learning because I don't understand the material well in the online classes.

However, when the researchers asked for more illustration in open ended questions, most of the students agreed on the following advantages of the online classroom: (1) Easy to be reached and accessed. (2) Saves time, effort and money. (3) Easy to be reviewed

Despite the result in the questionnaire, the researchers find that they were neutral. They don't agree nor disagree about these advantages. Therefore, further research need to be conducted in this field.

According to the student's perspectives, what are the students' recommendations to overcome the challenges and the difficulties of online learning?

According to their perspectives, issues of connectivity are matters as 20% will recommend online classes if all of these problems will be solved. Also, they recommend training classes for both instructors and students in order to know how to deal with apps and programs like Zoom and Google meet because most of them find difficulty in using these apps (see table 4). So, after being trained, they may find online classes more effective for them. So it is about the quality of internet connection and the effort that instructors and students give. According to Arora (2019) a number of problems may arise due to lack of careful planning from instructors and students as well as implementation of online learning. Students may feel a sense of isolation, frustration, stress, in some cases and poor performance. Also, 40 % of the students recommend that universities should ask for increasing the speed of internet connection as well as scheduling a number of class training for both instructors and students to facilitate using online and replace it with face to face classes.

CONCLUSION

COVID-19 has affected the traditional learning method of academic institutions across the whole world. Therefore, synchronous online classroom online learning was a fundamental topic that needs to be discussed. According to the survey that was distributed to 82 students, the result shows that students are not satisfied with the online classroom. They prefer and recommend traditional classes more as they participate, interact and be motivated more in it. They assume that online class has negatives more than positive things. However, they recommend contacting the responsible companies to solve the connectivity problem and they recommend training for students as well as instructors to make online learning sufficient.

REFERENCES

- Abu Safiyeh, H. & Farrah, M. (2020). Investigating the effectiveness of flipped learning on enhancing students' English language skills. *English Review: Journal of English Education*, 9(1), 193-204. <https://doi.org/10.25134/erjee.v9i1.3799>
- Adnan, M. Anwar, K. (2020). Online learning amid the COVID-19 pandemic: Students perspectives. *Journal of Pedagogical Research*. 1(2):45-51. <http://doi.org/10.33902/JPSP.2020261309>
- Aminullah, A., Loeneto, B. A., & Vianty, M. (2019). Teachers' attitudes and problems of using ICT in teaching EFL. *English Review: Journal of English Education*, 8(1), 147-156. doi: 10.25134/erjee.v8i1.2324.
- Arkorful, V. & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. *International Journal of Education and Research*. 2(12), 397-410. <https://www.ijern.com/journal/2014/December-2014/34.pdf>
- Arroyo, M. Berrocoso, J. Cevallos, M. & Videla, C. (2020). Trends in educational research about e-Learning: A systematic literature review. *Sustainability*. 12(12), 1-23. <https://doi.org/10.3390/su12125153>
- Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID-19. *Journal of Education and e-Learning Research*. 7(3), 285-292. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3679489
- Baker, C. (2010). The impact of instructor immediacy and presence for online student Affective learning, cognition, and motivation. *Journal of Educators Online*. 7(1), <https://doi.org/10.9743/JEO.2010.1.2>
- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.
- Brewer, E. & Stout, V. (2001). *Moving to Online: Making the transition from traditional instructions and communication strategies*. Corwin Press, Inc. CA.
- Dahwan, S. (2020). Online learning: A Panacea in the time of COVID-19 crisis. *Saga Journals*. 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>
- Daud, N. & Farrah, M. (2013). Quality benchmarking for online writing course: A Malaysian case study. *World Applied Sciences Journal 21* (Special Issue of Studies in Language Teaching and Learning): 117-124. IDOSI Publications. DOI: 10.5829/idosi.wasj.2013.21.s1t1.2145. [https://www.idosi.org/wasj/wasj21\(SLTL\)13/15.pdf?fbclid=IwAR3U6dOZEQhu5evAEseZ7P88II Mei8dOX0wK1LgKnGBiVB4fENg1BVTdG8UFarrah](https://www.idosi.org/wasj/wasj21(SLTL)13/15.pdf?fbclid=IwAR3U6dOZEQhu5evAEseZ7P88II Mei8dOX0wK1LgKnGBiVB4fENg1BVTdG8UFarrah). M. (2006). An Evaluation of an Online English for Academic Writing Program Using the IHEP 2000 Quality Agreed upon benchmarks. Unpublished Ph. D Dissertation, International Islamic University: Malaysia, 2006.
- Farrah, M. & Al-Bakry, G. H. (2020). Online learning for EFL students in Palestinian universities during corona pandemic: Advantages, challenges and solutions. *Indonesian Journal of Learning and Instruction*, 3(2), 65-78. DOI: <https://doi.org/10.25134/ijli.v3i2.3677>
- Fedynich, L. (2014). Teaching beyond the classroom walls: The pros and cons of cyber learning. *Journal of Instructional Pedagogies*. 13(1). <https://www.aabri.com/manuscripts/131701.pdf>.
- Hsboula, H. (2009). E-learning adoption: The role of relative advantages, trialability and academic specialization. *Campus-Wide Information Systems*. 26(1):54-70 <https://doi.org/10.1108/10650740910921564>
- Itmeizeh, M. & Farrah, M. (2021). EFL instructors and learners' perceptions towards utilization of online applications at Palestine Ahliya University and Hebron University. *Universal Journal of Educational Research*, 8(8), 3310 - 3322. DOI: 10.13189/ujer.2021.0x0x0x.
- Khalil, M., Z. (2018). EFL students' perceptions towards using Google docs and Google classroom as online collaborative tools in learning grammar, *Applied Linguistics Research Journal*, 2(2), 33-48.
- Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *International Journal of Indian Psychology*, 8(2), 783-793. DIP:18.01.094/20200802, DOI:10.25215/0802.094.
- Roberts, R. & Pennington, B. F. (1996). An interactive framework for examining prefrontal cognitive processes. *Developmental Neuropsychology*, 12(1), 105-126. <https://doi.org/10.1080/87565649609540642>
- Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43(6), 51-54. http://asianvu.com/digital-library/elearning/blended-learning-by_Singh.pdf
- Singh, V., Thurman, A. (2019). How many ways can we define online learning? A systematic literature

- review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306. <https://doi.org/10.1080/08923647.2019.1663082>
- Richard, H., & Haya, A. (2009). Examining student decision to adopt web 2.0 technologies: theory and empirical tests. *Journal of computing in higher education*, 21(3), 183-198. <https://doi.org/10.1007/s12528-009-9023-6>
- Oblinger, D. G., & Hawkins, B. L. (2005). The myth about E-learning. *British Journal of Educational Technology*. 41(2), 199 – 212. <https://doi.org/10.1111/j.1467-8535.2008.00910.x>

ELT LEARNING MEDIA FOR YOUNG LEARNERS: FAMILY-THEMED PICTURE STORIES

Anselmus Inharjanto

*Department of English Language Education, Faculty of Humanities and Education,
Universitas Katolik Musi Charitas, Indonesia*
E-mail: anselmus@ukmc.ac.id

Lisnani

*Department of Primary Teacher Education, Faculty of Humanities and Education,
Universitas Katolik Musi Charitas, Indonesia*
E-mail: lisnani@ukmc.ac.id

APA Citation: Inharjanto, A. & Lisnani. (2020). ELT learning media for young learners: Family-themed picture stories. *Indonesian EFL Journal*, 7(1), 21-32, <https://doi.org/10.25134/ieflj.v7i1.3987>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2020

Abstract: The study aims at investigating whether the family-themed picture stories for young learners were valid as learning media for English Language Teaching (ELT). The researchers developed three picture stories related to family as prototypes. The research procedure was proposed by Akker, which comprised analysis, design, evaluation, and revision. The validity was reviewed by the experts of content, instructional design and media or product design. The mean of content validity of three prototypes is 4.26 which is at very highly valid level. In term of construct validity, the average score of construct validity of three stories is 4.23 which is at very highly valid level. The average score of media or product design validity of the prototypes is 4.36 which is at very highly valid level. Thus, the study result shows that, overall validities of content, construct, and media or product design of the three picture stories are 4.28, which is at very highly valid level. In conclusion, the set of family-themed picture stories as learning media are valid and categorized as very highly valid level; consequently, they are likely to facilitate Teaching English to Young Learners (TEYL).

Keywords: *learning media; TEYL; picture stories*

INTRODUCTION

It is believed that English is the principal language of international collaboration and, in today's world, the English language demonstrates a strong network effect. Indonesia is one of South East Asian countries that always attempts to develop English Language Teaching (ELT) in order to equip its citizens in the globalized world characterized with the advance of information technology and international communication. However, referring to EF English Proficiency Index 2020, which ranks 100 countries and regions by English skills, Indonesia's level is classified as low proficiency (EF, 2020). Indonesia is ranked 74th and still lags behind its neighboring countries in South East Asia, such as Vietnam, Malaysia, Philippines and Singapore which is ranked 65th, 30th, 27th, and 10th respectively.

As for the importance of English language, despite its low proficiency level, ELT in Indonesian context can play an important role in addressing the issue. Two aspects that appears directly from the title are learning media and

young learners. It is indeed challenging to teach language to young learners, particularly when it is learnt as a foreign language (Reftyawati, 2017; Baranowska, 2020). English is one of foreign languages taught in primary school level even though the practice of ELT seems to vary in every school.

It is beyond the scope of this paper to examine the government policy, especially Minister of Education and Culture, who is responsible for the country's education. There have been different policies implemented regarding English subject in elementary school. For instance, referring to Decree of the Minister of Education and Culture No 060/U/1993, English may become local content subject and is taught at fourth grade and above. Since then, English subject was taught in all elementary school, both public and private, and appeared to progress very rapidly (Maili, 2018). The writer also argues that, despite many problems in implementing ELT at primary school, there are several advantages: young learners could learn the language easily, English is widely used in this digital and technology era, and pupils may prepare

themselves for learning English at junior high school.

Apparently, English is regarded as a favorite subject added to the elementary school's curriculum, although especially state schools would find some challenges during its implementations (Suharsih & Hamidiyah, 2012). These challenges include insufficient schools' condition, lacks of facilities (i.e. particularly books), classroom management (i.e. media, method or technique), and teacher's educational background. Besides, the status of local content subject, the limited number of qualified primary school teachers, and the lacks of learning media or sources have become other problems to consider (Sutardi, 2011).

On the one hand, the aforementioned issues should be addressed thoroughly, but on the other hand, the improvement of ELT's practices is a must. The Regulation of Ministry of Education and Culture No. 65 of 2013 underlines that the learning process in educational units, including elementary education, should be conducted interactively, inspiringly, enjoyable, and motivates learners to participate actively, and facilitates initiatives, creativity, and independence based on students' talents, interests, and physical and psychological development (Kemdikbud, 2013). Indeed, it is important to create fun and interesting classrooms (Suharsih, Hamidiyah, 2012). Two factors which influence the effective and efficient of learning are media and learners' characteristics (Reftyawati, 2017). The writer also discusses the significance of selecting language learning media so as to overcome students' boredom and to create learning enjoyment.

In light of recent development in ELT, it is becoming extremely difficult to ignore the existence of innovative and creative teaching-learning process. An endeavor which may be applied to support the teaching-learning process (or shortly named learning process to describe both processes) and deal with some hindrances in learning is via the utilization of learning media. Learning media is defined as all things which are utilized to deliver messages from the sender (i.e. teacher) to the recipient (i.e. students) in the form of physical devices or objects, which effect communication and interaction between them during classroom's learning (Negara, 2014). Learning media is, therefore, a component of learning.

Furthermore, learning media is an instrument that may be employed to facilitate the comprehension of concepts that should be pursued

in learning (Zulkardi, 2005). To understand concepts is often challenging. So, the concepts that are abstract and difficult to explain directly to learners may be made concrete or simplified via learning media (Hernawan, Susilana & Julaeha, 2013). It is evident that learning media may become an alternative due to its emphasis on innovation and creativity. Therefore, this study is hoped to make a major contribution to research on learning media and Teaching English to Young Learners (TEYL) by developing the family-themed picture stories. Referring to its functions as learning media, the picture stories are expected to increase motivation, provide and enhance learning variations, present the structure of materials in order for pupils to learn more easily, offer the gist and the points systematically to facilitate learning, stimulate learners to focus and analyze, and create conditions and situations of learning without pressure (Sanaky, 2009).

Beside learning media, this research is concerned with ELT to young learners or children. The young learners may be divided into two main groups: 5-7 year olds and 8-10 year olds (Scott & Ytreberg, 2004). Some experts, quoted by Siswanto (2017), state that there are 4 groups of young learners based on their ages: 2-4, 5-7, 8-10, 11-14. Thus, in the context of Indonesia, young learners mainly relate to the age of elementary school students. To teach young learners, there are some characteristics to consider, such as: intellectual development, attention span, sensory input, affective factors, and authentic-meaningful language (Brown, 2001). Therefore, teachers should find some practical approaches in TEYL including sorts of learning media.

Regarding language development among students, the factor of age plays an important role, and consequently, to teach English earlier would be beneficial because children acquire language with greater ease (Dewi, 2017). The cognitive development of young learners lay on concrete operational stage, that is, beginning to think logically and use experiences to solve problem (Aini, 2013). According to Pinter (2011), the problem solving is usually applied to concrete instances and objects in real life. Next, another children's characteristic is a very short attention and concentration span (Scott *et al.*, 2004). Mustafa (2010) states that children only have attention span less than 15 minutes so that creating effective instruction is essentially required.

In this study, the researchers conducted research and development in the form of learning media for TEYL, namely, family-themed picture

stories. Grounded on the interview with English teachers of the selected elementary school, the utilization of picture stories usually improves learning and motivates students to learn in the target language. As well as that, teaching-learning process emphasizing on pupils' activity is likely to enhance learning motivation, thinking abilities, creativity, and learning independence (Inharjanto, Lisnani, 2020). As suggested by Sutardi (2011), in order to develop learning materials that interest students, its look should be considered like the use of colored pictures, simple and meaningful stories, games that encourage dialog and enjoyment. This is also underlined by Ur (1996) who states that pictures, stories and games are very important sources of interest for pupils in the classroom. It is because pictures may be a visual stimulus and stories are visual and aural. Further, the themes of family are to relate young learners to their day-to-day lives. Hopefully, the family's themes may contribute to promoting character education, which is highlighted in Indonesia's Curriculum 2013 (Putri, Harto, Moecharam, 2017).

To date, a number of studies have indicated that good learning media in form of picture stories may benefit TEYL. For example, Aygun and Abaci (2014) who examined illustrated story books for 4-8 age group children in terms of illustration. Their study results demonstrate that children should be supported with visual perception through pictures beside auditory perception. Next, preparing visual illustration carefully and according to children's characteristic development can lead to more qualified publication. Next, some researchers have examined the illustrated colored pictures to improve English vocabulary for young learners (Widiastuti, Kusmaryati, Romadlon, 2019) and the use of Indonesian culture-based comic for TEYL (Saputri, 2017). Finally, Rusiana and Maharani (2019) have conducted the study which helped children to acquire pre-reading skills via reading stories. The research's findings reveal that learners showed that they performed the phonological acquisition awareness, letter knowledge, print awareness and print motivation. However, the previous studies have some differences to the current research. The importance and originality of this study are that it develops family-themed picture stories as learning media for TEYL.

METHOD

This study was qualitative research. The method

of the study was development research. The development research method was to develop family-themed picture stories as ELT learning media for young learners. Akker (1999) states that development research aims to design a product for certain purpose through certain procedures (i.e. analysis, design, evaluation, and revision).

In this study, formative evaluation model proposed by Tessmer (1993) was also used in the evaluation phase to improve the quality of intervention. There are three main criteria for quality of intervention, that is, validity, practicality, and effectiveness. Akker (1999) describes those criteria as follows: Validity refers to the extent to which the intervention under the development is in line with the state-of-the-art knowledge (content validity) and that all contents and components included in the intervention are consistently related and connected among each other (construct validity). In this study, the validity of the developed product was determined by the experts of content, instructional design, and media in the expert review.

The developed family-themed picture stories for young learners was supposed to be evaluated by the students of one of private elementary schools in Palembang particularly those who were third to fifth grades, second semester, and the academic year of 2019/2020. However, the global pandemic of Covid-19 influenced the process of the research. The government regulated school from home for all students in Palembang. That was the reason why the researchers changed the subject of the study, which was limited to the expert review. The researcher chose three experts to validate the family-themed picture stories as ELT learning media for young learners.

As for the procedures of the study, as proposed by Akker (1999), it consists of several phases: analysis, design, evaluation, and revision. In analysis phase, the researchers analyzed instructional analysis, environmental analysis, students' need analysis, and students' reading level analysis. Meanwhile, in the design stage, the researchers designed the first prototype especially paper-based design of picture stories such as the content of the family-themed picture stories.

The last phase was the evaluation and revision. In this step, the researchers used the formative evaluation by Tessmer (1993) in Figure 1. Figure 1 shows that the formative evaluation consists of 5 steps namely self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test. In the self-evaluation phase, the researchers examined the product in

terms of the quality of content, construct, and media. From the self-evaluation, the product was evaluated in the next phase, i.e. expert review. The aspect evaluated in this phase was the validity of the product concerning its content, construct, and media or product design. Consequently, there were three experts validating the product which are described in Table 1.

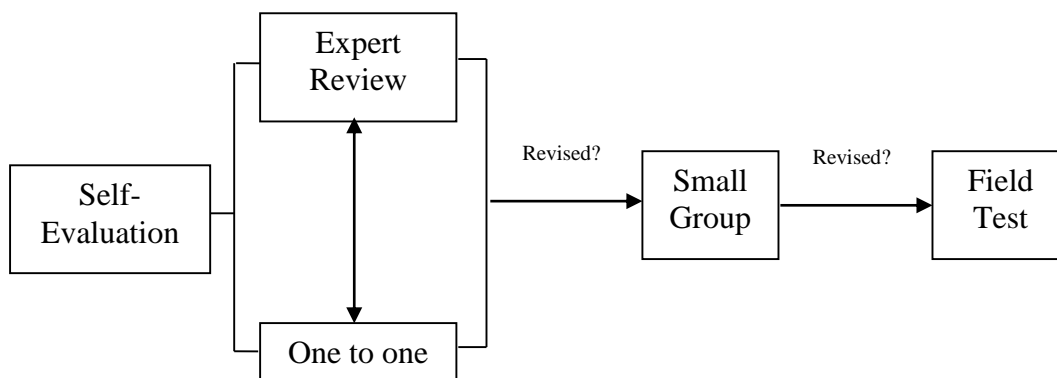


Figure 1. *General Sequence of Formative Evaluation (Tessmer, 1993)*

Table 1. *Description of Experts*

No	Experts	Experts' Description
1	English (Content)	Lecturers or teachers of English Education Study Programs (Consideration: A master of English education)
2	Instructional Design (Construct)	Lecturers or teachers of English Education Study Programs (Consideration: A master of Education)
3	English (Media or product design)	Lecturers or teachers of English Education Study Programs (Consideration: A master of English)

In the phase of expert review, the product was shown to the experts to be reviewed and they provide their judgement to validate the product. Their comments and suggestions were used as the basis for some product's revisions to improve its validity. The procedure of study is concisely presented in Figure 2.

However, this research had to cease at the stage of expert review, that is, to validate the content, construct and media or product design. A rudimentary prototype 2 was produced, after revision was made based on the comments and suggestion from the expert review and the readability of the designed colouring book was analysed. It occurred due to the Covid-19 pandemic which halted the researchers from completing this study optimally. In other words, the researchers only succeeded in the validation stage to test the validity of the family-themed picture stories. Thus, the formative evaluation stage will surely be carried out in the next stage of research.

This research aimed to develop a family-themed picture stories for young learners which is valid, practical, and has potential effect. Therefore, to determine its validity, practicality, and potential effect, instruments used in this study were questionnaires (Likert-Scale) and reading comprehension test. The Likert scale comprises strongly disagree, disagree, neutral, agree, and strongly agree with score ranging from 1 to 5 (Sugiyono, 2010). To perceive the potential effect of the product, an evaluation was realised in this study by using reading comprehension test in the form of multiple-choice (i.e. ranging from a, b, to c) and True-or-False questions, as well as short answers. The reading comprehension test was constructed based on the developed product in this study. Furthermore, it included several aspects, such as main idea, inference, vocabulary in context, cause and effect, etc.

Furthermore, the validity of the product was determined in expert review. After reviewing the family-themed picture stories for young learners,

the experts provided their judgement through a questionnaire in the form of Likert-scale with score ranging from 1 to 5 and wrote their comments on it. Their comments were used as the basis for revision of the developed family-themed picture stories for elementary school students. To determine the validity level of the product, the

average score of the obtained total score from the three experts' judgement was calculated and interpreted. The validity categorizations were very high, high, moderate, low, and very low (Kubiszyn & Borich, 1993; Sopian, Inderawati, & Petrus, 2019, p. 106).

Table 2. Specifications of Validation Sheet of Content

Aspect (s)	Number (s) of Statement
1. The appropriateness of contents with students' characteristics (currency)	1, 2, 3, 4
2. The accuracy of the content	5, 6
3. The presentation of content	7, 8
4. Linguistics aspects of the content	9, 10, 11
5. Exercises and evaluation aspects	12, 13, 14, 15

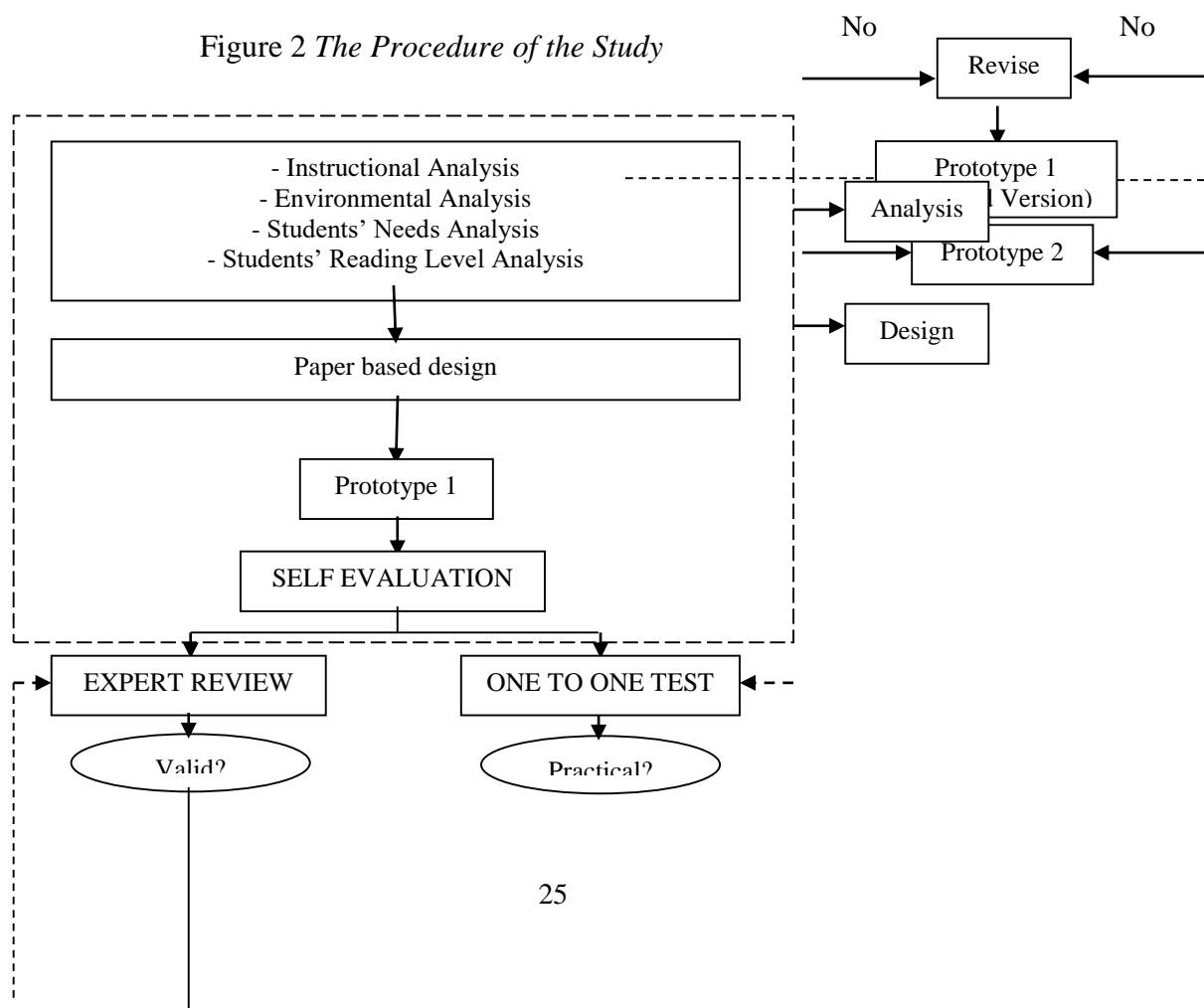
Table 3. Specifications of Validation Sheet of Instructional Design

Aspect (s)	Number (s) of Statement
1. The appropriateness between materials and curriculum	1, 2
2. Material presentation	3, 4, 5, 6 and 7
3. The appropriateness of materials with the students' character	8, 9 10, 11, 12, 13 and 14
4. The appropriateness between exercise and standard competence and learning goals	15
5. The number of exercises	16, 17 and 18

Table 4. Specifications of Validation Sheet of Media or Product Design

Aspect (s)	Number (s) of Statement
1. Media or Product Design	1, 2, 3, and 4
2. Usability	5, 6, 7, and 8

Figure 2 The Procedure of the Study



The data which were collected tabulated and the result of each instrument was calculated and classified based on validity level as follow in Table 5.

Table 5. Validity Categorization

Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

RESULTS AND DISCUSSION

Analysis Phase

In the analysis phase, the instructional design of third to fifth graders of the selected elementary school in Palembang was improved based on Curriculum 2013. The researchers decided to design family-themed picture stories. They then succeeded to develop three family-themed picture stories entitled Two Sisters, Going Shopping, and Playing with Friends. These titles are obviously related to family and the daily life within family. Elementary school students are considered young learners that should be close to

their parents, family members, and friends around them. Promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood, is also the core of the story. Therefore, the three titles may represent the idea of family-related themes and, hopefully, are able to contribute to children's character education in Indonesia.

First of all, reading level of Two Sisters was analyzed by using Flesch-Kincaid Grade Level. The grade level of Siblings is 5 and the reading level is fairly easy to read. It is also stated that Two Sisters is suitable for 8-9 years old, or approximately second or third graders in Indonesia. This classification is in accordance with the regulation of Indonesia's Ministry of Education and Culture No. 44/2019 on the new student's enrollment. The regulation states that elementary schools normally require 7 years-old pupils to start with.

Secondly, reading level of Going Shopping was analyzed by using Flesch-Kincaid Grade Level too. The grade level of Going Shopping is 6 and its reading level is fairly easy to read. However, reader's age shows that Going Shopping is suitable for 10-11 years old, or around fourth or fifth graders in Indonesia. Even though the reader's age is relatively higher, other aspects of text readability seems to be relevant.

Thirdly, reading level of Playing with Friends was analyzed by using the same tool. The grade level of Playing with Friends is 4 and the reading level is very easy to read. It means the picture story is suitable for 8-9 years old, or approximately second or third graders in the Indonesian context.

Based on the report of English scores of class 3D, one of the classes in the primary school participating in this study, it can be concluded that the students' abilities are fairly satisfactory. The report shows that the English's average score of class 3D students is 88.12 despite the fact that some students acquire lower scores (i.e. 70). Thus, the researchers are interested in developing students' abilities not only limited to English lessons but also improving students' reading skills and developing students' character values towards

their family environment and its surroundings.

Besides, grounded on the direct interview with one of the English teachers in the chosen primary school, there were some ideas to consider. The teacher argued that the designed picture stories involves reading comprehension and reading is part of four main English skills (i.e. writing, writing, listening, and reading). So, if student's reading skill is excellent, it would affect other three skills positively; consequently, their study report would also satisfactory. Furthermore, the teacher appreciated that the picture stories were designed by using story telling's style. The prototype was not a cartoon or an animation, but drawings or pictures related to daily life of the children as young learners. Next, English coursebooks the school were using also incorporated texts for reading. The process of teaching-learning started with reading followed by a comprehension in the form of questions and exercises. This comprehension section was considered to be important for students to gain more understandings and insights.

Design and development phase

In the design and development phases, there were three family-themed picture stories developed as reading materials in a set of English subjects. The first was reading material for reading practice and the second was reading material for the reading comprehension test. The developing picture stories, which was available for reading material, was related to family's themes. The themes of family were considered necessary for these young learners and their education as discussed previously. The result of this phase was the availability of family-themed picture stories, namely, three prototypes of a picture stories on family's themes which were used by young learners.

Implementation

In validating this product, three experts validated this product in content, instructional design and media or product design. There were some suggestions which needed to be paid attention were as follow Table 6.

Table 6. Suggestions from Three Experts Review

No	Expert Review Judgement	Suggestion
1	Validation Sheet of Content	Expert 1: Excellent, very good, well-done, please use proper sentence structure, Expert 2: Please provide the exercises/ question items, it is suggested do analyze students' competence from their English achievement report in order to be able to identify their real competence and construct suitable media/ material for learning, reading questions are not available please add the questions, it is recommended to add some pictures or present the story in more interesting design, it's better to be consistent on the use of proper verb 2, please provide various questions and clear instructions. Expert 3: The content of the story is easy to understand for the students, the story is suitable for grade 1-3 and the questions are easy to understand for the students, but appropriate for school that use international system.
2	Instructional Design	Expert 1: Very good, Expert 2: Please provide the instruction and exercises/ question items, please provide the questions with different types (at least two types) Expert 3: The materials and the questions are appropriate, the length of the story is a little bit long, but in good standard, so it will be beneficial for the students
3	Media or Product Design	Expert 1: Very good Expert 2: Reading questions are not available, please add the questions and use more interesting lay out, it is recommended but add some pictures or present the story in more interesting design, providing picture will help students to be more interested in reading text and understand is better, questions should be provided as well, Expert 3: The product is easy to use an appropriate for the students, the medium is very easy to use and simple, good

Referring to the result of the product's validity level, the researchers divided it into three kinds of validities: validity of content, validity of construct and validity of media or product design. There are three stories in the picture stories: 1) Two Sisters, 2) Going Shopping, 3) Playing with Friends. The results of validities are as follows: First, the average score related to the validity of content of Two Sisters was 4.2 (Table 7) which was at highly valid level, the validity of content of Going Shopping was 4.3 (Table 7) which was at very highly valid level and the validity of content of Playing with Friends was 4.3 (Table 7) which was at very highly valid level. It could be concluded that in term of content validity, the average score of content validity from three prototypes were 4.26 (Table 11) which was at very highly valid level.

Secondly, the average score related to validity of construct of Two Sisters was 4.2 (Table 8) which was at highly valid level, validity of construct of Going Shopping was 4.2 (Table 8) which was at highly valid level and validity of construct of Playing with Friends was 4.3 (Table 8) which was at very highly valid level. It could be

concluded that in term of construct validity, the average score of construct validity of three stories were 4.23 (Table 9) which was in very highly valid level.

Thirdly, the average score related to validity of media or product design of Two Sisters was 4.4 (Table 9) which was at very highly valid level, validity of media or product design of Going Shopping was 4.3 (Table 9) which was at very highly valid level and validity of media or product design of Playing with Friends was 4.4 which was at very highly valid level (Table 9). It could be concluded that in term of media or product design validity, the average score of media or product design validity of the three prototypes were 4.36 (Table 10) which was in very highly valid level. Finally, to determine overall validities of content, construct, and media or product design of the three stories of the family-themed picture stories were 4.28 (Table 10) which was in very highly valid level. In conclusion, the set of family-themed picture stories as ELT learning media for young learners was valid and categorized as very highly valid level.

Table 7. Recapitulation of Three Experts Review (Content Validity) of Three Family-themed Picture Stories

Experts	The appropriateness of the content to students' characteristic (currency)				The accuracy of the content		The presentation of the content		Linguistic aspects of the content			Exercises and evaluation aspects			Average Score	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14		Q15
Two Sisters																
Expert 1	5	5	5	4	5	5	5	4	4	5	5	5	5	5	5	4.8
Expert 2	5	3	4	4	4	4	5	2	4	3	5	4	3	3	4	3.8
Expert 3	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4
Average	4.7	4	4.3	4	4.7	4.3	4.7	3.3	4	4	4.3	4.3	4	4	4.3	4.2
Remark	VH	H	VH	H	VH	VH	VH	M	H	H	VH	VH	H	H	VH	H
Going Shopping																
Expert 1	5	5	5	4	4	4	5	4	4	5	5	5	5	5	5	4.7
Expert 2	5	4	4	4	5	4	5	4	4	3	4	4	3	3	4	4
Expert 3	5	4	4	4	5	5	4	4	5	4	4	3	4	5	4	4.3
Average	5	4.3	4.3	4	4.7	4.3	4.7	4	4.3	4	4.3	4	4	4.3	4.3	4.3
Remark	VH	VH	VH	H	VH	VH	VH	H	VH	H	VH	H	H	VH	VH	VH
Playing with Friends																
Expert 1	5	5	5	4	4	5	5	4	4	4	5	5	5	5	5	4.7
Expert 2	5	4	4	4	5	5	5	4	4	4	4	4	3	3	4	4.1
Expert 3	4	4	4	5	5	4	4	4	5	3	4	4	4	4	4	4.1
Average	4.7	4.3	4.3	4.3	4.7	4.7	4.7	4	4.3	3.7	4.3	4.3	4	4	4.3	4.3
Remark	VH	VH	VH	VH	VH	VH	VH	H	VH	H	VH	VH	H	H	VH	VH

Table 8. Recapitulation of Three Experts Review (Construct Validity)
of Three Family-themed Picture Stories

Experts	The appropriateness between material and curriculum		Material Presentation				The appropriateness of materials to students' characteristic						The appropriateness between exercise and evaluation and standard competence and learning goals		The number of exercises and evaluation			Average Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
Two Sisters																		
Expert 1	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	4	5	4.8
Expert 2	4	4	3	4	4	4	3	3	3	4	5	4	4	4	4	4	4	3.8
Expert 3	4	4	5	4	5	4	4	4	4	3	4	4	4	4	5	3	4	4.1
Average	4.3	4.3	4.3	4.3	4.3	4.3	4	4	4	4	4.7	4.3	4.3	4.3	4.3	3.7	4.3	4.2
Remark	VH	VH	VH	VH	VH	VH	H	H	H	H	VH	VH	VH	VH	VH	H	VH	H
Going Shopping																		
Expert 1	5	5	5	5	4	4	5	5	5	5	5	5	4	4	5	4	5	4.7
Expert 2	4	4	3	5	5	4	4	3	4	4	4	4	3	4	4	3	4	3.9
Expert 3	4	4	4	4	4	5	4	4	4	3	4	5	4	4	5	4	4	4.1
Average	4.3	4.3	4	4.7	4.3	4.3	4.3	4	4.3	4	4.3	4.7	3.7	4	4.7	3.7	4.3	4.2
Remark	VH	VH	H	VH	VH	VH	VH	H	VH	H	VH	VH	H	H	VH	H	VH	VH
Playing with Friends																		
Expert 1	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4.9
Expert 2	4	4	3	5	4	4	4	4	4	5	4	4	3	4	4	3	3	3.9
Expert 3	3	4	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4.1
Average	4	4	4.3	4.7	4	4.3	4.3	4.3	4.3	4.7	4.3	4.3	4	4.7	4.7	4	4	4.3
Remark	H	H	VH	VH	H	VH	VH	VH	VH	VH	VH	VH	H	VH	VH	H	H	VH

Table 9. Recapitulation of Three Experts Review (Media or Product Design)
of Three Family-themed Picture Stories

Experts	Media or Product Design				Usability				Average Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
Two Sisters									
Expert 1	5	5	5	4	5	5	4	5	4.8
Expert 2	5	4	3	3	5	5	4	4	4.1
Expert 3	5	3	4	4	5	4	5	4	4.3
Average	5	4	4	3.7	5	4.7	4.3	4.3	4.4
Remark	VH	H	H	H	VH	VH	VH	VH	VH
Going Shopping									
Expert 1	5	5	5	4	5	5	4	5	4.8
Expert 2	5	5	4	3	4	4	3	4	4
Expert 3	5	4	4	4	5	4	4	4	4.2
Average	5	4.7	4.3	3.7	4.7	4.3	3.7	4.3	4.3
Remark	VH	VH	VH	H	VH	VH	H	VH	VH
Playing with Friends									
Expert 1	5	5	5	5	5	5	4	5	4.9
Expert 2	5	5	4	4	4	4	4	4	4.2
Expert 3	4	4	4	4	5	4	4	4	4.1
Average	4.7	4.7	4.3	4.3	4.7	4.3	4	4.3	4.4
Remark	VH	VH	VH	VH	VH	VH	H	VH	VH

Table 10. Recapitulation of Validity

Validity	Two Sisters	Going Shopping	Playing with Friends	Average Score	Remarks
Content Validity	4.20	4.30	4.30	4.26	VH
Construct Validity	4.20	4.20	4.30	4.23	VH
Media/ product Design	4.40	4.30	4.40	4.36	VH

The developed product is a set of family-themed picture stories in relation to reading comprehension for young learners. There are some phases that should have been realised in the process of developing reading simulation material and reading evaluation material. The phases are a sequence of ADDIE model: analysis, design and development, implementation and evaluation. Unfortunately, the researchers were not able to conduct the implementation phase because of the global Covid-19 pandemic.

Referring to the expert reviews of content validity, construct validity and media or product design validity, the prototypes have been revised. Generally speaking, the experts commented that the content of the picture stories is excellent, well-done, easy to understand and suitable for lower grades at elementary school. The researchers have revised some grammatical errors, managed the suitable questions and instructions for comprehension, and considered to implement the picture stories at international schools when possible. Analyzing student's competence from their English achievement report has also been conducted to identify their real comprehension and competence.

As well as that, for construct validity, the expert judgment has enriched the idea for some revisions. Overall, the construct validity is greatly satisfactory, for instance, because the materials and questions have been appropriate, the stories have been in a good standard, and the picture stories is believed to be beneficial for elementary students. Next, in terms of media or product design validity, the prototypes have had a minor revision. The product was evaluated by the experts and is considered easy to use, simple, and appropriate for pupils. The medium, fonts and pictures were commented as fairly good. However, it is recommended to add some pictures and present the story in more interesting design so as to assist young learners be interested in reading texts and better understand the stories. Therefore, the researchers have attempted to vary the design especially on the pictures' drawings and hoped the young learners would enjoy their learning.

This section compares the results with the

literature review, whether the results concur or differ from what the literature has discussed. It is evident that the R&D has succeeded in developing learning media in form of a family-themed picture stories that can be used for teaching-learning. The idea of using educational media is echoed by AECT (1972), Negara (2014), Hermawan *et al.* (2007) and Sundayana (2015). Even though the process has not been accomplished yet due to the novel coronavirus crisis, the research has developed the prototypes. Based on the expert reviews, the developed family-themed picture stories is likely to support what Sanaky (2009) has argued that it may increase learners' motivation, enhance learning variations, facilitate students, stimulate learners to focus and analyze, create enjoyment in learning, and so forth.

Concerning reading comprehension, the result of this study indicates that young learners are likely to be fostered when they perform the exercises in the comprehension section. As suggested by Liao (2011), the pupils could extract the required information from the developed learning media. The pupils may even proceed beyond reading texts since they are possible to experience emotion, culture, norm and attitude. This is similar to the arguments of Brown (2007), Klinger, Vaughn & Boardman (2007) and Collins (1991).

Apart from learning English, the developed family-themed picture stories may enrich students' knowledge to improve their thinking abilities. The researchers believe that English might be learnt or taught since early ages, such as elementary school students. To conclude, the developed picture stories is regarded as significant to improve English skills of young learners.

CONCLUSION

This study purposed to develop a set of validities of the family-themed picture stories. The researchers developed the three family-themed picture stories. There are three stories in the picture stories: Two Sisters, Going Shopping and Playing with Friends. The developed learning media of the three family-themed picture stories were valid in term of content validity, construct

validity and media or product design validity after reviewed by three experts of English especially lecture and teacher of English.

From the three experts, it could be concluded that in terms of content validity, the average score of content validity from three prototypes were 4.26 which was at very highly valid level. It could be concluded that in terms of construct validity, the average score of construct validity of three stories were 4.23 which was in very highly valid level. In conclusion, in terms of media or product design validity, the average score of media or product design validity of the three prototypes were 4.36 which was in very highly valid level.

Finally, to determine overall validities of content, construct, and media or product design of the three stories of the family-themed picture stories were 4.28 which was in very highly valid level. From the result and discussion in the previous chapter, the conclusions could be drawn the set of the three family-themed picture stories was valid and categorized as very highly valid level.

Based on the result and discussion previously, the development research of this study had found that family-themed picture stories for TEYL was valid. However, there is a limitation of the developed family-themed picture stories. The stories only reached the initial stage, that is, the validity test which was conducted by three experts on the expert reviews. The validity is based on content, instructional design, and media or product design of the family-themed picture stories.

ACKNOWLEDGEMENT

The researchers would like to express the deepest gratitude to the private elementary school participating in this study. Next, the researchers also would like to extend their appreciation to Musi Charitas Catholic University as a funding supporter of this study.

REFERENCES

- AECT. (1972). The field of educational technology: a statement of definition. *Audio-Visual Instruction*, 17(8), 36-43.
- Aini, W.N. (2013). Instructional media in teaching English to young learners: A case study in elementary schools in Kuningan. *Journal of English and Education*, 1(1), 196-205.
- Akker, J.V.D. (1999). *Principle and method of development research*. London. In Akker, J.V.D., Branch, R.M., Gustafson, K., Nieveen, N., & Plomp, T. (Eds.), *Design approaches and tools in educational and training*. Dordrecht: Kluwer Academic Publisher.
- Aygun, A. & Abaci, O. (2014). Examination of illustrated story books published between the year of 2004-2013 for 4-8 age group children in terms of illustration. *Procedia – Social and Behavioral Sciences*, 152, 94-99.
- Baranowska, K. (2020). Learning most with least effort: subtitles and cognitive load. *ELT Journal*, 74(2), 105-115.
- Brown, H.D. (2007). *Principles of language learning and teaching (5th ed)*. New York: Pearson Education.
- Collins, C. (1991). Reading instruction that increases thinking abilities. *Journal of Reading*, 34, 510–516.
- Dewi, P. (2017). Teaching English for young learners through ICTs. *Proceedings of the 2nd TEYLIN International Conference*, 149-156.
- Education First (2020). *EF English proficiency index*. Retrieved from www.ef.com/epi
- Hermawan, A.H., Riyana, C. & Zaman, B. (2007). *Media pembelajaran Sekolah Dasar*. Bandung: UPI Press.
- Hernawan, A.H., Susilana, R. & Julaha, S. (2013). *Pengembangan kurikulum dan pembelajaran di SD*. Tangerang Selatan: Universitas Terbuka.
- Inharjanto, A. & Lisnani (2020). Developing coloring books to enhance reading comprehension competence and creativity. *Advances in Social Science, Education and Humanities Research*, 394, 7-12.
- Kemdikbud (2013). *Kurikulum 2013, Kompetensi dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs)*.
- Klingner, J. K., Vaughn, S. & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York, NY: The Guilford Press.
- Kubiszyn, T., & Borich, G. (1993). *Educational testing and measurement: Classroom application and practice (4th ed.)*. New York: Harper Collins College Publisher.
- Liao, G. (2011). On the development of reading ability. *Theory and Practice in Language Studies*, 1(3), 302-305, DOI: 10.4304/tpls.1.3.302-305.
- Maili, S.N. (2018). Bahasa Inggris pada Sekolah Dasar: Mengapa perlu dan mengapa dipersoalkan. *Judika (Jurnal Pendidikan Unsika)*, 6(1), 23-28.
- Musthafa, B. (2010). Teaching English to young learners in Indonesia: Essential requirements. *Educationist Journal*, 4(2), 120-125.
- Negara, H.S. (2014). Penggunaan komik sebagai

- media pembelajaran terhadap upaya meningkatkan minat Matematika siswa Sekolah Dasar (SD/MI). *Jurnal Terampil*, 3(3), 66-76.
- Pinter, A. (2011). *Children learning second languages*. Hampshire: Palgrave MacMillan
- Putri, M.A, Harto, S. & Moecharam, N.Y. (2017). Promoting character education in EFL classroom: Using children's literature as a teaching material. *Journal of English and Education*, 5(2), 163-169.
- Reftyawati, D. (2007). Providing instructional media for teaching language to young learners. *Lingua – Jurnal Bahasa & Sastra*, 18(1), 21-28.
- Rusiana & Maharani, M.M. (2019). Helping young learners to acquire English pre-reading skills through reading stories. *Proceedings of the 3rd International Conference on TEYLIN*, 98-103.
- Sanaky, H.A.H. (2009). *Media pembelajaran*. Yogyakarta: Safiria Insania Press.
- Saputri, H.M. (2017). Indonesian culture-based comic for teaching young learners in Indonesia. *Proceedings of the 2nd TEYLIN International Conference*, 122-130.
- Scott, W.A & Ytreberg, L.H. (2004). *Teaching English to children*. Essex: Pearson Education Limited.
- Siswanto, A. (2017). Teaching English to young learners: A reflection from Englaoshi community. *Proceedings of the 2nd TEYLIN International Conference*, 31-34.
- Sopian, Inderawati, R. & Petrus, I. (2019). Developing e-learning based local-foklores for eight graders. *English Review: Journal of English Education*, 8(1),101-112.
DOI: <https://doi.org/10.25134/erjee.v8i1.1813>
- Sugiyono. (2010). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- Suharsih, S. & Hamidiyah, A. (2012). Realia: The effective media for teaching English for EYL. *Proceedings of Teaching English for Young Learners in Indonesia (TEYLIN) 2*, 6-14.
- Sundayana, R. (2015). *Media dan alat peraga pembelajaran Matematika*. Bandung: Alfabeta.
- Sutardi, A. (2011). Pengembangan kurikulum bahasa Inggris berbasis teknologi informasi dan komunikasi (TIK) SD Tulangapiang, Denpasar, Bali dan implementasinya. *Jurnal Pendidikan dan Kebudayaan*, 17(1), 70-83.
- Tessmer, M. (1993). *Planning and conducting formative evaluation*. Philadelphia, PA: Kogan Page.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge Teacher Training and Development, Cambridge: Cambridge University Press.
- Widiastuti, I., Kusmaryati, S.E. & Romadlon, F.N. (2019). Illustrated colored pictures: Improving vocabulary mastery for young learners. *Proceedings of the 3rd International Conference on TEYLIN*, 68-75.
- Zulkardi (2005). *Pendidikan Matematika di Indonesia: Beberapa permasalahan dan upaya penyelesaiannya*. Makalah disampaikan pada pengukuhan guru Besar FKIP Universitas Sriwijaya

INDONESIAN 2013 CURRICULUM IMPLEMENTATION: TEACHERS' TECHNIQUES, CHALLENGES, AND VOICES TOWARDS STUDENTS' AFFECTIVE COMPETENCE

Hanif Nurcholish Adiantika

Universitas Muhammadiyah Cirebon, Indonesia

E-mail: hanifadiantika@gmail.com

Dila Charisma

Universitas Muhammadiyah Cirebon, Indonesia

E-mail: deela1985@gmail.com

Fitri Aprianti

Universitas Muhammadiyah Cirebon, Indonesia

E-mail: aprianti22.fitri@gmail.com

Eline Rozaliya Winarto

Universitas Muhammadiyah Cirebon, Indonesia

E-mail: namasayaeline@gmail.com

APA Citation: Adiantika, H. N., Charisma, D., Aprianti, F., & Winarto, E. R. (2021). Indonesian 2013 curriculum implementation: Teachers' techniques, challenges, and voices towards students' affective competence. *Indonesian EFL Journal*. 7(1), 33-42. <https://doi.org/10.25134/ieflj.v7i1.3988>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2021

Abstract: One of the prominent alterations in 2013 Curriculum is that this curriculum does not only put an emphasis on cognitive competence but also affective competence. Consequently, the evaluation must be carried out to assess students' affective assessment. Nevertheless, the issue concerning the complexity of affective assessment has been circulating for years. Therefore, the present study aims to scrutinize teachers' techniques, challenges, and their voices with regard to development and the implementation of 2013 Curriculum. This study utilizes a qualitative research by using descriptive qualitative design. One teacher, who has implemented 2013 Curriculum, in a senior high school was selected as the respondent in this study. Interviews and document analysis were conducted to obtain the data. This study reveals that there are two evaluation techniques carried out by the teacher specifically observations and peer-assessment. Furthermore, two challenges are identified as teachers' shortcomings for instance inadequate acquaintance of 2013 Curriculum and time availability in assessment process. Thus, this study recommends teachers to raise their awareness regarding the challenges as well as select an effective technique to assess students' affective competence.

Keywords: *Affective assessment; 2013 curriculum; teacher; voice; techniques; challenges*

INTRODUCTION

Along with the global economic competition and the demanding need for efficient and skillful labor force, there are some attempts by highest authorities and policy-makers to initiate educational reforms to improve the teaching and learning quality. "Wherever the change goes, English should always include as a bandwagon of trend" (Hamied, 2014) as it is widely used throughout the world. Therefore, English in this process is not deemed simply as a mere school subject, but as a common language required for successful communication in many human's fields of activity including education, business, technology, and communication. Consequently,

many countries initiate reform or change in their English as a foreign language (EFL) curricula to educate more competent language users. Most of these changes have emerged within the framework of communicative language teaching to make communicative competence the goal of language teaching and develop procedure for the teaching of the four language skills that refers the interdependence of language and communication (Richards & Rodgers, 2014, p. 85)

Owing to the matter of changes as aforementioned, there has been a substantial alteration from teacher-centered to learner-centered instruction particularly in the field of foreign language pedagogy (Harmer, 2001;

Nunan, 2013). Recently, it is practically impossible to seek serious assistance for language instruction depending totally in teacher. This occurrence has been deemed considerable in molding the face of language pedagogy for epochs.

This sort of substantial alteration also covers the assessment which plays an integral role in teaching and learning circumstance. In other words, assessment or evaluation is considered essential to measure students' acquaintance towards the learning objectives they have to achieve. It is also in line with Genesee as cited in Carter and Nunan (2001) that assessment plays a fundamental role in teaching and learning and also curriculum (Print, 1993; Richards, 2001). By conducting Assessment, teachers are able to obtain holistic understanding regarding the current achievement of the students (Dietal, et al., 1991 cited in Pertiwi, 2005 cited in Adawiyah, 2008; see also Print, 1993; Carter and Nunan, 2001; Richard, 2001; Nation and Macalister, 2010) and the degree of changes in behavior (Tyler, 1949 cited in Hasan, 2008). Moreover, Carter and Nunan (2001; see also Brown, 2001; Nation and Macalister, 2010) delineate that assessment also provides appropriate motivation for students to study harder.

One of the considerable alterations in the new Indonesian curriculum namely 2013 Curriculum is on the assessment domain (Kemendikbud, 2013; and Syahmadi, 2013). The 2013 curriculum does not only emphasizes on cognitive and psychomotor competences but also affective competence. It is indicated by the occurrences of the Core Competence 1, known in Indonesia as '*Kompetensi Inti*' (*KI 1*) (spiritual attitude) and Core Competence 2 (*KI 2*) (social attitude) in 2013 curriculum. Owing to this, it is a must for teachers to assess or evaluate at least three competences of students; cognitive, psychomotor and affective competences. However, one thing the teachers can hardly deny is that affective assessment is not an easy task to implement. There is an issue related to the affective assessment. Some experts assert that affective competence is not easy to be assessed (Brown, 1995; Brown, 2001; Mariam et al, 2018). Brown (1995) states that affective domain seems difficult to be quantified since affective competence is related to behavior. It seems consistent with the view stated by Mariam et al. (2018) that - despite the prominence of affective assessment since it is related with human's life especially in making decision, perception, interaction, communication, and

intelligence - the implementation of affective assessment is not an easy task to conduct or measure since everyone has a view and many assumptions that should be taken into account as well. It is exact that the implementation of affective domain is vital for everyone however the implementation is far from being as expected. This is because designing the achievement of affective learning goals is not as simple as cognitive and psychomotor domains. Therefore, it is fundamental to investigate teachers' approaches or techniques as a reference for the contextual development of affective assessment

Taking the prominence of assessment, the new curriculum, and the issue mentioned above into account, finding appropriate technique for students' affective competence is therefore mandatory. Teachers, as the vital agents of curriculum implementation (Print, 1993; Richards, 2001; Nation and Macalister, 2010), may select different techniques in assessing students' affective competence even when they work toward equal goals. This study attempts to investigate the voice proposed, techniques implemented, and the challenges encountered by the teacher who has implemented 2013 curriculum in assessing students' affective competence.

There are some techniques that can be implemented by the teachers in assessing students' affective competence. The techniques can be classified into observation, self-assessment, and peer assessment (*Kemendikbud*, 2013; see also Brown, 2001; and Syahmadi, 2013). Research has proved that self assessment and peer assessment provides some benefits such as encouraging the students to be autonomous learners, increasing students' motivation, and so forth (Brown and Hudson, 1998 cited in Brown, 2001).

In line with the aforementioned problem, the theories and related research discussed above, this study intends to investigate the implementation of 2013 curriculum. This study tries to investigate teacher's voice concerning the implementation of 2013 Curriculum, some techniques carried out by the teacher in assessing students' affective competence and find out the challenges encountered by the teacher in assessing students' affective competence. Therefore, by conducting this study, it is expected to examine teacher's voices, challenges and effective techniques in assessing students' affective competence as prescribed in Indonesian national curriculum that is 2013 Curriculum. The main purposes of this study are to investigate teacher's voices towards 2013 Curriculum, the techniques utilized by

teacher in assessing the students' affective competence (KI 1 and KI 2) and to scrutinize the challenges encountered by teacher. They are conducted to answer these questions: (1) What are the techniques applied by the teacher in assessing the students' affective competences? (2) What are the challenges encountered by the teacher in assessing students' affective competences? (3) What are the teacher's voices with regard to the improvement of 2013 Curriculum?

This study is expected to contribute to the development of teaching and learning English in EFL context, especially in Indonesia. Theoretically, the result of this study is expected to enrich the literature on assessment in English teaching and learning. Moreover, this research will be a reference for those who are interested to conduct in the same area of research. Practically, the study is expected to provide alternative techniques for teachers in assessing students' affective competences and lead the policy maker to provide an appropriate help for teachers to conduct an effective assessment in teaching and learning, particularly in assessing students' affective competence.

There have been literatures focusing on the assessment and evaluation in the field of EFL and ESL classroom. Most people often use the terms evaluation and assessment interchangeably (Genesee cited in Carter and Nunan, 2001). Nevertheless, Genesee cited in Carter and Nunan (2001) articulates that they are technically not the same. Assessment is a partial part of evaluation that covers collecting and analyzing information about students' learning (Genesee cited in Carter and Nunan, 2001; Broadbent et al, 2017; Farahian & Avarzamani, 2018). While on the other hand, evaluation is more comprehensive. It "considers all aspects of teaching and learning and also to look at how educational decision can be informed by results of alternative form of assessment" (Genesee cited in Carter and Nunan, 2001). As a part of evaluation, assessment has some values in teaching and learning. It can foster learners to set the goal, extend a sense of periodic closure to various units and modules of curriculum, spur students self-evaluation of their progress and help in evaluating teaching effectiveness (Brown, 2001).

There are several types of assessment. First is placement assessment (Nation and Macalister, 2010; see also Harmer, 2007a; Shute & Kim, 2014). It is aimed at ensuring the course is going to be too easy or difficult for students. Second is

observation for learning (Nation and Macalister, 2010; To & Charles 2015). It is aimed at examining if the activities in the classroom are likely to achieve its learning goal. Third is short-term achievement assessment to see what students are learning from the course (Nation and Macalister, 2010). Fourth is diagnostic assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It is to investigate the students' strength and weaknesses in knowledge. Fifth is achievement assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It is examining the effectiveness of the course. The last, sixth is proficiency assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It measures students' language knowledge.

In Indonesian Curriculum, prominently called 2013 curriculum, teaching and learning focus on developing three competences of students; affective (KI 1/spiritual attitude and KI 2 /social attitude), cognitive (KI 3/ knowledge), and psychomotor (KI 4/ skill). As a result, assessment aspects also cover those three competences (*Kemendikbud*, 2013). To assess the effectiveness of teaching and learning and also students' achievement, teachers must assess those three competences. Moreover, *Kemendikbud* (2013) says that the assessment must be conducted authentically. It should comprehensively assess the input, process, and also the output/ product.

Regarding to assessment of affective competence (spiritual and social attitudes), there are some techniques are suggested by *Kemendikbud* (2013; see also Syahmadi, 2013) to assess students' affective competence. Those are observation, self-assessment, and peer assessment.

Observation

Observation is an assessment technique which is conducted continuously by using senses. It can be conducted directly by the teachers or indirectly by other teachers, parents, students, and staff's help. As stated by Motallebzadeh et al., (2017), teacher observation is accepted as a legitimate source of information for recording and reporting student demonstrations of learning outcomes. In other words, observation deemed as a legitimate source of information, employed mostly by teachers as a common norm in some schools or private institutions. In most institutions, all classes are normally observed by the supervisors. Therefore, instead of being observed by supervisors, teachers feel more contented when they are observed by their colleagues However, teachers consider if

their classes being observed by their colleagues than supervisors, they feel better.

Santos and Miguel (2016) assert their point of view with regard to the prominence of peer-observation *by underlining* that peer-observation can be a good instrument for continuous professional development for teachers in order to develop their teaching strategies. At the same sense, Jonas and Gallen (2016) delineate the significance of online peer-observation in which online peer-observation plays an essential role in improving development through subsequent reflection and dialogue. Furthermore, Tenenberg (2016) states that the implementation of teaching and learning process through observing peers in practice will be such a cherished proof as peer-observation for learning and development for the observer.

There are some instruments that can be used to make the observation is easier to be conducted. *Kemendikbud* (2013) mentions observation checklist, rating scale, and also journal can be used as instruments for observation.

Self-assessment

Self-assessment has been deemed as one of the clearest exemplifications of formative assessment because it is related with students' understanding about their own learning process through their performance not merely based on the completion of tasks (Brown, 2001). Self-assessment is done by asking the students to tell their strengths and weaknesses about themselves in terms of their achievement on affective competence. In addition, "self assessment can be either a process assessment or more formal product assessment coupled with performance assessment" (Shambaugh & Magliaro, 2006).

As pointed out by Jamrus and Razali (2019) that self-assessment is very beneficial for teachers especially in large classrooms where teachers do not have adequate time to assess every students' progress. In other words, instead of neglecting what the students have been through so far, the students' progress should also be considered as a crucial element of teaching and learning process inside the circumstance of self-assessment. In addition, it is in line with Mican and Medina (2015) that the implementation of self-assessment plays an important role in fostering students' affective domain of ownership for their own learning. Owing to this, self-assessment is deemed to be effective in fostering commitment in learning English among many others and students' self regulation by guiding them through the stages of

goal setting, planning, self-monitoring, and self-reflection (Wang, 2016). Instruments that can be applied in this technique are observation checklist and rating scale which consist of certain rubric (*Kemendikbud*, 2013).

Peer-assessment

Different from self assessment which asks students to assess themselves, peer assessment allows students' peer or classmate assess their friends' achievement on affective competence. This kind of assessment provides teachers wider information related to the students' achievement. As stated by O'Farrel (2004) that peer assessment provides possibly feedback than a teacher can normally provide". With regard to this, Li and Gao (2015) emphasize that peer assessment, despite its numerous types, usually encompasses students to provide feedback on other students' work through either formative feedback or summative grading, or the integration of both. It appears to be consistent with Li (2016) that formative peer assessment often employs students in both circumstances as assessor and assessee. Furthermore, Li (2016) enlarges that students considering themselves as assessors, students will review and identify the strengths and weaknesses of peers' work based on marking criteria or rating scale; while on the other hand, when the students deeming themselves as assessee, they will assess and reflect upon peer feedback and improve their own work. Observation checklist and rating scale which consist of certain rubric can be employed in this technique (*Kemendikbud*, 2013).

METHOD

The present study employed a qualitative research by using a descriptive qualitative approach. This approach was expected to allow the present study to, examine, define, analyze, and explain the topic of the study. In addition, the present study attempted to describe and analyze the data of particular participant. Particularly, this study was aimed at examining teacher's voice towards 2013 Curriculum, the techniques applied by the teacher to assess students' affective competence and the challenges encountered by the teacher in assessing students' affective competence.

The present study involved one EFL teacher employed in a state senior high school in Kuningan, West Java Province. The participant was purposively chosen based on certain considerations; (1) accessibility in terms of permission and location; (2) the participant has been teaching English for more than three years

and (3) the participant is one of the teachers who implements 2013 curriculum.

In collecting the data needed for the research, two instruments were employed; they were interviews and documents. This research used semi-structured interview in order to get the information needed. This kind of interview allows the researcher to control the interview (Creswell, 2013). The interviews consisted of some questions related to the implementation of 2013 curriculum, particularly, teacher's voices towards 2013 Curriculum in EFL setting in particular the context of the study (Davari & Aghagolzadeh, 2015; Ketabi & Talebinejad, 2009; Rahimi & Nabilou, 2010) and the framework of EFL curriculum development and change (Nation & Macalister, 2010), assessment techniques applied by the teacher in assessing students' affective competence (KI 1 and KI 2), and the challenges encountered by teacher.

The documents, as the secondary instrument, were used since they were considered as valuable resources to record the values systems of an institution (Patton in Hatch, 2002 cited in Fitria, 2013). In the present study, the documents were employed to investigate information related to teacher's strategies in assessing students' affective achievement. The documents used were teacher's lesson plans. There were some procedures in conducting the study. First, collecting some theories and previous studies related to the assessment techniques in assessing affective competence and also 2013 curriculum. Second was selecting the site and participant of the study. Third, after being permitted, interviews, observation and collecting teacher's lesson plans are conducted in order to find out related information regarding to the problems of the study.

RESULTS AND DISCUSSION

This following section describes the finding and discussion of the study. It shows and explains the data obtained from interviews and document analysis.

Finding and discussion of interview and document analysis: Teacher's techniques in assessing students' affective competence

In responses to the first major question related to the techniques applied by the teacher in assessing students' affective competence, the data analysis reveals that the teacher applied two techniques in assessing students' affective competence. Those are observation and peer assessment. The

following part will discuss the techniques applied by teacher in assessing students' affective competence:

Observation

Based on the interview, it can be inferred that the teacher conducts observation in assessing students' affective competence. Observations are conducted inside (in teaching and learning process) and outside classroom (on the break time, pray time, in the canteen, and so forth). The teacher states that by conducting observation, the students' progress can be observed. The excerpt below is in accordance with Gebhard's (2006) statement that journal offers some benefits to be possible to get to know students better. There are some instruments used by the teacher in conducting observation. First is students' journal. By observing students' journal, the teacher intends to be able to see how the students' act in their daily life and how they encounter their problems. It is stated by the teacher in the excerpt below:

“Students have a journal, it allows me to measure how far their responses toward my subject... since most of them write about their daily life or experiences, journal also allows me to measure their attitude in their daily life include their attitude in encountering their problem.”

Based on the aforementioned excerpt, it is relevant with Santos and Miguel (2016) who says that teacher observation provides students' demonstration of learning outcome. In other words, they state their perspective concerning the importance of peer-observation by underlining that peer-observation can be a good instrument for continuous professional development for teachers in order to develop their teaching strategies. Besides, the teacher also believes that through observation the assessment can be done holistically. In this sense, what the teacher believes is in line with Jonas and Gallen (2016) and Tenenberg (2016) that teacher observation is essential for the teacher to do assessment holistically as a cherished instrument for learning and development for the observer.

The second instrument is teacher's journal. It is stated that teacher's journal is only used to record interesting and/or special things about the students. The third instrument is scoring rubric. Based on the interview and document analysis, the teacher utilizes some indicators in the scoring rubric. As stated by *Kemendikbud* (2013) scoring

rubric can be used as an instrument to assess students' competence. It enables the teacher to be easier in conducting the assessment.

Peer-assessment

In the interview, the teacher delineates that peer-assessment is going to be used to assess students' affective competence. The teacher believes that it serves balance information about the students; so that the teacher does not always use the teacher's point of view but also students' to measure the progress of students' affective competence. It is in accordance with Li (2016) that formative peer-assessment often employs students in both circumstances as assessor and assessee. Li (2016) also adds that when students considering themselves as assessors, students will review and identify the strengths and weaknesses of peers' work based on marking criteria or rating scale while on the other hand, when students deeming themselves as assessee, they will assess and reflect upon peer feedback and improve their own work. Therefore, the assessment distribution will be as equal and balance as expected from both perspectives, teacher' and students 'perspective. It can be seen from the excerpt below:

“Peer-assessment gives balance information about learners; we can't always use our sight but also students' and their peers'... we need complete information from different side.”

This finding is relevant by the theory stated by O'Farrel (2004) that peer assessment provides possibly feedback than a teacher can normally provide as it serves adequate and balance information about the students. Furthermore, Li and Gao (2016) also put an emphasis that peer-assessment, regardless of its various types, usually includes students to provide feedback on the other students' work through either formative feedback or summative grading, or integration of both thus the result will be equal for both sides. In other words, the result of the assessment is considered to be equal and considerably objective since it relies on not only teacher's point of view but also students'.

Finding and discussion of interview analysis: Teacher's challenges in assessing students' affective competence

The teacher's interview was also intended to answer the second research question regarding the teacher's challenges in assessing students'

affective competence. The challenges are described as follow.

Lack of knowledge of 2013 curriculum

The 2013 curriculum is newly established so the teacher still has limitation of knowledge of 2013 curriculum. The teacher states that the lack of knowledge of 2013 curriculum leads to the difficulty of interpretation whether the affective assessment conducted in the process of or after teaching and learning. The data can be seen in the following assertion:

“The other challenge is when we see or assess students' attitude, how we define affective assessment? Is it related to students' attitude toward the subject or their attitude after learning the subject?”

The aforementioned excerpt is in accordance with Ornstein and Hunkins (2013) and Darsih (2014) that, in English subject, teachers are deemed to fail to implement 2013 Curriculum due to the complexity of assessment process, delivery skill and time allotment for the English practice. Owing to this, many teachers prefer to use both the approach and teaching strategy that have been familiar with them before in the previous curriculum rather than exploring the objectives and advantages of the new curriculum. To encounter this problem, teacher does observation inside and outside classroom in order to be able to assess them holistically, not only the process but also the product. It was appropriate with *Kemendikbud* (2013) statement that the assessment must be done holistically.

Time constraints for conducting the assessment

The teacher argues that the assessment is time consuming enough especially when dealing with administration staff. It seems consistent with Darsih (2014) that new curriculum obliges a comprehensive assessment for every integrated theme and teachers require a lot of time to prepare for writing lesson plans, creating teaching aids, or making students' narrative assessment. However, the teacher reveals that it does not disturb teacher's activities besides teaching. As mentioned by OECD (2005), one of the major barriers of assessment is the time consuming to be practical. This challenge requires the teacher to find an effective technique. From the interview, it can be seen that the teacher tries to overcome the challenge by applying observation technique. As described in the previous section, the observation

is conducted inside and outside classroom. In addition, the teacher employs observation technique by using some instruments such as students' journal, teacher's journal, and scoring rubric.

**Findings and discussion of interview analysis:
Teacher's voices with regard to 2013
curriculum improvement
Teacher's demand on English additional time
allot in 2013 curriculum**

Regardless of the challenges occurrence in the aforementioned discussion, the teacher also shares his point of view due to the implementation of 2013 Curriculum. It can be evidenced from the excerpt below:

"The government strongly suggests us to implement the teaching and learning process where the students become the center of learning. It is not an easy task to do though since students have different ability levels and the time is very limited. If my voice is taken into consideration, time allot for English in 2013 should be added as it takes a lot of time especially for carrying out affective assessment."

The teacher highlights the issues related to time allot for English in 2013 curriculum which is regrettably reduced, from 4 hours in a week, to 2 hours in a week only. It seems consistent with the aforementioned finding with regard to teacher's time constraints in conducting affective assessment. Time constraints will somehow lead to any shortcomings for teacher especially when they are conducting assessment or any other procedures under newly established 2013 Curriculum. The teacher also underlines the prominence of considering students' different proficiency level as the basis of curriculum development in a students-centered learning.

**The significance of need analysis to be taken
into account as the basis of 2013 curriculum**

In addition, the teacher is also concerned with the absence of Need Analysis (NA) in the implementation of 2013 Curriculum as the basis of the initial curriculum development as stated by Brown (1995), Richard (2001), and Nation & Macalister (2010). It can be seen from the excerpt below.

"The curriculum developer from the top, I think, should deem what students' need really are. It is important to seek what the students really need

in the curriculum. In other words, need analysis is a mandatory to be implemented as the ministry should reveal students' need before actually developing the curriculum. This, if implemented, will play a vital role with regard to outcome of the learning."

The teacher said that government should really deem need analysis as an integral basis of the curriculum. By including need analysis, it would be very effective for teachers to implement the curriculum as prescribed by the policy-makers particularly Minister of Education. It is in line with Poedjiastutie & Oliver (2017) that a Need Analysis plays a salient role in the development of curriculum as it can identify students target situation. However, regardless its importance, the implementation of Need Analysis in Indonesian curriculum development is not deemed essential as an initial phase in curriculum development. It is because, according to Panggabean (2015), Indonesian learners tend to take very long time to acquire English since they do not make English conversation as habit and have a little English exposure. Consequently, considering the significance of Need Analysis (NA) in an initial curriculum development process will lead to more independent or decentralized policy-making process instead of promoting learning objectives ordered by those who are far from classroom.

**The prominence of teachers' involvement in
every single decision-making process of
curriculum development in particular**

In the final section of the interview, the teacher puts an emphasis on the lack of teacher's involvement in curriculum development. In other words, the teacher strongly believes that the teachers' involvement plays an essential role to diminish misconception in 2013 Curriculum. It is proven by the excerpt below:

"I think the most important aspect in curriculum development are the teachers themselves. It is because they are the one who knows the condition at the school and classroom level. In other words, any kind of curriculum development must equally involve many teachers with various background of teaching experience thus the information will be holistic and objective."

He views that the 2013 curriculum is single-handedly developed by the policy-makers without considering teachers' voices and suggestions. The teacher also believes that 2013 curriculum is developed in a top-down approach where teachers

are considered to be mere implementers rather than the agents of educational reform. It is relevant with the study conducted by Poedjiastutie (2018) that one of the most problematic issues in Indonesian curriculum development is that it is still implemented in in tow-down approach which is full of political nuances. At the worse sense, top-down policy curriculum development will lead to the marginalization of teachers' role in the process of decision-making in general and curriculum development in particular. It appears relevant with the study conducted by Alnefaie (2016) in Saudi context and Rahimi and Alavi (2017) in Iranian context where teachers are greatly marginalized and neglected from their true role as the integral parts of any educational reform in curriculum development. This truth seems to be conflicting to the theoretical framework as pointed out by Nation & Macalister (2010), Banegas (2011), and Zohrabi (2014) that the core community and main agents of change are teachers who are responsible for enforcing the reform at the class level and generating curriculum based on their students' needs not based on policy makers' single perspective. Therefore, teachers' involvement should be taken into an account as a critical consideration for the curriculum development.

CONCLUSION

This study indicated that there were some techniques used by the teacher in assessing the students' affective competence. The data gained from interview and document analysis showed that the teacher used observation and peer assessments. Furthermore, there were some instruments applied by the teacher. Those were students' journal, teacher's journal, and scoring rubric. The techniques and instruments are used to help the teacher to assess the students in terms of affective assessment authentically.

In addition, the data gained from interview indicated that teacher encountered several challenges in assessing students' affective competence. The challenges found are (1) lack of knowledge of 2013 curriculum that leads to the difficulty of interpretation about affective assessment and (2) Time consumption for doing assessment that requires the teacher to find effective technique for assessing the students' competence.

Furthermore, the present study showed that there were three teacher's voices with regard to the improvement of the 2013 Curriculum exposed from the interview. The teacher's voices exposed are (1) teacher's demand on English additional

time allot in 2013 Curriculum since it is reduced to only two ours per week; (2) the significance of Need Analysis to be taken into account as the basis of 2013 Curriculum; (3) and the prominence of teachers' involvement in every single decision-making process of curriculum development in particular

Based on the results of the study, there are some recommendations that hopefully can be useful. The recommendations are proposed for further researchers who investigate research in the same topic. It is recommended to conduct the research in a long period of time to give clearer description and better result about affective assessment techniques in the teaching and learning. Subsequently, further researchers are suggested to conduct the study by involving more than one participant to get more comprehensive and reliable data from different point of view related to techniques and challenges in assessing students' affective competence. It is also suggested to conduct the study that not only investigates it qualitatively but also quantitatively. The last but not least, it is strongly recommended for the policy-makers, in this case Ministry of Education, to provide teachers more significant role in curriculum development. Thus, Ministry of Education should ponder the importance of including the entire educational stakeholders mainly teachers in this case as agents of curriculum reform instead of mere curriculum implementers.

REFERENCES

- Adawiyah, R. (2008). *Portfolio Assessment in Teaching Writing (a Case Study of the First Grade Students of Senior High School in Sumenep East Java Province)*. Bandung: Unpublished Paper.
- Alnefaie, S. K. (2016). Teachers' role in the development of EFL curriculum in Saudi Arabia: The marginalized status. *Cogent Education*, 3:1, 1240008. <https://doi.org/10.1080/2331186X.2016.1240008>
- Assessment of EFL Learners. *Arab World English Journal*, 9 (2), 441-456
- Banegas, D. L. (2011). Teachers as 'reform-doers': Developing a participatory curriculum to teach English as a foreign language. *Educational Action Research*, 19, 417-432. <http://dx.doi.org/10.1080/09650792.2011.625654>
- Broadbent, J., Panadero, E., & Boud, D. (2017). *Implementing summative assessment with a formative flavour: a case study in a large class*. *Assessment & Evaluation in Higher*

- Education*, 43(2), 307-322. doi:10.1080/02602938.2017.1343455
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Brown, J. D. (1995). *The Elements of Language Curriculum: a Systemic Approach to Program Development*. United States of America: Heinle and Heinle Publisher.
- Carter, R., & Nunan, D. (2001). *The Cambridge Guide to Teaching English to Speaker of Other Languages*. United Kingdom: Cambridge University Press.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage
- Darsih, E. (2014). Indonesian EFL teachers' perception on the implementation of 2013 English curriculum. *English Review: Journal of English Education*, 2 (2), 1–8
- Davari, H., & Aghagolzadeh, F. (2015). To teach or not to teach? Still an open question for the Iranian education system. In C. Kennedy (Ed.), *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges* (pp. 13–20). London: British Council.
- Farahian, M., & Avarzamani, F. (2018). The impact of portfolio on EFL learners' metacognition and writing performance. *Cogent Education*, 5(1). doi:10.1080/2331186x.2018.1450918
- Fitria, S. (2013). *Speaking Activities in Young Learners Classroom: the Implementation of Project Based Learning Approach*. Bandung: Unpublished Paper.
- Gebhard, J. G. (2006). *Teaching English as a Foreign or Second Language*. USA: The UNiversity of Michigan Press.
- Hamied, F. A. (2014). Curriculum Change: What Does It mean to Indonesian TEFL? In H.P. Widodo., & N.T. Zacharias. (2014). (Editor). *Recent Issues in English Language Education: Challenges and Directions*. (Page 13-37), Surakarta: Sebelas Maret University Press.
- Harmer, J. (2007a). *The Practice of English Language Teaching (4th ed.)*. Essex, England: Pearson Education Limited.
- Jamrus, M. H. M., & Razali, A. B. (2019). "Using Self-Assessment as a Tool for English Language Learning." *English Language Education*, 12 (11). Doi: 10.5539/elt.v12n11p64
- Jones, M. H., & Gallen, A. M. (2016). Peer observation, feedback and reflection for development of practice in synchronous online teaching. *Innovations in Education and Teaching International*, 53, 616–626. <http://dx.doi.org/10.1080/14703297.2015.1025808>
- Kemendikbud. (2013). *Model Penilaian Pencapaian Kompetensi Peserta Didik Sekolah Menengah Pertama*. Jakarta.
- Ketabi, S., & Talebinejad, M. R. (2009). The role of cultural-social patterns of Iranian high-school English textbooks in arousing research motivation. *Shiraz University Journal of Teaching Language Skill*, 1(1), 41–69.
- Li, L. (2016). The role of anonymity in peer assessment. *Assessment & Evaluation in Higher Education*, 42(4), 645-656. doi:10.1080/02602938.2016.1174766
- Li, L., and F. Gao. 2015. "The Effect of Peer Assessment on Project Performance of Students at Different Learning Levels." *Assessment and Evaluation in Higher Education*. Advance online publication. doi:10.1080/02602938.2015.1048185.
- Mariam, S., Saleh, M., Warsono, W., & Mujiyanto, J. (2018). Using the Rasch Model for the Affective
- Micán, A. D., & Medina, L. C. (2015). Boosting vocabulary learning through self-assessment in an English language teaching context. *Assessment & Evaluation in Higher Education*, 42 (3), 398–414. doi:10.1080/02602938.2015.1118433
- Motallebzadeh, K., Hosseinnia, M., & Domskey, J. G. H. (2017). *Peer observation: A key factor to improve Iranian EFL teachers' professional development*. *Cogent Education*, 4(1). doi:10.1080/2331186x.2016.1277456
- Nation, I., & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- OECD. (2005, November). *Formative Assessment: Improving Learning in Secondary Classrooms*. Retrieved May 12, 2014, from <http://www.oecd.org/edu/ceeri/35661078.pdf>
- O'Farrell, D. C. (2004). *Enhancing Student Learning Through Assessment: a Toolkit Approach*. Dublin. Retrieved May 12, 2014, from http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/250309_assessment_toolkit.pdf
- Ornstein, A. C. and Hunkins, F. P. (2013). *Curriculum: foundations, principles and issues*. Boston, USA: Pearson Education.
- Panggabean, H. (2015). Problematic approach to English learning and teaching: A case in Indonesia. *English Language Teaching*, 8(3), 35–45. <https://doi.org/10.5539/elt.v8n3p35>
- Poedjiastutie, D., & Oliver, R. (2017). English learning needs of ESP learners: Exploring stakeholder perceptions at an Indonesian university. *TEFLIN Journal* 28(1), 1–21. <https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v28i1/1-21>
- Poedjiastutie, D., Akhyar, F., & Hidayati, D. (2018). Does Curriculum Help Students to Develop Their English Competence? A Case in Indonesia. *Arab World English Journal*, 9, 175-185. DOI: <https://dx.doi.org/10.24093/awej/vol9no2.12>

- Poedjiastutie, D., Akhyar, F., & Hidayati, D. (2018). Does Curriculum Help Students to Develop Their English Competence? A Case in Indonesia. *Arab World English Journal*, 9, 175-185. DOI: <https://dx.doi.org/10.24093/awej/vol9no2.12>
- Print, M. (1993). *Curriculum Development and Design*. (2nd Ed). NSW, Australia: Allen & Unwin.
- Rahimi, M. & Alavi, J. (2017). The role of teaching experience in language teachers' perceptions of a top-down curriculum change. *The Curriculum Journal*, 95, 479-03. <https://doi.org/10.1080/09585176.2017.1344134>
- Rahimi, M., & Nabilou, Z. (2010). Iranian EFL teachers' effectiveness of instructional behavior in public and private high schools. *Asia Pacific Education Review*, 12, 67-78.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. The United States of America: Cambridge University Press.
- Richards, J. C., & Rodgers, S. (2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press.
- Santos, L. M. D., & Miguel, L. (2016). Foreign language teachers' professional development through peer observation program. *English Language Teaching*, 9, 39-46. <http://dx.doi.org/10.5539/elt.v9n10p39>
- Shambaugh, N., & Magliaro, S. G. (2006). *Instructional Design (a Systemic Approach for Reflective Practice)*. United States of America: Pearson Education, Inc.
- Shute, V. J., and Y. J. Kim. 2014. "Formative and Stealth Assessment." *Handbook of Research on Educational Communications and Technology*, 311-321. New York: Springer
- Syahmadi, H. (2013). *Bedah Kurikulum 2013 Bagi Guru Bahasa Inggris*. Bandung: Cv. Adoya Mitra Sejahtera.
- Tenenberg, J. (2016). Learning through observing peers in practice. *Studies in Higher Education*, 41, 756-773. <http://dx.doi.org/10.1080/03075079.2014.950954>
- To, J., and D. Carless. 2015. "Making Productive Use of Exemplars: Peer Discussion and Teacher Guidance for Positive Transfer of Strategies." *Journal of Further and Higher Education* 40 (6): 746-764.
- Wang, W. (2016). *Using rubrics in student self-assessment: student perceptions in the English as a foreign language writing context*. *Assessment & Evaluation in Higher Education*, 42(8), 1280-1292. doi:10.1080/02602938.2016.1261993
- Zohrabi, M. (2014). Promoting teacher development through an interactive approach to curriculum development. *Procedia-Social and Behavioral Sciences*, 98, 2025-2034. <http://dx.doi.org/10.1016/j.sbspro.2014.03.638>

THE USE OF PRAAT IN LEARNING ENGLISH DEBATE IN INDONESIAN EFL CLASSROOM

Wulan Rahmatunisa

Universitas Kuningan

E-mail: wulan.rahmatunisa@uniku.ac.id

Syahrul Syarifudin

Universitas Kuningan

E-mail: syahrul.syarifudin@uniku.ac.id

APA Citation: Rahmatunisa, W. & Syarifudin, S. (2021). The use of PRAAT in learning English debate in Indonesian EFL classroom. *Indonesian EFL Journal*. 7(1), pp. 43-50.
<https://doi.org/10.25134/ieflj.v7i1.3989>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2020

Abstract: This study aims to analyze the elements of suprasegmental sound in English debates consisting of stress and intonation by using the PRAAT computer program and students' perceptions toward the use of PRAAT in learning English debate. The data of this study were taken from the practice of debate in the General English class which is a compulsory course in Universitas Kuningan. A total of 30 students from one class of General English were involved in this study. The method used is a mixed method. Several instruments were used to collect data including observation and documentation for qualitative data, and questionnaires for quantitative data. PRAAT program version 6.0.33 was used to analyze the stress and intonation patterns, while questionnaire was used to determine students' perceptions toward the use of PRAAT in mastering English debate. The results showed that the use of intonation and stress can affect the meaning of speech, especially in debate. Furthermore, students gave a positive response to the use of the PRAAT application in understanding the correct intonation patterns and pressure in speaking English.

Keywords: PRAAT; debate; EFL classroom

INTRODUCTION

Debate does not only convey a series of words or sentences, but also the meaning behind each utterance phonologically. Basically, debate is one part of language skills that are used systematically to accomplish or achieve certain goals (Abidin, 2013). In practice, the expression of debate is not only reflected in body language, but also in the phonological systematics of speech. The phonological aspect is called suprasegmental, namely phoneme sound that is influenced by speech, pressure, and intonation (Truesdale, 2018). The suprasegmental aspects related to speech or sound segments (phonemes), namely tone, pressure, joints, intonation. Then, Styler (2017) said that suprasegmental morphemes occur from segmental phonemes, such as phonemic pressures, tones, or pauses. Furthermore, Simpson (2012) stated that suprasegmental or prosody is an aspect that must be included in phonology. It means suprasegmental study is the domain of phonological area that in the discourse is intended to examine the production of meaning or ideology.

In mastering debate as a means to sharpen communication and argumentation skills, an understanding of the use of intonation is needed, which is one of the important suprasegmental elements. Intonation is very instrumental in distinguishing sentence intentions (Muslich, 2008; Kridalaksana, 2009). Differences of intonation, pressure, or the tone of the teaching of a morpheme in the text can bring different meanings if those are spoken in different ways so that phonological speech is strongly influenced by the context of speech, in this case the context of discourse.

On the other hand, suprasegmental is something that accompanies the phoneme, which can be in the form of sound pressure (intonation), long-short (pitch), and sound vibrations that indicate certain emotions. Suprasegmental is the element that "accompanies" and influences the sound of language, and not the true sound. Suprasegmental elements are also called prosody (Muslich, 2008: 81). In contrast to Marsono (1999) suprasegmental sounds are sounds that accompany segmental sounds. Verhaar (2010) explains that the suprasegmental sounds

include intonation, tone, accent and pressure. In fact, the phonetic description of suprasegmental sounds is only the basis for a phonemic description. However, in many ways the phonetic and phonemic aspects are not easily distinguished. The easiest way to understand the suprasegmental element is through an acoustic phonetic approach. There are two acoustic properties that influence the suprasegmental elements, namely frequency and amplitude (Nespor and Vogel, 2007). These two elements are very influential in the suprasegmental elements and they are very related. The difference between the two sounds is based on whether or not the sound is segmented. Sounds that can be segmented, like all vocal and consonant sounds are segmental sounds. While sounds or elements that cannot be segmented, accompanying segmental sounds, such as pressure, tone, pause and duration (elongation) are called suprasegmental or non-segmental sounds or elements (Chaer, 2013; Ladefoged, 2015).

To measure the frequency of air vibrations in the form of waves, a device called an oscillograph is used. Similar tools then appeared, such as spectrograms, which allowed us to know the acoustic quality of the sound of the words to be analyzed (Yusuf, 1998). Next came a tool called the PRAAT program. If a speech after recording is then entered into the PRAAT program, the sound waves can identify the characteristics of the sound image of the speech. PRAAT is a program created by Paul Boersma & David Weenink from the Phonetic Sciences Department of the University of Amsterdam (www.praat.org). With the catchphrase "doing phonetics with computer", PRAAT is a software to perform flexible sound analysis and reconstruction. PRAAT can be used to do many things, from spectrogram analysis to reconstructing the sound itself and creating diagrams or drawings that can be used in scientific work. The PRAAT program is needed by researchers who use acoustic data. Accurate and complete acoustic information can be generated by empowering the PRAAT program.

A recent study on voice analysis by using PRAAT software and classification of user emotional state was conducted by Magdin, Sulka, Tomanova, and Vozar in 2019. The paper deals with the user's emotional state classification based on the voice track analysis, it describes its own solution - the measurement and the selection process of appropriate voice characteristics using Anova

analysis and the use of PRAAT software for many voice aspects analysis and for the implementation of own application to classify the user's emotional state from his/her voice. The results show that the emotions determining from the user's voice is a complex issue and its solution used to be ambiguous and complicated. Different people have different voices and the creation of general rules for emotions determining is not elementary. The best results in this area are achieved by neural networks and the systems that combine the emotions determining from voice, from facial expression and other biometrics.

Moreover, several studies have aimed at exploring the effectiveness of computer software (PRAAT) in helping students to acquire prosodic features of English language. The results also showed that learners that practiced stress and intonation through CALL approach were more successful than the students who were taught through traditional method (Gorjian et.al, 2013). Another study regarding PRAAT analysis have been conducted by Wulandari in 2016. This research has revealed that the second semester students of the study program of English Universitas Brawijaya have typical segmental features which are different from that of native speaker. The typical segmental features were detected through voice spectrogram software namely PRAAT. Other papers have highlighted the implementation of the widely used speech analysis tool PRAAT as a web application with an extended functionality for feature annotation (Hayati, 2005; Dominguez, Latorre, Farrus, and Filba, 2016; Octavia, 2018). In particular, PRAAT on the web addresses some of the central limitations of the original PRAAT tool and provides (i) enhanced visualization of annotations in a dedicated window for feature annotation at interval and point segments, (ii) a dynamic scripting composition exemplified with a modular prosody tagger, and (iii) portability and an operational web interface. Speech annotation tools with such a functionality are key for exploring large corpora and designing modular pipelines. As differences in intonation, stress, and tone of speech of a morpheme in the utterance can bring differences in meaning, therefore, this study aims to investigate the use of PRAAT in learning English debate in Indonesian EFL classroom.

METHOD

The method used in this research is a mixed method. Mixed methods research is a research method that

combines or combines qualitative methods and quantitative methods to be used together in a research activity, so that the data obtained is more comprehensive, valid, reliable and objective (Nunan, 1993; Stake, 2010; Creswell, 2014). The design used is concurrent embedded where the second method strengthens the first method.

The data of this study were taken from the practice of debate in the General English class which is a compulsory course in Universitas Kuningan. A total of 30 students from one class of General English were involved in this study. The method used is a mixed method. Several instruments were used to collect data including observation and documentation for qualitative data, and questionnaires for quantitative data. PRAAT program version 6.0.33 was used to analyze the stress and intonation patterns, while questionnaire was used to determine students' perceptions toward the use of PRAAT in mastering English debate.

In analyzing qualitative data, the first step is transcribing from the recorded sound. Then the transcription data that contains phonetic copies in the form of English spelling along with the tone spoken by the subject is processed into a graphic PRAAT. PRAAT program version 6.0.33 is used to analyze intonation patterns. PRAAT is a program created by Paul Boersma & David Weenink of the University of Amsterdam's Phonetic Sciences Department (www.PRAAT.org). With the slogan 'doing phonetics with computer', PRAAT is a software for flexible sound analysis and reconstruction. PRAAT can be used to do many things, from spectrogram analysis to sound reconstruction itself and making diagrams or drawings that can be used in scientific work. The PRAAT program is highly needed by

researchers who use acoustic data. Accurate and complete acoustic information can be generated by empowering the PRAAT Program. The spelling used is IPA phonetic spelling. As said by Miles & Huberman (1992: 87), that the data scattered across various utterances can be analyzed, the usual method used as a solution is to give a code to the observational field notes. Code numbers, subjects, and types of sentences are written in the data transcription sheet.

While, the questionnaire was used to determine students' perceptions toward the use of PRAAT in mastering English debate. The questionnaire used in this study was adopted from a questionnaire compiled by Davis (2003). The measurement used in this study was a Likert scale with five options, namely strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). The results of answering descriptive questions on the questionnaire were reported in the form of percentage as supporting data.

RESULTS AND DISCUSSION

Stressing and intonation patterns in English debate

The display settings in PRAAT can be set as expected (by adding / removing handles) via *the View-sub-menu - Show Analysis -* from the second *sub-menu* display. The researcher can remove the handles in the *Show Spectrogram*, and add the checkpoints to the other three options, namely *Show Pitch* (blue line), *Show Intensity* (green line), and *Show Formants* (red dots). The display is as shown in the following PRAAT figure which is equipped with pitch (blue line), intensity (green line), and formant (red line).

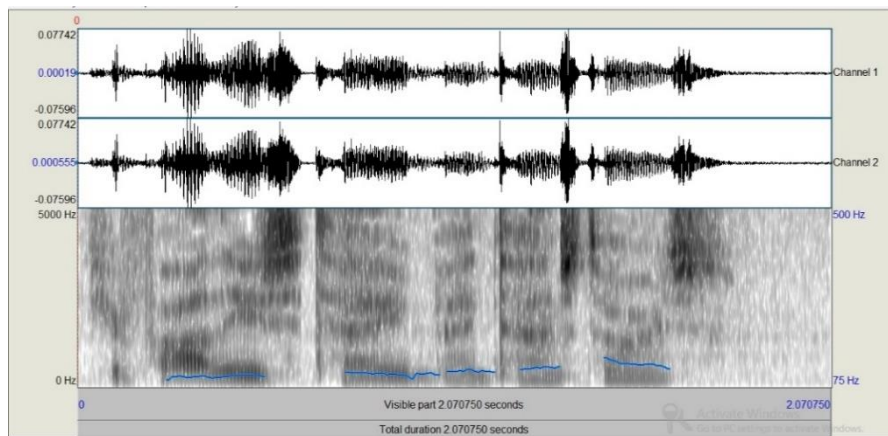


Figure 1. PRAAT analysis of stressing pattern

In the PRAAT analysis figure above, we can see a stressing pattern which is marked by black wave lines in the form of density and stretch. Stressing in English speech serves to distinguish meanings at the sentence level (syntax) as well as to distinguish meaning at the word level (lexis). At the sentence level, not all words are stressed the same (Roach, 2002). Only words that are emphasized or considered important get stress (accent). Therefore, listeners must know the meaning behind the meaning of the

speech they hear. At the word level, the stress on syllables or syllables affects the differentiation of meaning. For example, the word "import" when pronounced with stress on the first syllabic ['im] means different from when pronounced with stress on the second syllabic ['port]. The stress at the beginning of the syllabic means belonging to the class of nouns, while the stress in the second syllabic means a verb. Thus it can be stated that the stress on the syllable in English is phonemic.

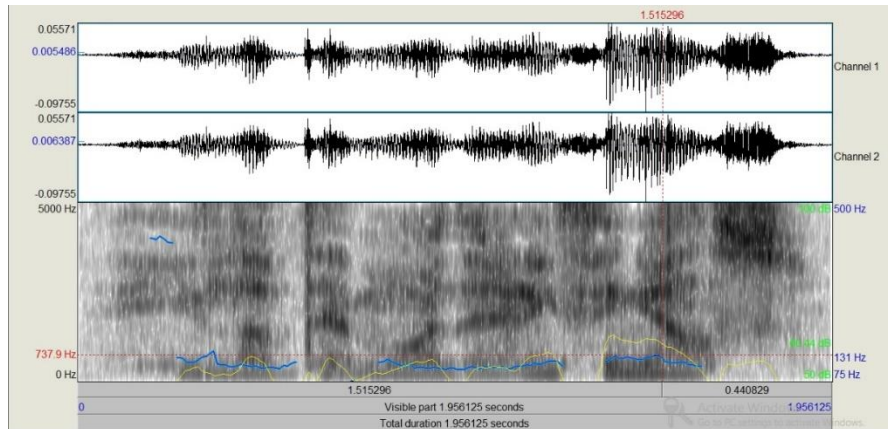


Figure 2. PRAAT analysis of intonation pattern

Meanwhile, the figure above shows the image of the consonant and vowel segmental elements. The lower part of the figure 2 shows the image of the suprasegmental element in the form of tone, intonation, formant (is a collection of sound energy around a certain frequency on a sound wave). Formant is an acoustic phonetic term which has the meaning of a classification of the characteristics of the transitional vowel sound and the sound between these vowel connectors. We can add words to the PRAAT image using the MS Word program. After editing is complete, the data is saved in the Sound Recording Graphics folder (which is set up in the task bar) and give it a name, for example Sound Recording Graphics K1. Then a similar operation continues for the rest of the sentence (K2 and so on). The red longitudinal line is the indication of the length of time of the speech, the display line that appears initially will be in the center of the image, representing half of the complete time of the utterance, as shown in Figure 2.

The result is coherence with Wulandari et.al (2016) who reveals that due to the lack of how to disambiguate the correct pronunciation of vowel sounds within the given words, the participants tend

to produce inaccurate pronunciation. Which are reflected by the result of the spectrum score range: F1 and F2. Some proposed techniques of teaching segmental were drilling, teaching minimal pairs, chanting with jazz chant and rhyming with tongue twisters, to modify learners segmental features (Joaquin, 2009). Automatic annotation of speech often involves dealing with linguistic and acoustic information that needs to be conveniently organized at different levels of segmentation (i.e., phonemes, syllables, words, phrases, sentences, etc.) (Christodoulides, 2014). Even though laboratory experiments on speech are controlled to a certain extent (e.g., minimal word pairs, short sentences, read speech) and are usually annotated manually, the increasing trend to analyze spontaneous speech, especially in human-machine interaction, requires tools to facilitate semi-automatic annotation tasks with a compact visualization for manual revision, presentation of results and versatile scripting capabilities (Dominguez, 2016).

After displaying the PRAAT image, a contrastive analysis can be carried out to compare the shape of the tonal motion expressed with the blue line in the PRAAT figure. To see in more detail about the shape

of the tone lines of each word, researcher can cut the sound waves of a sentence into words per word with *Goldwave*, then enter it into the PRAAT program and display the image shape like the PRAAT figure above. In this study, the utterances in English debate were examined. Debate is a process of oral communication expressed in language to defend opinions. Each team in the debate will state an argument, give reasons in a certain way in order to convince the audience so that the opposite team is arguing or listening. Differences of intonation, stressing, or the tone of a morpheme in the text can bring different meanings if those are spoken in different ways. Therefore, phonological speech is

strongly influenced by the context of speech, in this case the context of discourse.

Students' perceptions toward the use of PRAAT

The questionnaire was used to determine students' perceptions toward the use of PRAAT in mastering English debate. It was adopted from a questionnaire compiled by Davis (2003). The measurement used in this study was a Likert scale with five options, namely strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). The following is data from the distribution of questionnaires regarding the use of PRAAT in learning English debate.

Table 1. *Students' perception toward the use of PRAAT*

No.	Statements	SD	D	N	A	SA
1	Using Praat application helps me to know the appropriate intonation in English utterance			10%	83,3%	6,7%
2	Using Praat application helps me to know the appropriate stressing in English utterance			10%	83,3%	6,7%
3	Praat application enables me to control my speech tempo			46,7%	46,7%	6,7%
4	Praat application supports my ability in speaking English			53,3%	33,3%	13,3%
5	Using Praat application increases my English pronunciation	3,3%		43,3%	43,3%	10%
6	Using Praat application increases my productivity in speaking English			63,3%	26,7%	10%
7	Praat application improves my motivation to learn English debate			56,7%	36,7%	6,7%
8	Using Praat application helps me to know the speakers' emotion in English debate			43,3%	50%	6,7%
9	Using Praat application helps me to know the sentence types in English debate	3,3%		20%	66,7%	10%
10	Overall, I find Praat application useful in my learning			16,7%	73,3%	10%

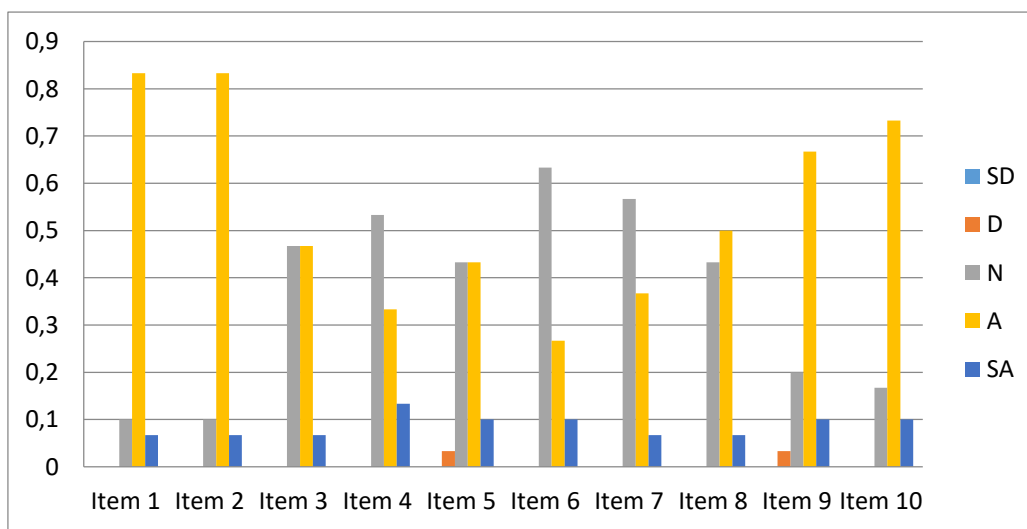


Figure 3. *Students' perception toward the use of PRAAT*

For item 1, which is related to the statement "Using PRAAT application helps me to know the appropriate intonation in English utterance" it is known that the majority of students, namely 83.3% agree that the PRAAT application helps to understand the correct intonation in English. The difference in the concept of intonation that English and Indonesian have makes there are several difficulties faced by students in learning English as a foreign language (Alwi et.al, 2003). With the help of the PRAAT application which displays different color graphics for intonation markers, it makes it easy for students to understand appropriate intonation of English.

For item 2, which is related to the statement "Using PRAAT application helps me to know the appropriate stressing in English utterance" it also shows the same percentage of student perceptions, as many as 83.3% agree that the PRAAT application helps in understanding pressure in English speech. Students can understand the concept of phonemic English stress with PRAAT's help because each different stress in English can give a different meaning to a word. It is consistent with Ladefoged (2005) who stated that a term that stresses two ideas at the same time, namely that you change things by grabbing them or typing, and that these changes are effective without confirmation.

For item 3, which is related to the statement "PRAAT application enables me to control my speech tempo" shows that there are 46.7% of students agree that the PRAAT application helps control the tempo of speech in English. However, it was also found that 46.7% of students were unsure about the concept that PRAAT helps in mastering the tempo or duration of speaking English. This is based on the fact that the tempo or duration of speaking is complex because the tempo depends on the speaker's emotion, context, situation and cultural background (Hart, 1990).

For item 4, which is related to the statement "PRAAT application supports my ability in speaking English", it is known that 53.3% of students are unsure whether the PRAAT application supports their ability in speaking English. Meanwhile, 33.3% of students agree and 13.3% strongly agree that PRAAT helps in speaking English skills. This is because speaking ability is a verbal ability which not only includes expertise in producing sound, but also the ability to convey messages that are meaningful and can be understood

by listeners. So that vocabulary mastery in English orally holds a larger portion compared to phonetic studies that were explored through the PRAAT application.

For item 5, which is related to the statement "Using PRAAT application increases my English pronunciation", it is known that 43.3% of students agree that the PRAAT application can improve English pronunciation skills. Meanwhile, the same number, namely 43.3% of students, also expressed doubts about improving English pronunciation skills because of PRAAT's assistance. This means that students' pronunciation skills of consonants and vowels can be helped by PRAAT. However, it cannot be denied that some students still have difficulty pronouncing complex syllables or syllables even with the help of the PRAAT application. It is relevant with Mathew (2005) in his study about errors in pronunciation by learners of English as foreign language whose first language are Indonesia. He stated that the Indonesian sound system affects to some extent for Indonesian student who learn the English language.

For item 6, which is related to the statement "Using PRAAT application increases my productivity in speaking English" as many as 63.3% of students have the opinion that they doubt that the PRAAT application can increase productivity in speaking English. This cannot be denied because productivity in speaking should be supported by a strong language environment so that the help of tools is not enough. Meanwhile, 26.7% of students agree that the PRAAT application helps in increasing their productivity in English. These results indicate that students feel more confident in speaking English because of the understanding of intonation and stress which they get through PRAAT.

For item 7, which is related to the statement "PRAAT application improves my motivation to learn English debate" it is known that 56.7% of students doubt that the PRAAT application can motivate them to learn English debate. It cannot be denied that debate requires complex abilities. The English debate requires students not only to be able to express ideas in English, but also to be able to master global knowledge, analyze, make judgments, and convince the public. Therefore, the help of tools alone is not sufficient to master English debate. Meanwhile, 36.7% of students agreed that the PRAAT application could motivate them to

learn debate. This means that students feel more confident in arguing in English after knowing the right pressure and intonation through the PRAAT application.

For item 8, which is related to the statement "Using PRAAT application helps me to know the speakers' emotion in English debate" that as many as 50% of students agree that the PRAAT application helps them to find out the emotions of speakers in the debate. This is because PRAAT shows the stress and intonation patterns of the speaker in an interactive way. Differences in intonation, stress, or tone of speech of a morpheme in the text shown by PRAAT can bring about differences in meaning if it is spoken in different ways so that phonological utterance is strongly influenced by the context of speech, in this case the context of discourse (Davletcharova et al., 2015; Truesdale and Pell, 2018).

For item 9, which is related to the statement "Using PRAAT application helps me to know the sentence types in English debate", it is known that 66.7% of students agree that the PRAAT application helps them differentiate the types of sentences spoken in English debates. This is because the results of PRAAT's analysis clearly show that based on the study of intonation patterns there are several types of sentences, namely news sentences (declarative), interrogative sentences (interrogative), and command sentences (imperative).

For the last item, which is related to the statement "Overall, I find PRAAT application useful in my learning" it is known that 73.3% agree, 16.7% doubt, and 10% strongly agree with the statement. This means that the majority agree that the PRAAT application is useful for student learning. With advances in technology, especially the creation of computers today is very helpful at all in the process of progress in education (Van et.al, 2001). Moreover, there is the PRAAT program that can change sound waves that previously could only be heard, now become visible to the human eye. In addition, the PRAAT program is equipped with a device to see the tone movement, the amount of pause, the length of the utterance all of which are needed to determine the inaccuracy of an utterance or the error of the utterance.

CONCLUSION

The results of this study showed that the use of intonation and stress can affect the meaning of speech, especially in debate. Furthermore, students gave a positive response to the use of the PRAAT application in understanding the correct intonation patterns and pressure in speaking English. The difference in the concept of intonation in English and Indonesian triggers several difficulties faced by students in learning English as a foreign language. With the help of the PRAAT application which displays different color graphics for intonation markers, it becomes easier for students to understand appropriate stressing and intonation of English.

It is hoped that the results of this study can enrich the literature on suprasegmental elements of phonological studies which still have little attention in the context of Indonesian EFL. Practically, this study provides information related to improving communication skills and expressing arguments especially for students. Professionally, through the results of this research, it is hoped that teachers and lecturers can develop debate strategies that combine suprasegmental element analysis to support student success in mastering English as a foreign language.

REFERENCES

- Abidin, Y. Z. (2013). *Pengantar retorika*. Bandung: Pustaka Setia.
- Afriani, S. H. (2015). Analisis uji persepsi: Intonasi Kalimat Perintah Bahasa Indonesia oleh Penutur Bahasa Jepang. *Tamaddun* Vol. XV, No. 1/Januari – Juni 2015
- Alwi, H., S. Darjowjidojo, H. Lapoliwa, & A.M. Moeliono. (2003). *Tata bahasa baku bahasa Indonesia*. Jakarta: Balai Pustaka.
- Chaer, A. (2013). *Fonologi bahasa Indonesia*. Jakarta: PT Rineka Cipta.
- Christodoulides, G. (2014). Praaline: Integrating tools for speech corpus research. In *Proceedings of the 9th International Conference on Language Resources and Evaluation*, Reykjavik, Iceland.
- Davletcharova, A., et al. (2015). *Detection and analysis of emotion from speech signal*. *Procedia Computer Science*, vol. 58, pp. 91-96, 2015, doi:10.1016/j.procs.2015.08.032
- Dominguez, M., Latorre, I., Farrus, M., Filba, J. C., (2016). Praat on the Web: An Upgrade of Praat for Semi-Automatic Speech Annotation. *Proceedings of COLING 2016, the 26th International Conference on Computational*

- Linguistics: System Demonstrations*, pages 218–222, Osaka, Japan, December 11-17 2016.
- Gorjian, B., Hayati, A., & Pourkhoni, P. (2013). Using Praat Software in teaching prosodic features to EFL learners. *Procedia - Social and Behavioral Sciences* 84 (2013) 34 – 40
- Hart, J., Collier, R., & Cohen, A. (1990). *A Perceptual study of intonation*. Cambridge: Cambridge University Press.
- Hayati, A.M. (2005). Computer and Language Teaching. *Asian EFL Journal*, 4, 21-28.
- Joaquin, A.D. (2009). Drill, baby, drill: Exploring a Neurobiological Basis for the Teaching of Segmentals in the ESL/EFL Classroom. *Teachers Articles*: volume 39 article 2.
- Kridalaksana, H. (2009). *Kamus linguistik edisi keempat*. Jakarta: PT Gramedia Pustaka Utama.
- Ladefoged, P. (2005). *Vowels and consonants: an introduction to the sounds of languages. Second edition*. Malden, Mass. & Oxford: Blackwell.
- Magdin, M., Sulka, T., Tomanova, J., & Vozar, M. (2019). Voice analysis using PRAAT software and classification of user emotional state. *International Journal of Interactive Multimedia and Artificial Intelligence*, Vol. 5, No. 6
- Marsono. (1999). *Fonetik*. Yogyakarta: Gadjah Mada University.
- Mathew, I. (2005). Errors in pronunciation by learners of English as foreign language whose first language are Indonesia, Gayo and Acehnese. *MONASH University Linguistic paper* 2005. Vol.3 number 2.
- Miles, M. B. & Huberman, A. M. (1992). *Analisis data kualitatif*. Jakarta: Universitas Indonesia
- Muslich, M. (2008). *Fonologi bahasa Indonesia tinjauan deskriptif sistem bunyi bahasa Indonesia*. Jakarta: Bumi Aksara.
- Nespor, M. & Vogel, I. (2007). *Prosodic phonology with a new foreword 2nd*. Berlin: Mouton.
- Nunan, D. (1993). *Research method in language learning*. Cambridge: Cambridge University Press.
- Octavia, W. (2018). Penamaan bunyi segmental dan suprasegmental pada pedagang keliling. *Jurnal Bahasa Lingua Scientia*, Vol. 10, No. 1, Juni 2018
- Simpson, A. P. (2012). The first and second harmonics should not be used to measure breathiness in male and female voices. *Journal of Phonetics*, 40(3):477–490
- Stake, R.E. (2010). *Qualitative research: studying how things work*. New York: The Guilford Press
- Styler, W. (2017). *Using praat for linguistics research*. Creative Commons Attribution-ShareAlike 3.0 Unported License
- Styler, W. (2017). On the acoustical features of vowel nasality in English and French. *The Journal of the Acoustical Society of America*, 142(4):2469–2482
- Truesdale, D. M. and M. D. Pell. (2018). The sound of passion and indifference. *Speech Communication*, vol. 99, pp. 124-134. 2018, doi:10.1016/j.specom.2018.03.007
- Van, H., Vincent, J., & Judith, H. (2001). Temporal distribution of interrogativity marker in Dutch: A Perceptual study” In *Gussenhoven, Carlos, T. Rietveld, and N. Warner (eds.) (2001). Papers in Laboratory Phonology VIII*. Cambridge: Cambridge University Press.
- Verhaar, J. W. M. (2010). *Asas-sas linguistik umum*. Yogyakarta: Gadjah Mada University Press.
- Wulandari, I., Rodliyah, I., & Fatimah. (2016). Using PRAAT for analysing segmental features of speech produced by the students of English study program of Universitas Brawijaya. *ELTICS Journal*, Vol. 3, 2016. ISSN : 2407-0742 (page 14-25)
- Yusuf, S. (1998). *Fonetik dan Fonologi*. Jakarta: Gramedia Pustaka Utama.

AN ANALYSIS OF BORROWING WORD IN *DESTINASIAN INDONESIA* MAGAZINE

Muziatun

Department of English Language, Faculty of letters and
culture, State University of Gorontalo, Indonesia
Email: muziatun@ung.ac.id

Jefriyanto Saud

Department of English Language, Faculty of letters and
culture, State University of Gorontalo, Indonesia
Email: jefri.saud@ung.ac.id

Nurul Ain Halada

Department of English Language, Faculty of letters and
culture, State University of Gorontalo, Indonesia
Email: haladanurul@gmail.com

APA Citation: Muziatun, Saud, J., & Halada, N. A. (2021). An analysis of borrowing word in *destinasian Indonesia* magazine. *Indonesian EFL Journal*. 7(1), 51-58. <https://doi.org/10.25134/ieflj.v7i1.3990>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2021

Abstract: Borrowing word is a word from another language which is adopted by another language as stated by Nelson Francis (1965). In instances, people in Indonesia tends to borrow other language in order to describe a thing or situation. Nowadays, the borrowing language can be famous and familiar to others through the use media mass. This fact can influence other in order to use the foreign language than the native language. Due to the fact, this research aims to analyze the borrowing language on media mass especially in Tourism Magazine. The *DestinAsian* Magazine become the appropriate source of data in order to identified what types of borrowing word that usually occurred in media mass. Moreover, the Bloomfield theory (1935) become the main theory which to identified the types of borrowing through the sociolinguistics and phonetic perspective. This research uses qualitative method to analyze the data. As the result, there are 425 words which identified as borrowing word from English language in *DestinAsian Indonesian* Magazine. However, after checked the identified loan word in *Kamus Istilah Pariwisata* there are only 25 words that can be analyze as the data which is 6 words categorized as cultural borrowing, 13 words categorized as intimate borrowing, and 6 words categorized as dialect borrowing. Toward the result it can be conclude that the high tendency of using borrowing word from foreign language than the use Indonesian Language.

Keywords: *Borrowing words; types of borrowing word*

INTRODUCTION

Although there are some previous research about the analysis of borrowing words in Indonesian text (Lorania, 2014; Rafli, 2015; Devianti, 2016; Vitaloka, 2017; Fitria, 2019), most of those research are relatively old. This study explores deeply the recent developments analyzing borrowing words in Indonesian text. It is focused on English and Indonesian language in order to understand how the internationalization of the English language has influenced currently the Indonesian text through the use of borrowings words, and it explores the idea of how English has impacted Indonesian language in the era of globalization.

Indonesian language has been seen as a language that is undergoing rapid change (Juliawan, 2017). Since it borrows many words from other languages, its vocabulary is constantly developing (Muziatun, 2017). The entry of some foreign culture in Indonesia historically is also in line with the cultural contact between the Indonesian people and other nations. (Megasari, 2014). At the very first time the incident of Sanskrit language influenced the Indonesian language, because of the influx of Hinduism in Indonesia on before century. In addition, the Arabic also language influenced Indonesia language because of the existence of religious and trade relations in Indonesian from

fourteenth century. Furthermore, the Dutch language also influenced Indonesian language because of the colonialism they did in Indonesia on 1602 century (Priambodo, 2014).

Subsequently, from time to time the word of Indonesia language always continues to be changed (Fauziah & Kwary, 2017). It is because some foreign languages influence Indonesian language to be used a new word from some foreign language (Defianti, 2016). Moreover, the amount of English vocabulary absorbed into Indonesian language is because English has been recognized as an international language or world language (Peenycook, 2017).

Moreover, the Indonesian society itself has been influenced by English language because of the rise of English as a language for globalization and education in the country (Kirkpatrick, 2012). Afterwards, Veronica Abru & Caciara (2015) state English is the popular language and widely used by a group of people. It is sometimes borrowed by Indonesian. They are thus creating a language or a new term in Indonesian.

Furthermore, the existence of borrowing words from the language will further emphasize the word that people to convey (Akmajian, 2017). Because today, English is a popular language in the world, automatically it will be absorbed by other languages, particularly nowadays Indonesian has been influenced by English language.

The impact of English language can be seen in almost all sectors in Indonesia. For example, the status of English in education has developed extensively, with English becoming a compulsory subject for Indonesian students at almost all levels of education, except in the primary school (Marcellino, 2015). This means that, after Indonesia language and Indonesian local languages, English is the most common language used.

Apart from this, technological progress, cultural, Western economic systems, and educational influences have all impacted on Indonesia (Da Silva, 2014). Therefore it is necessary to consider how the national language has been influenced in the current era of globalization.

In the other hand, according to Sheperd (1995) mass media is the main source for the foreign forms to be borrowed.

In addition, mass media is a key area of activities related to globalization (Kraidy, 2002). It is because mass media essentially provides the ways that

impact globalization, which is moving into people's lives every day. Although nowadays media practices in Indonesia are changing in existing Indonesian society, mass media continues to hand an important role as the primary source information for Indonesian citizens (Irwansyah, 2011)

Besides that, mass media is a source of news or inspiration that has a big impact. Any information contained in the mass media is fast to be known by people (Lorania, 2011). Sometimes there are words in the mass media that can not be understood by some people. It is because maybe those words are new words for some people. Considering that, the researchers strongly believe that there are lots of borrowing words in the mass media became the cause of people do not understand several vocabularies found to be used by media.

Futhermore, the example of media mass that can increase the potential of borrowing language is magazine (Kraidy, 2002). A lot of other language might be occurred in Magazine such as french, mandarin and also English (Daulton, 2010).

In mentioning certain objects, ideas, or operations, we should use a lexical. Linguistically lexical means a word (Richard, 2018). The problem has been existed such as when someone uses words are not available in his or her language. Concerning that, the information from the technology and culture makes someone realizes that there is still minimal terminologies that are provided in his or her languages. Regarding that, this problem can be overcome by borrowing words from other languages. So that, this is called "borrowing word".

As stated by Taylor and Francis (2016) borrowing word is a word from another language which is adopted by another language. In addition, Richard (2018) states borrowing word is also known as *lexical* borrowing that is the process of getting a word from another language that is adapted and to be used by other community. Furthermore, Wardhaugh (1972) states borrowing word is a process adding a new vocabulary items in a language. In the same way Fauzi (2015) states lexical borrowing is a word formation process when a word from a particular language is borrowed and used by in another language.

Moreover, Bloomfield (1953) believed that there are three types of borrowing word that occurred in across the world. The three types are cultural, intimate, and dialect borrowing. However, Bloomfield (1953) also believed that every

borrowing word influence by interaction of people around us. Which make the other language become familiar and use it in our speech.

In instances, based on pre-reading in *DestinAsian Indonesia Magazine* from edition November/December 2017 and July until September 2018 there are many words that identified as borrowing word from other language especially English Language.

Therefore, the case of borrowing English words in Indonesia language become the interesting study to be analyzed due to the foreign language more exist than the native language. The purpose of this research is to analyze the type of borrowing by using Bloomfield (1935) theory which combines the analysis through the sociolinguistics and phonetics study in order to categorize the borrowing words. The study focuses on print media, which is widely used in Indonesia, being the main form of mass media consumed by most Indonesians. It also has advantages as a written medium in that written text conventions, such as spelling and typography, can provide information about how words are integrated into Indonesian media discourse.

This phenomenon of rapid change of Indonesian language explained earlier needs to be understood further by investigating at the processes occurring in the language and the reason for these evolving, particularly the use of borrowing words. This is the focus of this current study. There is only one main problem dealing with this research which is “What are the types of the borrowing words found in *DestinAsian Indonesia Magazine* based on Bloomfield (1935) theory?”

METHOD

This research aims to discover the types of borrowing words that have been found from *DestinAsian Indonesia Magazine*. The data that have been collected from the magazine will be filtered based on *Kamus Istilah Pariwisata*. Therefore, all borrowing words found from the magazine will be the data. After, the researchers filtered the data, the researchers used a qualitative descriptive method in order to help the researchers to reveal analysis through description of data, while the source of collection data will be used corpus method linguistic that proposed by Baker (2010). The Bloomfield theory also would help the researchers to categorize the borrowing into the

three types which are cultural, intimate, and dialect borrowing.

The sources of data in this study is taken from *DestinAsian Indonesia Magazine*. The magazine become the appropriate source of data due to several reasons. First, *DestinAsian Indonesia Magazine* is one of popular magazines which used by many people in tourism and business sectors. Second, the magazine combines various themes including adventure, culinary, cultural, and artistic that might be there many borrowing words contained in the magazine. Third, *DestinAsian Indonesia Magazine* also contains travel videos and actual news from the world of tourism which the higher percentage of borrowing words will found on the magazine.

To find out the types of borrowing words that contained in *DestinAsian Indonesia Magazine*, there are several steps chosen as the technique of analyzing the data as follows:

The list of words that identified as borrowing words from English will be checked by using *Kamus Istilah Pariwisata* written by Winarno., et al (2003). Every word identified in *DestinAsian Indonesia Magazine* which exist in *Kamus Istilah Pariwisata* will be categorized as the data.

After filtering the borrowing words in *Kamus Istilah Pariwisata*, the researcher will analyze and divided the words into three types of borrowing by using the theory of Bloomfield (1935) which are cultural borrowing, imitate borrowing, and dialect borrowin which the criterions as follow:

Cultural borrowing

According to Bloomfield (1935) the word can be categorized into the cultural borrowing due to several facts. First, the word is not originally from the native language and has related to one country or area's culture. Second, the native speaker not only borrow the word but also influence by the culture. Moreover, the borrowing word in cultural way usually occurred on food, drink, style, habit, and the other activities that identified as culture from one country.

Intimate borrowing

This type of borrowing can be identified in several evidences as cited in Bloomfield (1935). First, the foreign word is more familiar or act as upper language and mostly used in the society than the native word which act as lower language.

In the other hand the native speaker just simply used the word as their own language. However, the native speaker have their own language in order to say the mentioned word. Second, the spelling of the word both from the country that language borrowed and country that borrowing the word are almost same.

Dialect borrowing

Bloomfield (1935) stated on his study that dialect borrowing can be identified when the native speaker borrows the foreign language and there are some changing in spelling and pronunciation which adapted to the native speaker dialect in that area. In addition, the borrowing word has same meaning to the foreign language that the native speaker borrows.

Next, the researchers would provide the explanation of meaning each word that has been classified into the types in Oxford Dictionary and *Kamus Besar Bahasa Indonesia*.

Last step of analyzing the data of this research is make the conclusion of the research's result.

RESULTS AND DISCUSSION

The data findings are collected from *DestinAsian Indonesia Magazine* from edition November-December 2017 and July - September 2018. The magazine focus to describe the inspiring tourism destinations not only in Indonesia but also around the world. Through reading the magazine, there are 425 words are found and indicated as borrowing word, there are 287 words found in edition November-December 2017 and there are 138 words found in edition July-September. Unfortunately, after filtering and checked on *Kamus Istilah Pariwisata* there are only 23 words that can categorized as data. However, through classified the data, there are several words repeated more than twice. Therefore, this research only takes one word in one sentences of the repeating word to be analyzed.

Based the analyzed by using the theory of Bloomfield (1935), there are 5 words that can categorized as cultural borrowing which display as follows:

Table 1. *Cultural borrowing*

No.	Indonesian	English	Edition July-September (times)	Edition November-December (times)
1.	Kasino	Casino	1 (page 58)	-
2.	Koktail	Cocktail	1 (page 28)	3 (page 19, 25, and 38)
3.	Kroket	Croquette	-	1 (page 42)
4.	Spa	Spa	1 (page 95)	-
5.	Wine	Wine	-	3 (page 28, 38)

Based the analyzed by using the theory of Bloomfield (1935), there are 11 words that can categorized as intimate borrowing which display as follows:

Table 2. *Intimate borrowing*

No	Indonesian	English	Edition July-September (times)	Edition November-December (times)
1.	Bar	Bar	1 (page 22)	2 (page 25 and 38)
2.	Bathtub	Bathtub	-	1 (page 34)
3.	Bungalo	Bungalow	-	1 (page 71)
4.	Festival	Festival	1 (page 51)	1 (page 28)
5.	Hotel	Hotel	4 (page 107 and 111)	8 (page 4, 5, 17, 22, 30, 46, 60 and 77)
6.	Media	Media	1 (page 28)	1 (page 12)

No	Indonesian	English	Edition September (times)	July- Edition November-December (times)
7.	Menu	Menu	1 (page 40)	-
8.	Poster	Poster	-	1 (page 24)
9.	Resor	Resort	4 (page 96, 99,	12 (page 27, 32, 34, 35, 36, 37,38, 40, 70, 71, 77, and 79
10.	Tiket	Ticket	-	1 (page 26)
11.	Transit	Transit	1 (page 92)	1 (page 101)

Based the analyzed by using the theory of categorized as dialect borrowing which display as Bloomfield (1935), there are 7 words that can follows:

Table 3. *Dialect borrowing*

No.	Indonesian	English	Edition July-September (times)	Edition November-
1.	Diskon	Discount	1 (page 63)	1 (page 11)
2.	Fasilitas	Facility	1 (page 52)	-
3.	Porsi	Portion	1 (page 51)	-
4.	Resepsionis	Receptionist	1 (page 64)	-
5.	Rute	Route	2 (page 56, 68)	2 (page 14 and 26)
6.	Servis	Service	-	2 (page 67)
7.	Teksture	Texture	1 (page 52)	-

Based on tables above, it seen that there are many words that contain in *DestinAsian Indoneisa Magazine* that categorized as borrowing language from English language. After classified into three types of borrowing by Bloomfield (1935), the data show the Intimate borrowing has most type that found in Magazine. While the cultural only found 6 words and 6 words are found as dialect borrowing.

In addition, this data analysis showed the tendency of using borrowing or even pure English language still high on this Magazine. However, based on *Kamus Besar Bahasa Indonesia* there are many alternative words that the writer can use in order to replace the borrowing or English word in Magazine. In instance the word like 'agenda' which borrowing from English language can replace with the word 'susunan acara' in Indonesian language. Another example is the word 'menu' in English language can replace with the word 'daftar makanan' in Indonesian language.

However, through the technique of collecting and analyzing the data, the researcher found there are several words that categorized as the cultural borrowing but exclude in tourism dictionary. In

instance, the word 'Piza' borrowing from English 'Pizza'. As cited in oxford dictionary 'pizza' is an Italian dish consisting of a flat round bread base with cheese, tomatoes, vegetables, meat, etc. This food originally from Italia and become popular in Indonesia. The spell of this word is quite different both from English and Indonesia language. In Indonesia the spell is P-I-Z-A and in English is P-I-Z-Z-A. Hence, both of pronunciation almost same. This word categorized as cultural borrowing because loan the feature from other language.

Another example is the word 'Rodeo' borrowing from English 'Rodeo'. Both of Indonesian and English language has same spelling and pronunciation. Rodeo is a public competition, especially in the US, in which people show their skill at riding wild horses and catching cattle with ropes as cited in Oxford dictionary. Towards the definition by oxford dictionary, it can conclude that this word borrowed the feature from other language which define as cultural borrowing. However, there is no explanation in *Kamus Besar Bahasa Indonesia* regarding to the definition of 'rodeo' which means

this word is purely imitate from other country language.

Furthermore, 'Steik' also one example cultural borrowing but exclude form tourism dictionary which borrowing from English 'steak'. A steak (from Old Norse steik, "roast") is a cut of meat (usually beef). Most steaks are cut perpendicular to the muscle fibers, improving the perceived tenderness of the meat. Steak is originally from America, which means in Indonesia steak become the foreign food that influence by culture. This word has different spelling. In Indonesia the spelling is S-T-E-I-K while in English language is S-T-E-A-K. In addition, the pronunciation also different. In Indonesia the phonetic change which blend with dialect language. Although, this word categorized as cultural borrowing word due to the loan of other language feature.

The several words of examples as cultural borrowing above can be categorized as term of tourism. Which can be explain through the history and identity in a country. Therefore, the consideration to put several words which categorized as cultural borrowing based on theory of Bloomfield (1935) also needed to improve Indonesian tourism dictionary.

In conclude, the percentage of using borrowing word from English language in Indonesia environment still high especially in media printed. Moreover, the using borrowing or English language in Indonesia Media Printed can be decrease through the maintenance of Indonesian language. In instance, the regulation from government to use Indonesian language based on *Ejaan Yang Disempurnakan* especially for media printed.

CONCLUSION

After analyzing the types of borrowing by using Bloomfield (1935) theory, it can be concluded that there are 425 words which identified as borrowing word from English language in *DestinAsian Indonesian Magazine*. However, after checking the identified loan word in *Kamus Istilah Pariwisata* there are only 23 words that can be analyzed as the data. Moreover, the data has been classified into three types of borrowing by Bloomfield (1935). As the final result, there are 5 words categorized as cultural borrowing, 11 words categorized as intimate borrowing, and 7 words categorized as dialect borrowing.

The three types of borrowing analyze through the sociology and phonetic perspective. Through the analyzing the data, it can explain that the borrowing word happens not only when it loans from the other language but it also can be a name of situation which adapted from other language can also categorized as borrowing. In instance, the cultural borrowing which happen because we not only borrow the word but also the culture and the traditional way of a thing from other country. Moreover, this situation also called as Acculturation which types of social changing in society. Acculturation is the changing of culture, which happen through different culture interaction where a culture can be received by other culture. However, this situation will not erase the original culture before.

Furthermore, the borrowing also can be happened through the influence of famous and familiar foreign words that used by the people of the country. The foreign language will become the upper language, when the society feel better to use it than the native language. As the result, the people do not realize they just borrow the word from foreign country. This situation categorized as intimate borrowing which Bloomfield (1953) explained on his theory.

Besides, the borrowing also might be happened when the words is too familiar in the area. However, the pronunciation has little bit different than the real word. Usually the pronunciation change by influence the way of people speak on that area or dialect. The word has same meaning but has a little bit pronunciation. Bloomfield called this fact as dialect borrowing were people imitate the word but the way to pronounce influence by their own dialect.

Furthermost, three types of borrowing might be avoided, if the writer of magazine use the Indonesian language based on EYD (*Ejaan Yang Disempurnakan*). Therefore, the foreign language cannot be more popular and familiar than our native language.

REFERENCES

- Akmajian. (2017). *Linguistics: An Introduction to Language and Communication*. The MIT Press. Massachusetts.
- Baker, P. (2010) *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Da Silva, A. M. (2014). Upon the Prevalence of English on Billboard Advertisements: Analyzing the Role of English in Indonesian Contexts. *TEFLIN Journal*, 25(1), 33-61.

- Daulton (2010) *The Creation and Comprehension of English Loanwords in the Japanese Media*. Journal of Multilingual and Multicultural Development. Francis
- Defianty (2016) *Loan words in Indonesian*. Journal of language and literature. North Sumatera
- Fauzi, I. (2015) *English borrowings in Indonesian newspapers From Journal on English as a Foreign Language*.
- Fauzia & Kwary (2017). Lexical Borrowing from English Vocabulary in Development Basketball League in Jawa Pos Newspaper: Hypothesis of Language Change in the Indonesian Language. Airlangga University.
- Fitria. (2019). *Borrowing Word Analysis in 'I Fine Thank You Love You' Movie*. Lire Journal: Journal of Linguistics and Literature Vol. 3 No. 1 March 2019. Surakarta.
- Irwansyah. (2011). Future Media International Forum. Paper presented at the Future Media International Forum, Moscow
http://vid1.rian.ru/ig/fmf/ss/Future_Media_Forum_2011_Irwansyah.pdf
- Juliawan. (2017). An Analysis of Phonemic and Graphemic Changes of English Loanwords Bahasa Indonesia Appearing in Magazine Entitled "chip". International Journal of language and literature. Undiksha.
- Kirkpatrick, A. (2012). English in Asean: Implications for Regional Multilingualism. Journal of Multilingual and Multicultural Development, 33(4)
- Kraidy, M. M. (2002). Globalization of Culture throughh the Media. Encyclopedia of communication and information, 359. Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1333&context=asc_pape_rs
- Lorania. (2014). *The Analysis of English borrowing word in Indonesia Political Terminology*. Jakarta.
- Lowenberg (1991). *English as an additional language in Indonesia*. World Englishes. Wiley.
- Marcellino. (2015). English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity. Teflin Journal.
- Megasari (2014) *Kajian morfologi kosakata serapan Bahasa Inggris dalam harian umum pikiran rakyat*. Universitas Pendidikan Indonesia. Retrieved from repository.upi.edu
- Muziatun (2017). *Lexical Borrowing in Indonesia Printed Media: University of south Australian*. South Australian.
- Pennycook. (2017). *The Cultural Politics of English as an International Language*. Routledge. London and New York.
- Priambodo (2014). *Kosakata Serapan Bahasa Inggris: Surabaya*. Retrieved from repository.upi.edu
- Rafli, Z. (2015). Analysis of Borrowing Words Found in Online Newspaper sindonews.com. Repository UNP. Padang
- Richard (2017) *The definition of corpus in linguistic*: Thoughtco published. Retrieved from <https://www.thoughtco.com>
- Richard (2018) *the definition of borrowing language*: Thoughtco published. Retrieved from <https://www.thoughtco.com/what-is-borrowing-language-1689176>
- Richard (2018) *language change*. Thoughtco published. Retrieved from <https://www.thoughtco.com/what-is-a-language-change-1691096>
- Setiawan, Y. (2016) *Perkembangan Bahasa*. Retrieved from a site namely: www.siaksoft.com16/01/2006.
- Taylor & Francis (2016) Language contact and linguistic change: The case of Afrikaans and English influence on isiNdebele. South African Journal of African Languages Volume 36, 2016 - Issue 1.
- Vitaloka, R. F (2017) *An Analysis of English Borrowing Words in Indonesian Broadcast Field of Cinemags Magazine*. Repository UIN Syarif Hidayatullah Jakarta. Jakarta
- Walhaou, H. (2017). *A History of the Burger: From Ancient Rome to the Drive-Thru*. Retrieved from: <https://www.foodandwine.com/comfort-food/burgers/burger-timeline>
- Wardaugh, R. (1972). *Introduction to Linguistic*. USA: Mc Graw Hill.

COHESION AND COHERENCE IN WRITTEN TEXTS OF HEALTH MEDICAL LABORATORY STUDENTS

Fiki Setiawan

Akademi Analis Kesehatan An Nasher, Indonesia
E-mail: pikipikipiki24@gmail.com

Taiman

Akademi Analis Kesehatan An Nasher, Indonesia
E-mail: taimantea@gmail.com

APA Citation: Setiawan, F & Taiman (2020). Cohesion and coherence in written texts of health medical laboratory students. *Indonesian EFL Journal*, 7(1), 59-68. <https://doi.org/10.25134/ieflj.v7i1.3991>

Received: 23-11-2020

Accepted: 15-12-2020

Published: 31-01-2021

Abstract: Good writing, which is cohesive and coherent, must pay attention to the relationship between sentences. Cohesive and coherence are essential textual components to create the organized and comprehensiveness of the texts. This research aims to identify the use of cohesion devices and coherence made by the students in their writing texts. This study applied a descriptive qualitative method. The study's object was eight explanation texts written by linguistic learning style students of Health Medical Laboratory An Nasher Cirebon in the academic year of 2019/2020, who were taking English subjects. The data collected through documentation. The qualitative analysis was performed to explore the results. The result revealed that reiteration among all forms of grammatical and lexical cohesion, which occurs 207 times or 47.15 percent, is the most common form. The reference that appears 124 times or 28.25 percent follows. Collocation is the third position, which happens 60 times or 13.67%. Conjunction, meanwhile, occurs 44 times or 10.02 percent, replacement appears 3 times or 0, 68 percent and ellipsis appears 1 times. In terms of macro level coherence, the results showed that additives were mostly used in student texts. followed by causal, temporal and last was adversative It concluded that the students to be competing well in producing cohesion and coherence in their writing texts. They use all kinds of coherence in their written text with only one ellipsis, and they apply all kinds of coherence in their written text.

Keywords: *Cohesion; coherence; discourse*

INTRODUCTION

Text writing skills play an important role for health analyst students in English courses. It is one of the subjects that students must take. In addition, it is a requirement to graduate from the university by submitting their final project report in writing English. Not only important to fulfill university graduation requirements, ability writing well is very important and very important much needed for their further study. However, the writers know that writing or learning to write, especially in a foreign language, is not merely a matter of "writing things down." It is one of the four required skills that are very complex and difficult to master. The selection of topics in this study started from finding discrepancies or inconsistencies in students' essays. These can be seen from the inaccuracy of the cohesion or form of the paragraph and the coherence or meaning. Based on the students' essays, which were obtained directly from the English language subject, they wrote that there were still many

mistakes in the students' writing, especially in terms of cohesion, lexical and grammatical cohesion, and coherence.

For the students in universities level, writing has a significant purpose as the primary tool for learning, and it is generally assumed to be the most essential for a successful study. University students expect to express their ideas in non-academic and academic writing such as writing a text, an article, and a thesis as their final project. It is explained by Artkinson and Curtis (1998) as cited in Paltridge and Starfield (2007) that "Academic writing in this progression degree students are not only writing their ideas down on paper but also they have to understand the writing patterned well." It can assume that while the students writing, they have to comprehend the pattern; there is a reciprocal connection between thinking and writing. It is a fundamental way of getting across their thoughts to develop their understanding.

Writing comes from ideas initially, then people who have these ideas express and express them in the form of written language. However, writing is not merely a matter of expressing the ideas in suitable language, and using good grammar in writing will not be easy to implement if the relationships between the parts are not closely cohesive. Therefore, the writing process is not just a matter of using the right language but also a matter of using the ability to create unity in a text. To create good writing, students have to combine their skill of using a well-patterned language and relate sentences and paragraphs to become a united text.

Writing a text as a kind of discourse should have good construction and need the cohesion and coherence to be unified. As Halliday and Hasan (1989) explain that "a text or a paragraph which uses cohesion and coherence it must be good writing." To build good writing, the writers have to use cohesion and coherence in their writing paragraphs or text. Cohesion and coherence are essential properties in the writing text because they will complete the paragraph's sentences. According to them, cohesion is an internal property, while coherence is the paragraph's contextual properties.

Furthermore, Halliday (1994) notes that "in writing a text, it is required to use a connection that involves the elements both within the clause and beyond it, which can make the text flow smoothly. The connections used within the text are cohesion and coherence. It can be meant that cohesion and coherence are the tools used in the writing text, and those function as the connection among the sentences to make the text stream smoothly. Concerning that thing, Tanskanen (2006) states that "cohesion and coherence are one of the ways to attain the unity of the text within its sentences and paragraph." This statement is exactly right because the cohesive devices in a text can only fit together through coherence devices that link them to unity.

Linguistics includes a wide variety of scientific areas, including phonology, morphology, syntax, semantics, and discourse. Of these several linguistic fields, discourse is the most complete and highest unit of language in the linguistic hierarchy. Discourse consists of two types, namely oral discourse and written discourse. Oral discourse is expressed in verbal communication, while written discourse is expressed in writing, containing interconnected sentences in forming a single piece of information. In written discourse,

there is an aspect of paragraph coherence, which consists of cohesion and coherence.

In such areas as text analysis and language teaching, the study of cohesion has attracted a lot of interest among scholars. He (2020) in the summary of his research in School of Foreign Studies, China, indicates that in their academic writing, L2 students have a lower cohesion density. Their essays are distinguished by the lack of lexical continuity and demonstrative reference, the initial placement of conjunctions, and the intensive use of temporal conjunctions. While many of these studies have greatly contributed to our understanding of how learners use cohesion in their writing, it is important to note that most published studies have focused primarily on cohesion and its effects on the quality of writing, cohesion errors, and cohesive characteristics in the writing of students. Shah (2020) in his study revealed that students' achievements in composition writing, mind mapping technique was more effective than traditional technique. There are some studies mostly include frequency counting and analyzing the realizations of such cohesive devices, with very few studies concentrating on the total cohesion density, and even less on the cohesion distance. Sutopo (2020) conducted study about exploring the use of coherent Devices in journal papers on English education written by graduate students of UNNES. The aims of this research are to examine coherent devices in the Article to clarify the usage of references in journal articles authored by graduate students. The findings of this study showed that graduate students used. Six cohesive device types, namely replication, replacement, ellipsis, conjunction, reiteration, and collocation. References were more common than those of the other coherent instruments. On the other hand, to achieve their writing, the students of seldom used substitution and ellipsis.

Lestari (2020) confirms that the relationship of the devices in achieving text coherence was important. Cohesive devices create a text that makes sense to read. Therefore, in achieving text coherence, the partnership of cohesive devices was the direct participation of all cohesive devices in making text coherence. Meanwhile Crossley (2016) stated that The results of the study also indicate that cohesion indices are predictors of text organization human judgments and overall quality of the essay for L2 writing. However, there are few correlations between cohesion trends between longitudinal research and human quality decisions, suggesting a possible discrepancy

between cohesion development and proficiency assessments.

Cohesion is stated if there may be an interrelated interaction between one sentence structure and another sentence in a paragraph, whereas coherence is stated if there is a logical relationship of meaning between one sentence and another in the paragraph. Every sentence with one another consists of cohesion and coherence, which is very necessary for the paragraph because by paying attention to the two elements above, the cohesiveness between paragraphs maintained so that the ideas, ideas, thoughts, and feelings can be conveyed appropriately and be well received by the reader.

Cohesion and coherence analysis arranged because considering cohesion aims to get the intensity of the meaning of language, clarity of information, and beauty of language. In certain conditions, the elements of cohesion become essential for the formation of coherent discourse. The analysis of the use of coherence aims to construct an arrangement and structure of discourse that is coherent and logical because a series of sentences that do not have a logical relationship between form and meaning cannot be said to be a discourse.

Halliday and Hasan (1994) said that cohesion allows for the regularity of semantic relations between elements in discourse. It means that cohesion is also a semantic organization, which refers to the linguistic associations found in an expression that forms discourse. Furthermore, Halliday and Hasan divide the cohesion of meaning into two parts, namely grammatically and lexically, which must have the cohesion contained in a single text. In line with Halliday and Hasan's opinion, Richards argues that cohesion is a grammatical and lexical relationship between different elements in one text, which can be in the form of relationships between different or different sentences in one sentence.

Reasonable discourse must pay attention to the relationship between sentences so that it can maintain the linkages and coherence between sentences. The discourse is complete since there are complete concepts, thoughts, ideas, or ideas that can be interpreted without any doubt by the reader (written discourse) or the listener (oral discourse). Discourse is the highest or the largest because of discourse formed from sentences or sentences that meet grammatical requirements and other discourse (cohesion and coherence). This cohesion and coherence analysis is structure because considering that cohesion aims to get the

meaning of language, clarity of information, and beauty of language. In certain conditions, the elements of cohesion become essential for the formation of coherent discourse. The use of coherence attempts to establish a coherent and logical arrangement and structure of discourse. Because a series of sentences that do not have a logical relationship between form and meaning cannot be said to be a discourse, for this reason, the researcher wants to examine the cohesion and coherence of the writing texts of students for this purpose.

Yvette Coyle (2020) had conducted a study of cohesion. Generally, this paper presents an empirical study in which we explore the role of reformulation as a written corrective feedback technique on the use of reference cohesion. Then, the previous research that Fitriati (2017) performed was about coherence. Findings have shown that the students are weak enough to formulate coherent texts. While cohesive devices can create consistency in the entire text, it is difficult to bridge new ideas between sentences because there is a gap in connecting sentences to other sentences that in many instances results in the rough sentence. Such a type of weakness can be caused by less optimization of different phrases of conjunction and passive form.

In contrast, Favart (2016) attested that children with SLI were significantly impaired in managing written cohesion and used specific forms previously observed in narrative speech such as left dislocations. By contrast, and not expected, the management of written cohesion by adolescents with SLI was close to their TD peers. The communicative writing situation we set up, which engaged participants to consider the addressee, also made it possible for adolescents with SLI to manage cohesion in writing.

In terms of coherence, The study comes from Coskun (2009), who investigated text coherence in the narrative texts of two groups of students from various nationalities concerning coherence. The results showed that both Turkish and migrant students' success levels in terms of text coherence were inadequate and that there was no substantial difference between the two groups' successes. Hellalet (2013) examined the second analysis. She explored the use of coherence at three stages of language learning by EFL learners. The result showed the difference between the high and low levels of learners. Of course, we can expect that high learners will get better proficiency in writing English essay. This result also proved that teaching English will get ease at a higher level,

especially for writing. The study showed an analysis of coherence in a casual conversation conducted by Pambudi et al (2016). The study indicates that the schema and keywords significantly supported the conversation flow to make text coherent. Although we cannot avoid grammatical mistakes and utterance, the two components do not affect the most significant error in the conversation text. So the text coherence keeps going on.

METHOD

The methodology of research is an integral part of conducting research. Descriptive qualitative research was used in the research because it involves data, analysis, and meaning interpretation. The writers used a descriptive qualitative design in order to address the research questions. Fundamentally, qualitative analysis is interpretive. It implies that the researcher makes an understanding of the data he or she analyzes and explanations. Creswell (2017) claimed that the qualitative approach is one in which the investigator frequently makes knowledge statements based primarily on constructivist viewpoints (the various socially and historically constructed individual experiences meaning the creation of a theory or pattern) or advocacy / participatory viewpoints (political, problem-oriented, collaborative or change-oriented) or both. This design would explain how the use of cohesive devices in students' written work is intense and precise.

The data was taken from the texts of the students. The research unit emphasized on sentences and clauses. The text cohesion and coherence of the texts were established in this analysis. It revealed the link between each sentence and showed the importance of the texts. Only 8 of explanation texts written by linguistic learning style students based on the ranking of participants were taken by the researcher. In analyzing the cohesion devices, the researcher used theories from Eggins (1994). In terms of micro-level and macro-level coherence of the texts, the researcher used thematic progression and logical relationship theories from Thornbury (2005).

RESULTS AND DISCUSSION

There were four forms of grammatical cohesion in this study, based on data analysis, and there were a reference, substitution, conjunction, and ellipsis. The results of grammatical cohesion research have shown cohesion in this discourse in the form of cohesion. The results of lexical cohesion research have shown cohesion in this discourse in the form of cohesion. The results below explain how the students' capacity to produce cohesion is represented in their written explanation texts. The researcher collected the information through the codes and measured each of the forms. Besides, data on the number of occurrences and percentages of forms of grammatical cohesion and lexical cohesion are shown in the following table.

Table 1. *The number of occurrences and percentages of forms of grammatical cohesion and lexical cohesion*

Text	Gramatical Cohesion				Lexical Cohesion	
	Reference	Subtitution	Ellipsis	Conjunction	Reiteration	Collocation
1 MT	5	0	0	9	16	8
2 YL	4	0	0	2	15	2
3 SR	5	2	0	6	33	8
4 YK	15	1	0	6	22	6
5 UI	3	0	0	6	14	8
6 RN	7	0	0	3	18	4
7 FN	68	0	1	7	50	14
8 AN	17	0	0	5	39	10
Total	124	3	1	44	207	60
%	28,25	0,68	0,23	10,02	47,15	13,67

The table indicates that there are 439 cohesive ties in 8 of students' explanation texts. The lexical and grammatical cohesion appear. They include four subcategories of grammatical cohesion such

as reference, substitution, ellipsis, and conjunction, and two subcategories such as reiteration and collocation.

Reiteration is the most frequent types among all types of grammatical and lexical cohesion, which appears 207 times or 47.15%. The second stage is the reference which emerges 124 times or 28.25%. The third position is collocation which occurs 60 times or 13.67%. Meanwhile, conjunction appears 44 times or 10.02%, substitution appears 3 times or 0.68% and ellipsis appears 1 times or 0.23% in the explanation texts.

Grammatical cohesion is a type of cohesion that uses grammar to determine the semantic relation. It consists of reference, substitution, ellipsis, and conjunction. Reference sits in the first position among all subcategories of grammatical cohesion. Then it is followed by a conjunction, substitution, and ellipsis.

Reference cohesion occurs when one item in a text points to another element for interpreting the preceding or the following sentence. The interpretation can be found via sentence structure and inferred using anaphoric and cataphoric ways. In the explanation texts in this research, reference uses both anaphoric and cataphoric ways to show the semantic relation the anaphoric mostly explicit. Example:

- (1) Somehow, the student who are far from school, *they* can also go to school by ride a bike (Text 4, sentence 16).

In the example (1) the signalling word *they* refers to *student* and use explicit anaphoric way to refer back to its referential meanings. At the same time, a cataphoric way used by reference in the texts is implicit. The use of the cataphoric way in the explanation text is less frequent than the anaphoric way. Example:

- (2) Walk is activity that can make health and fresh body. It also can reduce the pollution (Text 4, sentence 12).

In the example (2) to know what *it* referred to, the reader should go forward to the next clause. The signalling word *it* refers to *walk* and use implicit cataphoric way to refer to its referential meanings.

The two examples above show the way of referring used by writers to build the semantic relationships within and between sentences. The ways of referring are varied, namely explicit anaphoric way and implicit cataphoric way. These ways of referring are used together in the adjoining sentences to ease the comprehension for the readers.

Personal reference

Reference is divided into personal pronoun, demonstrative pronoun, and comparative pronoun. The personal reference uses personal pronouns to refer to the category of person. The personal pronoun employed in the explanation texts in this research mostly refer to things such as students, teacher, energy. The personal reference “it” refers to things such as bus school, weather, earth, home, fridge, and pollution. Meanwhile, there are personal reference “its” in the explanation texts, and it represents the possessive pronoun of the animals and the things. Example:

- (3) So the earth will change its weather. It then becomes our challenge to saving energy (Text 6, sentence 28 & 29).

From the example above, *its* and *it* refer to *the earth* and function as possessive pronoun and subject. From the analysis, it is known that reference mostly employs personal pronoun to establish semantic relationships within and between the sentences. It ranges from “she”, “her”, “it”, “its”, “they”, “their”, “them”, “themselves”, “we”, and “our”. The referential meanings can be derived from the sentence structure.

Demonstrative reference

A demonstrative reference is essentially a form of verbal pointing. The speaker identified the referent by locating it on a scale of proximity. It uses words such as “this”, “that”, “these”, “those”, “here”, “there”, and “the”. Demonstrative reference, somehow, is used to represent a scale of quantity as well. The demonstrative references “this” and “these” are used to point things which are near the speaker. “This” represents a single thing such as phenomenon, pattern, and stage. Whereas the demonstrative reference “these” is used to represent things in the amount of more than one. Example:

- (4) By walking and riding a bike we believe that these activities can me us more health and fresh. We can use it to doing sport and reduce the pollution (Text 5, sentences 32)

The comparative reference refers to a type of reference that is used as a means of similarity or identity. All the occurrences in the explanation texts indicate the general comparison of difference and identity, the comparison using adjective; the namely comparative and superlative degree of comparison, and thorough comparison in the numerative element. General comparison of difference is used when two or more things are, in

fact, the different thing. General comparison of identity is used when two or more things are, in fact, the same thing. Meanwhile, both comparative and superlatives are used to compare things between sentences. And a particular comparison of the numerative element is used to compare in terms of quantity. Example:

- (5) So different ways of saving energy will affect life expenses. (Text 3, sentence 9)

Substitution

Substitution is a relation within the text. It is used when the writers wish to avoid repetition of the lexical item and use the grammatical resource of language to replace the item. Substitution can be further classified as a nominal, verbal, and clausal substitution. In this research, there are 11 instances of substitution which are represented by nominal substitution, and one of them represented by verbal substitution. Example:

- (6) It is one of solution to save the energy to the climate change (Text 5, sentence 18).

Ellipsis

Ellipsis has involved a deletion of a word, phrase, or clause. It is the omission of parts of a sentence when they can be presumed from what has already taken place in the text. An ellipsis consists of nominal, verbal, and clausal ellipsis. There is only one instance of ellipsis in the students' explanation texts. Example:

- (7) Wherever you life must saving the energy for better life such as at your home, office, your company, and school (Text 7, sentence 8).

Compared to other types of cohesion, the ellipsis is the less frequent type. The comment (must saving the energy for a better life such as at your home, office, your company, and school) has incorrect verb form. The word *saving* should be *save*. The comment uses ellipsis. The word 'your' in 'your company' is redundant.

Conjunction

The conjunction is cohesive semantic relations with a specification of how what follows is systematically connected to what has gone before. It conjunctive elements are not in themselves cohesive, but they do express certain meanings which presuppose the presence of other components in the discourse. It helps to connect

the idea within and between sentences. There are four categories of conjunction, namely additive, adversative, temporal and causal.

The additive is represented by "and", "our", "in another word", and "also". Adversative is represented by "but" and "however". Causal represented by "so", "because of", "therefore", and "for". The last of conjunction is temporal, which presented by "the first", "the second", "third", "fourth", "then", "and then", "finally", "soon", "in conclusion", "the last", "previously" and "before that". Example:

- (8) So, this place should be clean and the people surrounding should be responsible to keep the cleanliness of the canteen because it can be the place of the coming rubbish. (Text 2, sentence 7).

From the example above, *and* is used to connect activities that are done at the same time. *Because* is used to show the causal relationship between a clause. From the findings above, it is known that the writers mostly used additive conjunction to connect the ideas in the explanation texts. It arranges semantic relation using familiar words even for neophyte readers. The additive is easy to understand because it adds presenting the idea with the new one instead of adversative or causal, which prosecutes more readers cognitive competence.

Lexical cohesion

Lexical cohesion is a type of cohesion that establishes semantic relation using vocabulary. Lexical cohesion consists of reiteration and collocation.

Reiteration

A reiteration is a form of lexical cohesion which involves the repetition of a lexical item. It uses the words that have the same or near the same meaning to establish the semantic relationships within and between sentences. Reiteration contains repetition, synonym, superordinate, and general word. It determines the semantic links using the same words. Repetition is the most straightforward relation for readers to understand the sentences in the texts. Because they do not need to use the structure or the context to understand the meanings. In contrast, synonym or near-synonym has used the word that has to resemble or near resemble meanings. Example:

- (9) Nowadays, the energy saving program should have been one of the school

programs. Why should it be one of the school program? School is the starting place for the students to learn many things. School is a place where all of the people must be responsible to carry out what become the school programs. Regarding to the responsibility for the energy saving program and the effect of greenhouse it is very important for the school to realize and do this program (Text 2, sentence 1-5)

From the example above, there is a marker in the form of lexical cohesion, repetition. Lexical cohesion markers were found, characterized by the repetition of the word "the energy-saving program" in the first sentence which refers to "the energy-saving program" that has been previously mentioned in the first sentence, "the school programs" in the second sentence which refers to "the school programs" that has been previously mentioned in the first sentence, the word "school" in the fourth and fifth sentence which refers to "school" that has been previously mentioned in the third sentence. Repetition of this type is called a nominal repetition (the repetition that occurs on nouns). By Halliday and Hasan (1976), this repetition is one of the writers' attempts to make sentences in cohesive discourse. She tried to link one sentence to another sentence by repeating one element in the sentence. Therefore, it appears that the writer can connect ideas cohesively.

Collocation

Collocation uses the words that do not have the same meaning or are not classified in the same

categories as the previous words. It uses the same context that the previous words appear. Example:

- (10) The first tip is by looking for a good energy supplier such as *solar* energy or wind energy. As we know, Indonesia is located on the equator that its rich of *sunlight* and also has many island that full of wind (Text 8 sentence 8 & 9).

The word *solar* and *sunlight* do not have correlation meaning with *energy*, but they appear in the same context that is something that happens when energy emerge. That is why it indicate collocation.

Coherence

The micro-level coherence in terms of thematic progression and logical relationship is taken from Eggins (2004), which has three main patterns: theme reiteration or constant pattern, zig-zag pattern, and multiple-rheme pattern. It can be seen as an example of the zig-zag pattern below. The capacity of a text to make sense is called coherence^[16]. Thornbury suggest that the issue of coherence is approached from two perspectives – micro and macro level. At the micro level coherence, the text is considered coherence when the readers' expectation is met. It means that the meaning in sentences can easily be understood by the readers. There are two ways how to detect the micro level coherence: (a) by looking at its logical relationship, and (b) through the study of its theme-rheme. Example:

Table 2. Example of theme-rheme

	Theme	Rheme
1	Energy Saving Programin Our School	Statement of topic
2	Nowadays, the energy saving program	should have been one of the school programs.
3	Why	should it be one of the school programs?

The topic (energy saving program in ourschool), having been announced in the title, nowtakes theme position. The thesis statement that follows is the 'news' and takes the rheme slot. This sentence is related to the topic. However, because this is an explanation text, in this first paragraph

the writer should start telling about the general explanation about the phenomethat will be discussed. The topic (why) initiates some reasons of the rheme in (2) (should have been one of the school programs). The rest of text in fact answers the question.

Table 3. Example of theme-rheme

	Theme	Rheme
6	Regarding to the energy saving program and the effect of green house	it is very important for the school to realize and do this

		program.
7	One of the energy saving programs	is canteen..
8	This	is a place where people can buy food and drink.

The topic (*Regarding to the energy saving program and the effect of green house*) does not have any connection to any previous rhemes. In the previous sentences, the writer didn't tell about what the energy saving program is and didn't mention at all about the effect of green house, but suddenly in the last sentence of paragraph one, the writer directly mentions the effect of green house. So, it is totally incoherent. The clause is more likely suitable if it is placed at the end of the text as a recommendation placed at the end of the text as a recommendation.

Based on the findings, it can be identified that there are four kinds of Micro level. They are additive, adversative, causal and temporal. The results showed that additives were mostly used in student texts. followed by causal, temporal and last was adversative. It means that most of the text contain additive relation; it showed the relation is the next sentence gives detail about or specifies the previous sentence. Then followed by clausal relation, it means that the movement of the relation in this text is from general to specific. After that was temporal, it means that the relation in this text is the second sentence provides a reason for the situation or request mentioned in the first sentence. Then the last relation is adversative; it showed that the relation implies the chronological order of events. It is assumed that the first sentence happened before the second. The second sentence claims the problem solving toward the problem stated in the first sentence.

A passage can be cohesive as a text but lacks the ingredients of coherence as a discourse. What makes a coherence text is its ability of the reader to key into both familiar schema of ideational and interpersonal frame of reference. Both frame of reference the reader keys into enables him to refer to people, things, objects, places, activities, events, states, qualities, circumstances and his feelings and attitude towards the passage and relate it to the purpose with the communicative conventions of any genre we are familiar with. Therefore, no matter how far a text may be cohesive internally, the extent to which it is regarded as coherent depends on how it is related externally to contextual realities in these frames of reference the reader is familiar in a given socio-cultural milieu.

This study lent support to a systemic-functional perspective on cohesion. Such an outlook views cohesion to be a system like many other systems of language. The cohesion mechanism will then be interpreted as a semantic network of lexicogrammatical choices classified and recognizable in lexical or grammatical guises in terms of their various kinds and occur in various conceptual leaps. As linguists and researchers have argued, this leap draws on the fact that texts are guided by the power of coherence associated with the flow of logical meaning anticipated in native speakers' minds. The text is to fall into the text category. There is a logical coherence between the building blocks of the conceptual meaning and the text's cognitive and applicable expression in the reader's actual text. The samples of the genres were analyzed using two devices of lexical cohesion (collocation and synonymy). The study of the English academic article genre's selected corpus reveals that most of the coherent chains in this genre belong to the coherent lexical form of synonym. In other words, synonymy, which is the modified form of repetition, is the most prominent cohesive device applied in this genre. The occurrence of collocational items was also prominent in this genre, but less than synonymy. The chain leaps are also strikingly present across both synonymous and collocational chains. The text analysis reveals that most of the cohesive chains in this genre include the collocational type of lexical cohesion, while the synonymous terms occur in a small number of chains. Chain leaps are also existent across synonymous and collocation chains. Another important finding is the role of coherent elements and chains in the creation of coherence in this genre. The cohesive items or chains direct prospectively forward, or retrospectively backward, in such a way that succeeding or preceding cohesive chain logically and coherently runs from or ripples downwards, toward each other, and it is discursively established. Their retrospective or prospective counterparts unfold text in real-time and thereby establish coherence.

CONCLUSION

The selection of topics in this study began with the discovery of inconsistencies or inconsistencies in student essays. These can be seen from the

inaccuracy of the cohesion or the form of the paragraph and the coherence or meaning. Based on the students' essays, which were obtained directly from the English language subject, they wrote that there were still many errors in the students' writing, particularly in terms of cohesion, lexical and grammatical cohesion, and coherence. The result of this study shows that the author still has difficulties in composing a good text. It is found that the writer always makes mistakes in writing the words 'healing' and 'healing.' This shows that the writer is very careless. The students have the competence to produce cohesion in their writing texts. In the eight explanatory texts written by the students, 439 coherent links are used in their texts. Grammatical and lexical cohesion is reflected in their explanatory texts. Reiteration is the most frequent types among all the types of grammatical and lexical cohesion. It is meaning that the students have useful competence in producing coherence at their writing texts because they applied all the types of coherence in their writing texts. In terms of coherence showed that additives were mostly used in student texts. It means that most of the text contain additive relation.

Even though that the text is coherence, she seems to have insufficient knowledge on the use of cohesive devices, especially conjunctions. However she had tried to link the sentences in the text in number of ways like using lexical and grammatical cohesion. It is therefore, recommended that the writer should pay attention in spelling and using conjunctions.

REFERENCES

- Coskun, E. (2009). Text Coherence in The Narrative Texts of Turkish Students and Bilingual Uzbek Students in Turkey. *Scientific Research and Essay*, Vol. 4(7), pp 678-684.
- Coyle, Y., Mora, P. A. F., & Becerra, J. S. (2020). Improving reference cohesion in young EFL learners' collaboratively written narratives: Is there a role for reformulation?. *System*, 94, 102333.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Crossley, S. A., Kyle, K., & McNamara, D. S. (2016). The development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. *Journal of Second Language Writing*, 32, 1-16
- Eggs, S. (1994). *An Introduction to Systemic Functional Linguistics*. London: Pinter Publishers Ltd.
- Eggs, S. (2004). *Introduction to systemic functional linguistics*. A&C Black.
- Favart, M., Potocki, A., Broc, L., Quemart, P., Bernicot, J., & Olive, T. (2016). The management of cohesion in written narratives in students with specific language impairment: Differences between childhood and adolescence. *Research in developmental disabilities*, 59, 318-327.
- Fitriati, S. W., & Yonata, F. (2017). Examining text coherence in graduate students of English argumentative writing: case study. *Arab World English Journal (AWEJ)*, 8(3).
- Halliday, M. A., & Hasan, R. (1976). *Cohesion in English* London: Longman Group.
- Halliday, M. A. K., & Hasan, R. (1989). *Language, context, and text: Aspects of language in a social-semiotic perspective*.
- Halliday, M. (1994). *An Introduction to Functional Grammar* (2nd ed.) London: Edward Arnold.
- He, Z. (2020). Cohesion in Academic Writing: A Comparison of Essays in English Written by L1 and L2 University Students. *Theory and Practice in Language Studies*, 10(7), 761-770.
- Hellalet, N. (2013). Textual Coherence in EFL Student Writing. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 15 Issue. 3, pp 54-58.
- Lestari, N., & Sutopo, D. (2020). The Use of Cohesive Devices in the Narrative Texts of the 11th Graders. *English Education Journal*, 10(1), 301-306.
- Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. Routledge.
- Pambudi, B. D.; Ghasani, B. I.; & Mawarni, B. (2016). An Analysis of Casual Conversation. *The 5th ELTLT International Conference Proceedings*, pp 95-98.
- Shah, N. H., & Naqeeb, H. (2020). Does Mind Mapping Technique Improve Cohesion and Coherence in Composition Writing? An Experimental Study. *Pakistan Journal of Education*, 37(2), 31-45.
- Sutopo, D., & Faridi, A. (2020). The Use of Cohesive Devices in English Education Journal Articles Written by Graduate Students of UNNES. *English Education Journal*, 10(2), 208-213.
- Tanskanen, S. K. (2006). *Collaborating towards coherence: Lexical cohesion in English discourse* (Vol. 146). John Benjamins Publishing.
- Thornbury, S. (2005). *Beyond The Sentence*. Oxford: Macmillan Education.

THE EFFECT OF E-LEARNING ON STUDENTS SPEAKING SKILL PROGRESS: A CASE OF THE SEVENTH GRADE AT SMP PENCAWAN MEDAN

Rahmawati

*English Department, Faculty of Teacher Training and Education, University of Prima Indonesia, Sekip,
Indonesia*

E-mail: rahmawati165@gmail.com

Chanji Sihombing

*English Department, Faculty of Teacher Training and Education, University of Prima Indonesia, Sekip,
Indonesia*

E-mail: chanjis12@gmail.com

Elya Karnela Br Ginting

*English Department, Faculty of Teacher Training and Education, University of Prima Indonesia, Sekip,
Indonesia*

E-mail: elya28karnela@gmail.com

Elfrida Arimonnaria

*English Department, Faculty of Teacher Training and Education, University of Prima Indonesia, Sekip,
Indonesia*

E-mail: arimonnaria@gmail.com

APA Citation: Rahmawati, Sihombing, C. Ginting, E. K. B., Arimonnaria, E. (2021). The effect of e-learning on students speaking skill progress: A case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal* 7(1), pp. 69-78. <https://doi.org/10.25134/ieflj.v7i1.3995>

Received: 12-12-2020

Accepted: 24-12-2020

Published: 31-01-2020

Abstract: This study aims to see whether e-learning has an effect on the progress of students' speaking skill and know the process of students' speaking skill in e-learning. This research uses quantitative methods with a descriptive approach. The study population was SMP Pencawan Medan with a sample of seventh grade of junior high school students. The data was collected by first explaining the recorded material orally through the WhatsApp group which contained 20 students and after that the students collected the audio of their voice by recording. The results of this study indicate that in seventh grade students at SMP PENCAWAN MEDAN who can understand 20 students who have experienced a decreasing in speaking during face to face learning before pandemic than e-learning from the score table during the pandemic, from the table of score during the pandemic, there were 2 students with excellent categories, no students with nice category, 8 students with the sufficient categories and 10 students with the not satisfactory categories. The researchers find some problems, namely in pronunciation, fluently, vocabulary and accuracy. When in e-learning process, students become embarrassed to speak and become lazy to speak English, then there is a decreasing in vocabulary, a decreasing in pronunciation and a decreasing in students' speaking fluency and accuracy.

Keywords: *E-learning; speaking skills; progress.*

INTRODUCTION

At the end of January 2020, the World Health Organization (WHO) declared a Covid-19 pandemic around the world. This pandemic condition has forced all activities that tend to cause crowds to be stopped, including teaching and learning activities at schools and on campus. As a result, the learning process is carried out online (e-learning). The development of digital technology is very influential in the scope of education in the world, including in Indonesia, one of which it is the e-learning-based learning method. E-learning stands for electronic learning, where learning is

carried out with an online system or in a network that uses electronic media. Walabe and Luppisini (2020) stated that E-learning refers to courses that use technology and the internet to provide constructive learning opportunities for students. However, applying technology in education is not as easy as it seems considering so many aspects take roll in it as they are related one to another. This is in line with Ali (2020), stating that technology is the means for delivery and requires a close cross-collaboration between instructional, content, and technology teams. Murgatrottd (2020) also added certain deficiencies such as the weakness of online

teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, and so forth. Of course, if you use electronic media or technology to carry out learning through E-learning, internet data is very much needed, because without the internet, everyone will not be able to access the learning that is done online. Syaifudin (2017) also emphasized that online learning has no time and place restrictions as long as the learning is connected to internet access. Similarly, Dhawan (2020) also believed that *e-learning* is student-centered and offers a great deal of flexibility in terms of time and location, so the use of the internet in E-learning is very influential in the learning process. Saleem & Rasheed (2014) argued that the main of e-learning is to increase accessibility of education and reducing the costs and time as well as improving students's academic performance.

E-learning is very efficient, but on the other hand learning has shortcomings and unfavorable effects on students first in the aspect of student speaking. Armasita (2017) said that speaking is an activity used by someone to communicate with other. In the other meaning that speaking is the skill to express ideas or thought in yourself that involve other people using words that can be understood and accepted by many people. Abdullah (2017) said that learning to speak obviously more difficult than learning to understand the spoken language. Having the skill in speaking means that someone is have courage or confidence. A student becomes confident when they have speaking skill, the student will be more active in the class when the educator asks something, it will be an additional score for the students who have the skill in speaking. Dhawan (2020) also found that one of e-learning weaknesses is lack of personal/physical attention. That's why it makes the wrong way, where the student's language development does not get optimal changes when he learns face-to-face, the use of E-learning in the speaking aspect actually makes students less efficient in mastering the learning because students become lazy to practice because there is no interaction that makes students do speaking skills that can be practiced directly in order to produce good speaking skills. Even so, it cannot replace actual class interactions as in conventional classrooms (Mardiah, 2020). Similarly, a finding in Ichsan, Rahmayanti, Purwanto, Sigit, Kurniawan, Dewi, Wirdianti, Hermawati, and Marhento (2020) also showed the same result in a different subject which is in Science, they found that there were various shortcomings and obstacles during applying e-

learning strategy. As Becker (2020) stated that it is common in universities and colleges to provide online resources to supplement traditional teaching methods in order to replace conventional classroom. Even UNESCO is aware that transitioning to online learning at scale is a very difficult and highly complex undertaking for education systems (UNESCO, 2020). Therefore, these institutions must understand what drives instructors and learners toward the E-learning system. (Alqahtani and Rajkhan, 2020).

Based on this, it can be explained that the main phenomenon to be discussed in this case is a technical problem in E-learning. Since E-learning has begun to be carried out by all spheres of life, especially education, new problems and challenges will be faced between students., educators, and parents. This creates a dilemma that will have a negative effect on online learning. According to (Salleh, et al, 2020) also said that e-learning has a negative impact in his journals such as: no self-discipline, no face-to-face interaction, lack of input from lecturers, good online learning is difficult to do, no facilities to support online learning, and hard to resolve difficulties

The difference in this study from previous research is that it lies in the research method, which is where we use audio-visual recordings by WhatsApp because by using audio visuals we can provide more accurate results about the speaking student where we listen directly to the voice of the student which makes researchers more easy to see the progress of students' speaking skills and makes it easier for researchers to get the results of students' speaking comparisons while studying face-to-face and learning by e-learning.

The points above are too in the learning process of E-learning, where the learning process in the student network is currently visible and visible to various parties such as teachers, students, or can have an effect on parents. That is why, we see E-learning as not having a good effect on learning.

For this reason, the researcher is interested in taking the title "The effect of E-learning on students' speaking skill progress: A case of the seventh grade at SMP Pencawan Medan". This title attracts the attention of the writer because of the phenomenon that occurs nowadays make the students difficult in speaking that using e-learning and this is important to know to figure out does E-learning affect students' speaking skill progress and to figure out how is the process speaking skill of students' progress on E-learning. Because the previous research (Hamid, 2020) state that students perceived that the implementation of online

learning during the Covid-19 period has been not fully effective.

Vocabulary is a very necessary basic for speaking. Speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotion (Munawar, 2015). Without knowing the number of vocabularies, people will have difficulty in speaking English. Learners often find difficulties in using appropriate words to convey their thoughts because of their limited vocabulary (Jati et al, 2019). That is why researchers take vocabulary as the most important aspect of assessing students' speaking skill because researchers see the lack of knowledge about vocabulary, many are lazy to memorize it but it is precisely with a lot of vocabulary that we can speak English without faltering, that is why vocabulary is made as a major aspect of speaking. That is why researchers make vocabulary a very important aspect of speaking.

After vocabulary, the aspect that is needed is pronunciation. Teaching pronunciation though neglected in most of the classes, is an important aspect for focus (Thamarana & Kallepali, 2018) Pronunciation is a way of pronouncing word correctly. Pronunciation is a way of pronouncing words correctly. Pronunciation is needed in students' speaking assessment, because if someone speaks with the wrong pronunciation, the meaning of the word becomes different and makes the listener not understand the meaning of the speaker. Therefore, pronunciation is also very important to pay attention to so that the meaning and meaning of a sentence can be accepted by others and easily be understood.

Accuracy is the students' speaking accuracy in pronouncing words, fluency and accuracy are inseparable things, these are two factors that can determine the success of English for students. Accuracy can be said to be the ability to produce grammatically accurate sentences while fluency is the ability students must have to produce language easily. Such as using correct punctuation, using verbs, articles and prepositions This aspect also needs to be considered in speaking where in speaking it is also necessary to use proper punctuation so that the words we speak are not flat and make other people like to hear it. Tahir and Hanapi (2020) state that accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. If someone doesn't

learn accuracy in speaking, then it will affects the students accuracy in speaking, because accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account (Parmawati, Aseptiana & Inayah,2019). While, fluency is expressing ideas clearly and continuously, but English teaching is usually more concerned with accuracy than fluency (Shofi, 2018). However, that does not mean things that can be underestimated not to be mastered, because they are all related in order to achieve good results in speaking. If this aspect of speaking is not mastered, then it cannot be said that speaking properly and correctly, speaking well and correctly is speaking that can be opposed by the interlocutor. Where when speaking is not stiff and anxious, when the situation students can speak properly and correctly in speaking, but so that this aspect can be mastered, students must practice a lot and try to make their fluency in speaking better.

METHOD

This study aims to answer to the following research questions: Does E-learning affect students' speaking skill progress? How is the process of students' speaking skill progress on E-learning? This review covers a period starting from 14-15 September 2020 in an effort to capture the effect of E-learning on the progress of students' speaking skills which was carried out in seventh grade at SMP Pencawan Medan towards 20 students in that class. The researcher used quantitative data from this research. According Bhandari (2020), quantitative research is the process of collecting and analyzing numerical data. In the use of quantitative research methods, the results obtained are more accurate and clearer than research using qualitative methods, due to quantitative methods, the results obtained are in the form of numbers and cannot be verified, because it is through accurate research. In this study, researchers used instruments that could help researchers collect data where the data was a result of determining the students' speaking progress. The researcher used documentation as an instrument where the researcher assigned the seventh grade students of SMP Pencawan Medan to do audio recording where they told their daily activity in an audio where the audio would be sent via WhatsApp. In the data collection process, the researcher will ask several topics obtained through the English teacher, especially in speaking lessons given by the English teacher at SMP Pencawan Medan in the seventh grade during the e-learning process at the school. Then after the researcher gets the material

from the English teacher, the researcher will start the data collection process by verbally examining the students with the topics obtained from the teacher, which has been taught to students of SMP Pencawan Medan in seventh grade. The time to be given is 90 minutes. In the process of carrying out the assessment, in the field, the researcher has several categories that will be assessed and taken from each of these students, each criterion has 25 points and there are 4 categories to be assessed, namely vocabulary, pronunciation, accuracy and fluency. Overall, the points to be obtained from the four categories are 100 points. The researcher obtained the total of this research are the results of voice recordings. However, in collecting the sound

recordings, there are several aspects that will be assessed from the data, which is where this aspect like vocabulary, pronunciation, accuracy and fluency that can help the researcher to assess the student's speaking progress.

The following is a table of rating categories.

Table 1. *Rating categories*

No	Type	Feature	Scale	Result
1.	Vocabulary			
	a. Not Satisfactory	Limited vocabulary will make understanding difficult. If you want to say something, without understanding a lot of vocabulary, it will be difficult to speak well	1-6	
	b. Sufficient	Students who often use the wrong words in simple vocabulary in speaking, because they do not understand many vocabulary	7-12	
	c. Nice	Sometimes many students use unclear and inaccurate terms about language because of inadequate vocabulary, so their speaking results are also not good due to the lack of vocabulary	13-18	
	d. Excellent	Problems rarely occur, because students' vocabulary can be understood. Students have good vocabulary, listeners can also understand what students are talking about or saying	19-25	
2.	Pronunciation			
	a. Not Satisfactory	Students must understand sounds, accents, pitch, difficulty, stressing in order to be understood by listeners.	1-6	
	b. Sufficient	Basic pronunciation errors. Pronunciation is very important, so that the listener can easily understand what the students are saying	7-12	
	c. Nice	The mistakes that students make are only visible, there are not many mistakes students make in their pronunciation when speaking, which allows the listener to be a little easier to understand what the students are talking about	13-18	
	d. Excellent	Students' pronunciation can be understood and can be accepted well by listeners. because students understand the pronunciation of vocabulary well	19-25	
3.	Accuracy			
	a. Not Satisfactory	Its use is clearly unsatisfactory, students need to rearrange clarity or limit themselves to basic structures	1-6	
	b. Sufficient	students' basic structural errors, which are sometimes obscured by grammatical errors or unclear pronunciation of the word when students speak .	7-12	

c. Nice	occasional grammatical mistakes made by students that do not obscure the meaning or what students say even though it is not clear, but can still be accepted and understood by the listener .	13-18
d. Excellent	Students make no more than two mistakes, the pronunciation of the vocabulary is accurate and the listener understands what the student is saying .	19-25
4	Fluency	
a. Not Satisfactory	Fluency in students' speaking is below normal, too long pause when speaking affects fluency.	1-6
b. Sufficient	Some students definitely stumble while talking, some are because they are nervous or they lack a lot of vocabulary, but the therapy students manage to repeat it well. And listeners can also accept these mistakes .	7-12
c. Nice	Students speak must be natural, pronunciation errors are rarely found, because students already understand a lot of vocabulary, the accuracy of pronunciation is also good and the pause when speaking is also a little .	13-18
d. Excellent	Speaking students can be understood and accepted well, because of fluency and obscurity when speaking. pause when speaking is appropriate. tone and emphasis are also good and can be understood by the listener .	19-25
Total Result		100

The criteria are successful if > 75. The formula used to calculate the criteria points discussed above, then these points will prove how the students' speaking ability during the e-learning process is increasing or decreasing, if < 75, then the student's points or score does not meet the criteria for success,

The formula used is:

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

Where :

X = Mean of students' result

$\sum X$ = Total of the result
N = The number of students

In order to categories the member of master students, the writer used the following formula :

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

Where :

P = Percentage students get 75 result
R = The number of students get 75result
T = Total of students get the best result

Table 2. *Classification percentage*

Classification	Average Percentage %
Vocabulary	25
Pronunciation	25
Accuracy	25
Fluency	25
Total	100 %

Form for count students score: $\frac{TotalScore}{40} \times 100$

Table 3. *Criteria of score*

Percentage	Predicate
Excellent	75-100
Nice	69-74
Sufficient	59-68

RESULT AND DISCUSSION*Table 4. The students' speaking skill score table (before pandemic)*

No	Name	Score	Percentage
1	Bernike	78	Excellent
2	Cut Cahaya	75	Excellent
3	Dosma	70	Nice
4	Gery	72	Nice
5	Ichi Gita Sembiring	70	Nice
6	Rizky	70	Nice
7	Ivan Santo	72	Nice
8	Syakira	75	Excellent
9	Rafika Sembiring	72	Nice
10	Yotam	76	Excellent
11	Dimas	72	Nice
12	Josua	75	Excellent
13	Mery	75	Excellent
14	Steven	80	Excellent
15	M.Faisal	72	Nice
16	Bethania	72	Nice
17	Sindy	72	Nice
18	Reyhan	72	Nice
19	Pangeran	72	Nice
20	Devika	72	Nice

Table 5. The students' speaking skill score table (pandemic period)

No	Name	Score	Percentage
1	Bernike	82,5	Excellent
2	Cut Cahaya	75	Excellent
3	Dosma	65	Sufficient
4	Gery	25	Not satisfactory
5	Ichi Gita Sembiring	47,5	Not satisfactory
6	Rizky	20	Not satisfactory
7	Ivan Santo	52,5	Not satisfactory
8	Syakira	52,5	Not satisfactory
9	Rafika Sembiring	42,5	Not satisfactory
10	Yotam	67,5	Sufficient
11	Dimas	65	Sufficient
12	Josua	60	Sufficient
13	Mery	60	Sufficient
14	Steven	65	Sufficient
15	M.Faisal	60	Sufficient
16	Bethania	60	Sufficient
17	Sindy	52	Not satisfactory
18	Reyhan	32	Not satisfactory
19	Pangeran	45	Not satisfactory
20	Devika	22	Not satisfactory

From the table 1, showing that values during the pandemic, there were 2 students with excellent category, no students with nice category, 8 students with the sufficient category and 10 students with the not satisfactory category. While from the table 2 before the pandemic and the table during the pandemic, there are two significant differences which indicate that the table during the pandemic has a lower speaking skill score than the table before the pandemic.

From the research data conducted by researchers, researchers get many striking differences between students' speaking skill progress before pandemic and pandemic during the period.

From the data above, it concludes that E-learning does not produce a good effect and is not asked to be used in learning media for speaking skills. This happens because there are several difficulties found in students where students cannot do the practice directly to hone the speaking.

The difficulties experienced by students are the lack of pre-media facilities to support the process of implementing E-learning-based learning, such as students who do not have gadgets to be able to carry out E-learning, besides that many students have not mastered electronic media or lack knowledge of ICT (Information Communication Technology) where it can affect performance in online-based learning. Apart from technology, the difficulties that can be found in the E-learning process are due to the lack of seriousness of students in participating in learning in the E-learning system because many students feel bored and bored in taking E-learning by sitting and paying attention to their cellphones or laptops to follow. learning. In addition, what makes students difficult to improve speaking skills is the absence of direct practice in the learning process of speaking which requires interlocutors to interact between students and other students, so that students are more interested and not easily bored in the learning process.

So, it is clear that learning using E-learning is very efficient to improve students' speaking skills because through electronic media there are so many obstacles that can hinder the teaching and learning process. In this study, researchers not only found problems with students, but E-learning also had a negative impact on teachers who taught at that time, where many of the teachers were less proficient in electronic media, because in general the teacher did the learning normally face to face only. In addition, the provision of less targeted

material to students can make students less understanding and less interested in practicing and learning these speaking skills.

E-learning affect the progress of students' speaking skills

Yes, E-learning has a huge effect on students' speaking ability. This is because there is a difference in the scores listed in one table and another which makes a significant difference and shows the difference between the two tables. In the table, it is quite clear that learning using E-learning makes students have a decrease in the quality of speaking compared to students who do face-to-face speaking learning. Therefore this hampers the progress of students' speaking skills. Because it should be, making a student able to improve speaking skills, in the interaction of two or more people, the speaker can be immediately evaluated and returned if there is an error in pronunciation (Yulia, 2020) said that "In interactive learning, technology mediates human interaction both synchronous and asynchronous; learning arises through interaction with other students and technology". However, it is difficult to do in learning using E-learning. The limited communication space for A is free from each other between students which makes it difficult for students to directly practice their speaking skills.

No process of the progress of student speaking skills

There is no process that occurs in students' speaking skills because the students' speaking ability has decreased significantly. Improving student speaking should students continue to hone speaking skills by continuing to speak and practice, but with a productive system students cannot continue to hone their speaking skills due to limited space and time. (Barron, 2020) stated that "Student interaction plays an important role in the classroom because students are able to improve their speaking skills in the classroom.

Mardiah (2020) also conducted research on the effects of e-learning on students' speaking skills. He realized that teacher-student interactive talk is not as effective as in normal classes. This is the basis that e-learning is not the right choice in learning, especially in training students' speaking skills. From the results of research that conducted by researchers, researchers found several factors that caused students' speaking progress decreasing. Student difficulties and student scores decreased after doing e-learning, some of the factors that influence this are in pronunciation, we

can see that in the language before the pandemic, students pronunciation are good, but during the pandemic student pronunciation has decreased greatly, many words are lacking. Pronunciation is not right and makes the listener confused in interpreting it, then another factor is in vocabulary, the vocabulary of students before the pandemic good, but after the pandemic has greatly decreased, because students become lazy to practice at home, because practicing speaking is usually done by practice directly in the classroom, students will be more interested in learning vocabulary. It's mean that there is a decreasing in students' skill in vocabulary during e-learning compared with face-to-face learning in the classroom. Therefore using a suitable is one of the ways to improve students speaking skill and it is important to apply and alternative strategy in teaching (Novita T , 2017). These factors are things that make it difficult for students to practice speaking skills, make a significant decrease and make them have a higher speaking quality than usual. For this reason, the only thing that can make students improve their speaking ability is by doing speaking exercises or the learning process face-to-face with other people. This is what really helps students' speaking develop to get good results.

CONCLUSION

REFERENCES

- Abdullah, M. (2017). Students Speaking Ability Through Community Language Learning . *English and Literature Journal*, 1,97-126.
- Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of covid 19 pandemic. *Higher education studies*, 10(3), 16-25.
- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning critical success factors during the covid-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education sciences*, 10(216).
- Armasita. (2017). Improving Student's Speaking Skill in English Lesson with Action Learning Strategy at Night Grade of MTS PAB 1 Helvetia. Medan : Repository UIN Sumatera Utara
- Barron, R. (2020). Students' Perception On Online Application In Speaking Skill. *Voice Of English Language Education Society*. 4(2), 213-221.
- Becker, H. J. (2000). Who's wired and who's not: Children's access to and use of computer technology. *The Future of Children*, 10(2), 44-75. <https://doi.org/10.2307/1602689>
- Bhandari, P. (2020). *An Introduction To Quantitative Reseach*. Scribbr.
- Dhawan, S. (2020). Online learning: A panacea in the time of covid-19 crisis. *Journal of educational technology*, 49(1), 5-22.
- Hamid, R.,Izlan, S.,Sakka, H. (2020). Online Learning and Its Prolem In The Covid-19 Emergency Period. *Prima Edukasia Journal*, 8(1), 86-95.
- Ichsan, I. Z., Rahmayanti, H., Purwanto, A., Sigit, D. V., Kurniawan, E., Dewi, A. K., Wirdianti, N., Hermawati, F. M., and Marhento, G. (2020). Covid-19 dan e-learning: Perubahan strategi pembelajaran sains dan lingkungan di SMP. *Jurnal inovasi pembelajaran*, 6(1), 50-61.
- Jati, I. P.,Ali, S.,Nunung, S. (2019). Teaching Using Youtube Tutorial Video To Improve Students' Speaking Skills. *Pendidikan Humaniora Journal* . 7(3) . pp 101-116.
- Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic . *English Teaching and Linguistic Journal*, 1(2), 44-55.
- Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic . *English Teaching and Linguistic Journal*, 1(2), 44-55.
- Munawar. (2015). Improving Speaking Skills Trough The Learning community technique. *English education journal*.6(4).
- Murgatrottd, S. (2020). *COVID-19 and Online Learning*.
- Novita, T. (2017). Students' English Speaking Skill And Activation Method: The Case of One Senior High School. *Pendidikan Dan Pengajaran Journal* . Vol. 5 No. 5.
- Parmawati,A, Inayah,R .(2019). Improving student's speaking skill Trough English Movie In Scope Of Speaking For General Communication. *Eltin journal*, 7(2) .
- Saleem, M. A. & Rasheed, I. (2014). Use of e-learning and its effect on students. *New media and Mass Communication*, (26).
- Salleh, F. I .M.,Jamillahtun, M. G.,Wan, N. H. W. I.,Maizura, A.,Nur, S. A. R. (2020). The Impact Of Covid-19 Through Online Learning Usage For Tertiary Education In Malaysia. *Journal of Critical Reviews*,7(8) .
- Shofi, A. T . (2020). Employing Multimedia -Based Learning To Improve English Speaking Skill. *ELTICS Journal*.55(1).
- Syaifudin, M. (2017). Improving Students Speaking Skill by Implementing Blended Learning (Online Learning and Classroom). *Informa Politeknik Indonusa Surakarta Journal*, 3(2)
- Syaifudin, M. (2017). Improving Students Speaking Skill By Implementing Bleanded Learning

- (online learning and class room). *Politeknik indonusa Surakarta Journal*, 3(2).
- Tahir, S. Z. B., Hanapi. (2020). Need-Based Learning : The Simulation Approach In English Teaching. *Uniqbu Journal Of Sciences (UJJS)*. 1(2).
- Thamarana, S., Kallepalli, M. (2018). Teaching Speaking Skill Online: Prospects And Possibilities . *ResearchGate*.. pp1-8.
- UNESCO. (2020). COVID-19 Educational Disruption and Response. Retrieved from <https://en.unesco.org/covid19/educationresponse/>
- Utami, T. R. (2020). An Analysis of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic. Salatiga : English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga.
- Walabe, Rocci Lubicini (2020). E-learning refers to Courses That Use Technology and The Internet to Provide Constructiv E-Learning Opportunities to Students. *IJEDE Journal*, 35(2)
- Yulia, H. (2020). Online Learning To Prevent the Spread of Pandemic Corona Virus in Indonesia. *English Teaching Journal*, 11(1)

CONTENT ANALYSIS OF WHEN ENGLISH RINGS A BELL STUDENT'S TEXTBOOK

Maria Melati Sitorus

*English Department, Faculty of Teacher Training and Education
Universitas Prima Indonesia, Indonesia
Email: mariamelati17@gmail.com*

Lauren Hotmauli Silalahi

*English Department, Faculty of Teacher Training and Education
Universitas Prima Indonesia, Indonesia
Email: laurensilalahi25@gmail.com*

Hana Rajagukguk

*English Department, Faculty of Teacher Training and Education
Universitas Prima Indonesia, Indonesia
Email: hanarajagukguk2094@gmail.com*

Erikson Saragih

*English Department, Faculty of Teacher Training and Education
Universitas Prima Indonesia, Indonesia
Email: erikson.saragih@unprimdn.ac.id*

APA Citation: Sitorus, M. M., Silalahi, L.H., Rajagukguk, H., & Saragih, E. (2021). Content analysis of when English rings a bell student's textbook. *Indonesian EFL Journal*, 7(1), pp. 79-88. <https://doi.org/10.25134/ieflj.v7i1.3996>

Received: 23-11-2020

Accepted: 15-12-2020

Published: 31-01-2021

Abstract: This study's objective was for analyzing materials relevance in psychomotor and cognitive-based on 2013 English curriculum of competence in Textbook of the eighth grade of junior high school "English Rings a Bell". The methodology of this study is qualitative. Based on Anderson and Krathwol (2001) theory, The Textbook analysis consists of Simpson's and cognitive domain of taxonomy (1972) which aim to focus more on material's relevance in the textbook. The instruments for data collection used were the analysis of document and checklist observation. The study found that 23 materials consist 74.19% relevance in the cognitive domain, 7 materials consist 22.58% relevance, and 1 material only consists 3.2% relevance. While the psychomotor domain found that 10 materials consist 32.25% relevance and 11 materials consist 35.48% relevance. Therefore, the researcher concluded that in the cognitive domain, the textbook's materials are relevant to the 2013 curriculum. Although its lack of materials is relevant to the psychomotor domain.

Keywords: *Textbook analysis; When English Rings a Bell; 2013 curriculum; cognitive domain; psychomotor domain.*

INTRODUCTION

In the process of learning, textbook is a necessary thing. It is a compass for a teacher in teaching. The textbook is the main element that is necessary for English learning especially in Indonesia. In Indonesia, English is a foreign language. Through textbooks, students are able to learn independently. The curriculum changes constantly. Every 5-10 Years Ministry of Indonesian education and culture government constantly changes the curriculum. They believe that along with the development of humans,

the curriculum can be increased. The curriculum that is used by Indonesian is 2013 curriculum (K-13). This curriculum has a lot of differences compared to the previous one. The main value in the K-13 curriculum is character. The curriculum consists of competence core (KI) from 1 to 4. KI-1 consists of competence in spiritual, KI-2 consists of competence in social, KI-3 consists of knowledge competence and the last is KI-4 that consists of skill competence.

Ahmad (2014) believes that the paradigm of learning consists of an indirect and direct learning

model. KI-3 and KI-4 are reflecting direct learning, while KI-1 and KI-2 are reflecting indirect learning. There are no specific materials of learning in both of these competencies as they are integrated into psychomotor and cognitive domains. Due to that reason, usually textbook only provides materials that based on psychomotor and cognitive domains. KI-3 consists of the cognitive domain and KI-4 consists of the psychomotor domain. Indonesian Ministry of Education and Culture's government also participate in publishing a medium learning that is based on the K-13 textbook. The textbook is provided in two versions. One is intended for students and another is intended for teachers. English Textbook for English learning is a textbook entitled "When English Rings a Bell".

Pusat Kurikulum dan Perbukuan Balitbang Kemdiknas stated that the textbook from the government is one of necessary textbooks. Thus, in Indonesia, almost every school uses a textbook. Indonesian schools need to use *Dana Bos (Bantuan Operasional Sekolah)* which is provided by the government of Indonesia to purchase the textbook. This textbook with the title "When English Rings A Bell" has already been published before in 2013 then revised by researcher in 2014, 2016, and 2017. Some researchers conducted a study that is similar about content analysis of the book that is intended for students with the title "When English Rings a Bell" in (Revised Edition) for grade VIII's students in junior high school. Kamila (2014) analyzed the relevance in textbook materials for junior high school of seventh-grade students using the 2013 curriculum. The result of the study found that a few materials of the textbook are not relevant to psychomotor and cognitive domains contained in English Standard Competence (2013).

Hashemnezhad and Maftoon (2011) also analyzed a Textbook of English language grammar that is intended for college students of Iranian. The result found that vocabulary, structure, physical makeup, and subject matter are emphasized in the book. Checklist data analysis showed that in the cognitive domain, only the first stage is emphasized but the last stages are being ignored. Razmjoo and Kazempourfard (2012) using the six levels of Bloom's taxonomy, reported the activities and exercises for three units of each of the four Interchange Series course books. The findings showed that in Interchange course books, lower-order cognitive skills were the most common. The

various researchers who already analyzed English textbooks are Chyntia (2013), Kamila (2014), Zareian (2015), and Al-Mashaqba (2017). They have different materials that they analyze such as English skills, Physical appearance mood realization, assessment, content, gender, etc. Even though many researchers already analyzed the level of the cognitive domain in the textbook but unfortunately they only provided cognitive level percentages based on high order thinking skills and low order thinking skills. In learning, a process textbook is a necessary element. According to Awasthi (2006) in Nguyen (2015), both for teacher and learners, textbook is learning sources and teaching material to get the best result in teaching and learning process. The textbook is very helpful for student's learning process. They can take a look at the textbook when they cannot hear the teacher's explanation.

English words have various pronunciations with their letters. Hence, the analysis of the textbook is needed. The analysis of the textbook is helpful for evaluating the textbook content as the readers will be able to know the textbook compatibility. According to Romine in Hamalik (2006, p.65), curriculum is aimed to arrange activities, courses, and organized experienced in students under the supervision of the school. Many curricula are used in Indonesia. The most recent curriculum is the 2013 curriculum. 2013 Curriculum stated that there are two types of English standard competencies such as core competencies and basic competences. Core competence is subdivided into four aims. The first and second aims pressure the affective domain. The third aim emphasizes the cognitive domain and the fourth aim pressures the psychomotor domain (Permendikbud No. 68 Tahun 2013) The cognitive domain refers to the knowledge domain, based on Bloom's taxonomy of educational objectives (1956). It is connected to the thinking of the learner. Affective refers to the domain of emotion and value refers to the attitude of the learner. Psychomotor relates to the creativity of motoric that is associated with the skill of the learner. In the learning process, cognitive and psychomotor domains become vital elements. The textbook should provide those domains. The researcher looked for several similar studies to support this research to verify this research. The researcher found many studies such as Ika Ayu Hapsari's (2017) research entitled A Content Analysis Of "When English Rings A Bell" English Textbook In 2013 Curriculum For The Seventh Grade Student Of Junior High School

Published By Kementerian Pendidikan Dan Kebudayaan Republik Indonesia stated that in this era, an education field uses curriculum 2013 as a tool to conduct the teaching-learning process.

Education field has been using curriculum 2013 since 2013. The education field also does upgrade to complete curriculum 2013. According to one of the teachers of Junior High School, the curriculum 2013 gets upgrade about three times. The improvement of curriculum 2013 has started in 2013. The second improvement is in 2014 and the last improvement is in 2016. In this study, the second improvement is in 2014 and the last improvement is in 2016. In this study, the reasons for the researcher choosing the book entitled “When English Rings a Bell” are that this book is based on the curriculum 2013 from the government that gets upgrade nowadays, the second reason is this book is newly produced as a recommendation for the textbook reference spreading out through the seventh grade of Junior High School students.

This book also has revised in 2014, Dian Setiawati’s (2015) research entitled Content Analysis Of Student Book “When English Rings A Bell” For Grade VIII Junior High School, Syarif Zainul, Fuad (2020) research entitled “Comparative Study of Cultural Contents Between When English Rings A Bell 7 And Bright An English 1 Textbooks For 7th Grade Junior High School”, Dhiana Pertiwi (2021) research entitled “A Relevance Analysis Of English Textbook “When English Rings A Bell” For Grade VIII (Second Revised Edition)”, and Kriswidyantara, Gideon (2019) research entitled “Cultural Content Analysis Of An English Textbook Entitled "When English Rings A Bell" For Eighth Grade Students Of Junior High School”. Thus, this study aims to define the relevance of the materials in the student book with the title "When English Rings a Bell (Revised Edition)" for grade VIII junior high school with the basic competence and core in cognitive and psychomotor domains in the 2013 curriculum.

METHOD

In this study, as the research design, the researchers implemented the content analysis of descriptive qualitative. Kothari (2004, p.8), stated that qualitative research consists of information than statistics and numbers that are mostly formed in words or images. Since the data was in the form of words and documents, qualitative analysis of the data was carried out. The researchers used "When English Rings a Bell" as the objectives of the research for grade eight of the junior high school textbook and did the analysis by dividing it into two categories of materials in the textbook. Through several steps of observation, the data from this study was obtained. First, the researcher thoroughly read and observed the textbook content. Second, for the 2013 curriculum, the researcher collected the textbook materials in terms of the cognitive domain. Third, in a related way, for the 2013 curriculum, the researcher has collected the textbook materials in psychomotor domain terms. As the observation instrument, the researcher used the observation checklist tables.

One of the research tools in content analysis is the checklist, as stated in Alavinia and Siyadat (2013, p.154) by Cuning Worth (1995). The researcher has implemented as my instruments the *BSNP* (*Badan Standar Nasional Pendidikan*) checklist. There are 2 kinds of checklists for observation. The first is the observation checklist to observe the relevance of the 2013 English curriculum between the materials in the book with the cognitive aspect in basic competency three. The second observation checklist is to observe the relevance of four of the 2013 English curriculum for the psychomotor aspect of the book to the basic competence. My observation checklist of cognitive and psychomotor domains are illustrated by the figures below.

Table 1. *Observation checklist of cognitive domain*

Basic Competence Three (Cognitive Domain)		When English Rings a Bell			Notes
Basic Competence	Materials (Sub-basic competence)	Page	Example of Materials	Relevance to Basic Competence	
				Relevant	Partly Relevant

The researcher has used Bloom's modified cognitive domain taxonomy stated in Anderson and Krathwohl (2001) and the psychomotor

domain stated by Simpson (1972) in this research as my guidelines for document analysis.

Table 2. *Observation checklist of psychomotor domain*

Basic Competence Four (Psychomotor Domain)		When English Rings a Bell			Notes
Basic Competence	Materials (Sub-basic competence)	Page	Example of Materials	Relevance to Basic Competence	
				Relevant	Partly Relevant

Here are the figures the researcher used to analyze the level of cognitive and psychomotor domains.

Table 3. *Cognitive domain level analysis*

Level	Actions Verbs	Page	Note
Remember			
Understand			
Apply			
Analyze			
Evaluate			
Create			

Table 4. *Psychomotor domain level analysis*

Level	Actions Verbs	Page	Note
Perception			
Set			
Guided Response			
Mechanism			
Complex or Overt			
Adaptation			
Origination			

In this research, four steps were used in the data analysis. First, the materials were classified as the cognitive domain based on competence three, and basic competence four as the psychomotor domain four. To classify the materials into basic competence three and basic competence four, the researcher used Anderson and Krathwohl's (2001) cognitive domain and Simpson's (1972) psychomotor domain keyword levels. After that, the textbook data was collected and inserted into the table of the checklist to equate the materials on the textbooks with the materials needed in the 2013 curriculum. Then, the researcher identified the variations and similarities between the textbook materials and those suggested by the basic skills of the 2013 curriculum. After that, the materials in the textbook were evaluated to find out their relevance to the 2013 curriculum's central and

basic competence.

RESULT AND DISCUSSION

The findings are summarized in two categories, which are the materials' relevance to the cognitive and psychomotor domains.

The materials' relevance to the cognitive domain

In the student's English textbook entitled *When English Rings a Bell*, the first result analysis of materials based on basic skills was done by referring to the cognitive taxonomy of Anderson and Krathwohl (2001). The categorization of cognitive level analysis was done. Some activities or instructions did not use the original action verb mentioned in Anderson and Krathwohl, also rough (2001). Therefore, with action verbs that have been stated in the theory, the researcher should find a similar meaning of the textbook activities or

instructions. Three of the 2013 curriculum, after breaking down the materials written in the textbook according to the basic competence, and finding out its relevance to the cognitive area of learning, used

the checklist tool, the researcher concludes that there is the relevance between textbook materials and the basic competence three. The following figure can be seen:

Table 5. *The relevance of textbook materials to the basic competence three (Cognitive domain)*

The relevance	The Basic Competence Four
Relevant	Sub-basic competence 4.5.1, 4.7.1, 4.8.1, 4.8.2, 4.10.2, 4.11.1, 4.11.3, 4.12.1, 4.12.2, 4.13.1.
Partly Relevant	Sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.6.2, 4.7.2, 4.9.1, 4.9.3.
Irrelevant	Sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.4.2, 4.4.3, 4.6.1, 4.6.3, 4.9.2, 4.10.1, 4.11.2.

The researcher created a percentage of the data analysis form. The researcher used a percentage of the cognitive domain relevance of the textbook. According to the 2013 curriculum standard, a total of 31 materials were included in the cognitive domain. First, there are 23 relevant products or about 74.19%. Second, 7 materials are partly relevant or about 22.58%. Third, only one or around 3.22 % is irrelevant to the cognitive domain. According to those percentages, the researcher concluded that about 74.19 percent of materials that are relevant to the cognitive domain and able of covering the purposes of the topic, language features, and social functions of the ideal materials that are intended by students to achieve are fulfilled in the textbook.

The materials' importance to the psychomotor domain

This is the second result study of materials in the Student English Book entitled *When English Rings a Bell*, based on basic competence four. By referring to Simpson's (1972) taxonomy, the categorization of psychomotor level research is determined. The original action verb stated in Simpson was not used in many activities or instructions (1972). Therefore, with action verbs that have been stated in the theory,

the researcher should find the similar meaning of the textbook activities or instructions. The researcher resumed the findings after the researcher classified the materials in the textbook and found out their relevance to the psychomotor domain using the checklist instrument. The relevance of textbook materials to Basic Competency Four is shown in figure 6. The researcher made the data analysis percentage form after the researcher analyzed the data. The researcher used a percentage of the psychomotor domain's textbook relevance. According to the 2013 curriculum standard of content, there were 31 materials included in the psychomotor domain. First of all, 10 or around 32.25 % of the relevant materials are available. Secondly, 10 or around 32.25 % of materials are also partly relevant. Finally, 11 materials are irrelevant to the psychomotor domain, or about 35.48%. According to that percentage, the researcher concluded that only about 32.25 percent of materials are relevant to the psychomotor domain were fulfilled in the textbook and could cover the purposes of the topic, language features, and social functions of the materials that were intended for the students to achieve.

Table 6. *The relevance of textbook materials to the basic competence four (Psychomotor domain)*

The relevance	The Basic Competence Four
Relevant	Sub-basic competence 4.5.1, 4.7.1, 4.8.1, 4.8.2, 4.10.2, 4.11.1, 4.11.3, 4.12.1, 4.12.2, 4.13.1.
Partly Relevant	Sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.6.2, 4.7.2, 4.9.1, 4.9.3.
Irrelevant	Sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.4.2, 4.4.3, 4.6.1, 4.6.3, 4.9.2, 4.10.1,

According to this research, the researcher stated that about 74.19 percent of materials that are appropriate to the cognitive processes and capable of fulfilling the aims of the topic, language characteristics, and social functions of the cognitive performance intended to be achieved by the students were covered in the textbook. As reported by Kamila (2014), of above results have a significant gap with the earlier findings. For seven grade of junior high school, the researcher assessed Bright textbook. The results showed that 80 percent of the applicable cognitive abilities materials were covered by the textbook. Additionally, Akbar (2016) has reported that throughout the selected eleventh graders, his research provided about 88 percent of relevant materials focused on both Kamila (2014) and Akbar (2016) results have greater percentage materials instead of the textbook 'When English Rings a Bell. Additionally, Chyntia (2013) also analyzed the textbook When English Rings a Bell. It is an effective textbook based on the 2013 English curriculum for grade seven of junior high school. The findings of her research showed that about 53 percent of the related materials were included in the textbook. This indicated that based on the cognitive domain, the textbook has a smaller percentage than my results. In addition, the textbook 'When English Rings a Bell' only used about 32.25 percent of resources that were applicable to the psychomotor category and could not serve the objectives of directing students to use their psychomotor abilities to produce something with their imagination that the students should accomplish and according to the syllabus.

It was well supported by Hashemnezhad and Maftoon (2011) and Tiffany and Pusparini's previous results (2013). Their research found that the psychomotor domain was frequently used in textbooks. In comparison to the first results, according to Heriati (2017) and Kamila (2014) conceived that 61 percent and 72 percent of appropriate psychomotor domain materials were used in their studies. The previous research in this field does not support my results. In reality, from what has been previously believed, the researcher realized that the results of the research can be distinguished by different textbooks and school grades. In addition, the researcher worked out the data analysis by evaluating the level from each

domain, specifically cognitive and psychomotor. The research concentrated on each domain's action verbs that represented its level. The results showed that the most popular level found in the textbook was the level of remembrance. Remember (C1) level using 9 verbs for action verbs, While the (C2) Understand has 5 action verbs, Apply (C3) level has 2 verbs for action. The stage of Analyze (C4) has 5 action verbs. Evaluate level (C5) has 2 verb action, Create level (C6) has 2 verb action too, and totally there were 16 verbs action the complete level of low order thought (C1, C2, and C3).

Besides that, only 9 verbs were the average of the high order thinking rate (C4, C5, and C6). It can be assumed that the degree of low order thought was commonly used in this textbook rather than high - level thinking ability. A lot of similarities were found in the above findings to Hashemnezhad and Maftoon (2011), Razmjoo and Kazempourfard (2012), and then with others too, as Assaly and Igarbia (2014), Roohani et al. (2014), Abdelrahman (2014), AbuDabat (2014), Alfaki (2014), Zareian (2015), Assaly and Smadi (2015), and the last Ulum (2016). This research also finds that the textbook added a significant number of low-order thinking levels to high-order thinking levels. Furthermore, it can be seen that there is no substantial difference in terms of the cognitive domain between the previous studies and my research.

In reality, in junior high school, the use of high levels of thought should be incorporated. Pursuant to Muhajir Effendy, Indonesia's Minister of Education and Culture, 10 percent of high-thinking level issues were implemented in 2018 by national inspection. A high level of thinking is therefore very important to the students. Not only low thinking level practices, and also high-level activities should be trained. If they just attempt to answer low-level questions, they would not be used to answering high-level questions.

Consequently, in national review, they may also have difficulty in answering the questions of a high thinking level. The material of the textbook should include materials or activities with a higher level of thinking for these purposes. Therefore, students would be more conscious of events at a high level of thinking. The study also found that the most frequently found level in the textbook was directed response level (P3). The frequency of these levels was: perception (P1) level has 2 verbs of action; set

(P2) level has 1 verb of action; directed response (P3) level has 6 verbs of action; process (P4) level has 2 verbs of action; nuanced or overt (P5) level has 2 verbs of action; adaptation (P6) level has 1 verb of action; origination (P7) level has 2 verbs of action. Of these action verbs, the number was 16. The results above match well with the analysis of Heriati (2017).

The total number of action verbs in the psychomotor context in her research was 11. But, on the other hand, in the cognitive domain, there were 34 action verbs used. This result is also confirmed by Hashemnezhad and Maftoon (2011). Their research found that the psychomotor domain had 48 action verbs. At the same time, the total of action verbs in the cognitive domain was 56. In general, not as much as the cognitive realm was the number of psychomotor action verbs. Consequently, this would influence the teaching and learning process. Since the majority of the level has unusual verbs of action as the directions to do in the textbook teaching and learning materials.

The 2013 curriculum, as already mentioned, explores affective, cognitive, and psychomotor domains. As a consequence, the application of the psychomotor domain that focuses on the strengths of students should be controlled. The result shows that repeat was the most common action verb used (P3). In the textbook, it has been used 44 times. This means that the textbook used listening and speaking skills the most. However, students can master listening, speaking, reading, and writing skills while studying English. Even if in the textbook, the implementation of psychomotor domain behavior should be strengthened. Not only the students get the skills from the materials, but they also can have a great ability in English.

CONCLUSION

Published by the Ministry of Education and Culture of Indonesia, after evaluating the information from the textbook materials entitled “When English Rings a Bell” for eighth-graders junior high school. In associated with cognitive and psychomotor domains, the researcher considered the importance of the significant content based on the essential competence curriculum. Three items are written in the English curriculum syllabus for eighth graders of junior high school and the injunction of each subject with the cognitive domain action verbs mentioned in Anderson and Krathwohl with regard to the importance of the materials in the English

student book “When English Rings a Bell” with the core and essential skill (2001), there were 23 materials in the book that were relevant, and about 74.19%, 7 materials that were partially relevant, or about 22.58%, and 1 material that was trivial, or about 3.2%. By those results, the researcher concludes that the textbook covers about 74.19% of materials applicable to the cognitive domain that are capable of fulfilling the social functions of the ideal materials designed for students to achieve.

“When English Rings a Bell” with the core and fundamental knowledge of four topics provided in the English lesson syllabus for eighth graders of junior high school and the teaching of each material with the psychomotor domain action verbs mentioned in Simpson (1972), there were 10 materials in the book that were important or around 32.22, and 11 irrelevant materials, or around 35.48%. By those results, the researcher concludes that only about 32.25% of materials that were applicable to the psychomotor domain were covered in the textbook. It can serve the function of guiding the students on using their psychomotor capacity with their imagination to construct something that the students should accomplish and according to the syllabus. The researcher gets some suggestions as follows for the book writer, the book user, the government, and other researchers after performing the study. In terms of both cognitive and psychomotor realms, the book's author should develop and enhance the materials written in the book so the materials in the book have only around 74.19% relevance to Anderson and Krathwohl's (2001). Three of the English syllabus and about 32.25 % importance to the competence of the Simpson's (1972) taxonomy psychomotor domain four of the English lesson syllabus. The researcher also recommends that book users search for other sources of materials in this book that can fulfill the materials. The researcher also suggests that if book users use this book as their primary source or learning source, in order to get a full understanding of the content, they must have a complementary origin of knowledge. The government should also provide teachers and students with adequate materials to understand and assess the school's teaching and learning process. If there were not enough outlets of learning for the teachers and students, the government could assist them to cover it.

The researcher suggests that other researchers interested in performing a study in the same field as a Researcher has done, explore other words in the same textbook.

REFERENCES.

- Adi, H. W., & Astuti, P. (2019, July). *Content Analysis of Student Book When English Rings A Bell (Revised Edition) for Grade VIII Of Junior High School*.
- Alias, R., Saim, N. M., Noor, N. A. M., & Rosli, S. H. (2020). Cognitive domain performance for non-laboratory embedded and laboratory embedded course. *International Journal of Learning, Teaching and Educational Research*, 19(4), 206-222.
- Amaliana, L. (2020). *The Mastery Of Cognitive, Affective, And Psychomotor Domains On The Students' Decision To Be Entrepreneurs In Facing Towards Asean Economic Community-2015*.
- Ayu, M., & Indrawati, R. (2019). EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik*, 16(1), 21- 25.
- Dorji, P., Gyeltshen, C., Sanyasi, G. D., Sithub, P., Dema, T., & Choden, Y. (2020). The Impact of Early Child Care and Development Education on Cognitive, Psychomotor, and Affective Domains of Learning. *Asian Journal of Education and Social Studies*, 29- 38.
- Hanifa, R. (2018). EFL published materials: An Evaluation of English textbooks for junior high school in Indonesia. *Advances in Language and Literary Studies*, 9(2), 166-174.
- Hapsari, I. A. (2017). *A Content Analysis of "When English Rings a Bell" English Textbook in 2013 Curriculum for the Seventh Grade Student of Junior High School*. Kementrian Pendidikan dan Kebudayaan Republik Indonesia. English Education Department, Surakarta.
- Jalal, A., & Mahmood, M. (2019). Students' behavior mining in e-learning environment using cognitive processes with information technologies. *Education and Information Technologies*, 24(5), 2797-2821.
- Kriswidyantara, G. (2019). *Cultural content analysis of an english textbook entitled "when english rings a bell" for eighth grade students of junior high school* (Doctoral dissertation, Widya Mandala Catholic University Surabaya).
- Mardani, D. M. S., Sadyana, I. W., & Adnyani, L. D. S. (2020, January). Learning Japanese Language Based on 2013 Curriculum at Elementary Schools in Bali. In *3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019)* (pp. 246-251). Atlantis Press.]
- Morin, J. F. G., Afzali, M. H., Bourque, J., Stewart, S. H., Séguin, J. R., O'Leary-Barrett, M., & Conrod, P. J. (2019). A population-based analysis of the relationship between substance use and adolescent cognitive development. *American Journal of Psychiatry*, 176(2), 98-106.
- Mumtaz, I. (2020). *A Content Analysis of "When English Rings a Bell": An English Textbook for Seventh Grade* (Ed. 2017) (Doctoral dissertation, IAIN Ponorogo).
- Na, E. S., & Lee, H. W. (2019). Merilia, S., Fajaruddin, S., & Arbain, A. (2019). An assessment of an English textbook of the vocational school. *Arisen: Assessment and Research on Education*, 1(2), 74-83
- Neagu, L. M., Rigaud, E., Travadel, S., Dascalu, M., & Rughinis, R. V. (2020, June). Intelligent Tutoring Systems for Psychomotor Training– A Systematic Literature Review. In *International Conference on Intelligent Tutoring Systems* (pp. 335-341). Springer, Cham.
- Njura, H. J., Kaberia, I. K., & Taaliu, S. T. (2020). Teaching secondary school agriculture at the psychomotor domain: a conceptual framework for enhanced skills development for food security. *The Journal of Agricultural Education and Extension*, 1-21.
- Noviana, V. (2018). *A Content Analysis Of "When English Rings A Bell" English Textbook For Junior High School Students Year VII* (Doctoral dissertation, Sebelas Maret University).
- Pambudi, H. (2019). *A Content Analysis Of An English Textbook Entitled "When English Rings A Bell" For Eighth Grade Of Junior High School* (Doctoral dissertation, State Islamic Institute).
- Poerbowarni, E. (2019). Patterns of teacher-students interaction based on the textbook "When English Rings A Bell" for seventh grade: A classroom discourse study. *Journal of English Language and Pedagogy*, 1(2).
- Puspa, H. A. (2017). *Content Analysis Of "When English Rings A Bell" An English Textbook For Seventh Grade Junior High School Based On The Scientific Approach Of 2013 Curriculum* (Doctoral dissertation, Thesis. IAIN Surakarta).
- Putri, M. A. (2018). A Content Analysis of Activities in English Textbook "When English Rings A Bell". *Research in English and Education Journal*, 3(2), 147-153.
- Susan, S., Warsono, W., & Faridi, A. (2020). The evaluation of exercises compatibility between revised Bloom's taxonomy and 2013 curriculum reflected in English textbook. *English Education Journal*, 10(2), 252-265.

- Syukron, M., Zurnelly, N., & Rozal, E. (2020). *An Analysis On English Textbook Entitled Bahasa Inggris "When English Rings A Bell" For The Eighth Grade Students Of Junior High School* (Doctoral dissertation, UIN Sultan Thaha Saifuddin Jambi).
- Taupiac, E., Lacombe, D., Thiébaud, E., Van Gils, J., Michel, G., Fergelot, P., & Adrien, J. L. (2020). Psychomotor, cognitive, and socio-emotional developmental profiles of children with Rubinstein-Taybi Syndrome and a severe intellectual disability. *Journal of Intellectual & Developmental Disability*, 1-10.
- Taupiac, E., Lacombe, D., Thiébaud, E., Van-Gils, J., Michel, G., Fergelot, P., & Adrien, J. L. (2020). Psychomotor, cognitive, and socio-emotional developmental profiles of children with Rubinstein-Taybi Syndrome and a severe intellectual disability. *Journal of Intellectual & Developmental Disability*, 1-10.
- Wengrum, T. D. (2020). An Analysis Of English Textbook In The First Grade Of Junior High School. *Journal of Research on Language Education*, 1(1).

A CONVERSATIONAL ANALYSIS ENCOUNTERED BY ENGLISH YOUNG LEARNERS: A PEDAGOGICAL EXPERIENCE

Reza Pustika

English Education Study Program
Universitas Teknokrat Indonesia

Email: reza_pustika@teknokrat.ac.id

APA Citation: Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. *Indonesian EFL Journal*. 7(1), 89-96. <https://doi.org/10.25134/ieflj.v7i1.3997>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2021

Abstract: This article is written to evaluate the conversational analysis encountered by English young learners. The subjects of this study were 4th-grade students in primary school. Since English serves as a lingua franca, there are a big number of parents who invite their children to learn English. Young learners are frequently involved in speaking discourses. Speaking discourses are quite related to a conversation. This article evaluated the conversational analysis, especially turn-taking encountered by young learners. The use of pictures and a video facilitate the implementation of the activities. The analysis was done by the teacher's observation during the activities. From the activities, it can be concluded that young learners encounter turn-taking when they are involved in a conversation.

Keywords: Young learners; conversational analysis; turn-taking.

INTRODUCTION

English is an important skill that is needed by some people to be globalized civilians. Today, English is widely used in several aspects of humans' life namely education, technology, tourism, health, economics, and so on. It is common to see or hear some English discourses in our society. It means that English is somehow close to people's life.

Since there are big numbers of English text and discourse existing in our society, people start to realize that they need English to be globalized. To be globalized, people need to be updated about what happens now in the world. The existence of the internet allows people to keep being updated with some news and information from around the world. This awareness leads people to learn English. Therefore, many adults learn English for their own sake. Besides, some adults who are already parents inquire their children to learn English as young as possible.

Nowadays, it is normal to see children speak English very fluently. It happens because those children are accustomed to speak English. Some experts believe that English is best learnt when the learners are still young than old. Harmer (2007) believes that the reason why some parents inquire their children to learn English is that English serves as a *lingua franca* today meaning that English is a communication language used by two people speaking different languages.

Besides, Shin (2006) states that it would be advantageous for language learners to start studying English within a critical period - before 12 or 13 years old - so that they can enjoy the developmental benefits of that period. Many people are already familiar with the term 'critical period hypotheses. The hypothesis believes that "the younger the better" and children learn much more quickly and efficiently is generally appreciated by many, especially by the supporters (Brewster et al., 2004). Further, Brewster et al (2004) suggest the teachers contextualize the language by making use of visuals, realia, and mime and gestures.

Cameron (2001) claims that young children may learn a foreign language more effectively because their brains are still able to use the mechanisms that assisted first language acquisition. It is proved by research conducted by Katsuyama, Nishigaki and Wang in 2008. They found in their research on 1466 elementary school children in Japan that children who took English lessons in elementary school have more aptitude and interest in English than the children who do not receive English.

Therefore, Birdsong (2007) in Matsuoka (2008) believes that learners who start learning English early in life are more likely to attain a native or native-like accent than older starters. Likewise, Birdsong (2007) in Matsuoka (2008) argues that age should be regarded as an important factor that

influences the possibility of attaining native-like proficiency in a second language. Matsuoka and Smith (2008) believe that in foreign language teaching, age is one of the most critical individual differences. The ability of children in acquiring a second language is closely related to their language development.

Kelle (2001) states that the concept of development refers to physical, intellectual, psychological, or social getting on in life. It means that learning English functions as the life course as a passing of phases, a particular age, and a particular stage of development being linked ideal typically. Some of the new social constructionist approaches focusing on interaction, social life, and relationships reintegrate their results into the scientific discourse which is concerned with individual development.

However, a problem becomes the concern of the writer. It has been stated that learning English when the learners were young is better than learning English when the learners are adults. The writer of this article is eager to see how young learners encounter conversational analysis when they are involved in communication.

As conversational analysis functions to see social interaction among people, some studies under the issue of conversational analysis have been carried out. A study by Il Jannah (2014) investigated conversation in a movie that proves the turn-taking process occurred in that movie. Besides, a study conducted by Huda (2017) investigating the debate between Obama and Romney reveals that starting up, taking over, interruption, and overlapping is found in the conversational analysis. Also, Jufadri (2017) investigates the turn-taking process between David Beckham and the host of the 'Google' Talk Show. From Jufadri's result, it can be shown that the topics conveyed in the conversation will affect the turn-taking process.

Many studies have been done to investigate conversational analysis. However, those studies investigate adults and mostly did not investigate the conversational analysis under the instruction set. Therefore, it is essential to investigate a conversational analysis conveyed by young learners under the teaching instruction set.

The definitions of young learners

Some experts have defined children as learners. The first definition is stated by Slatterly and Willis (2001). They classify young learners into two, namely children who are 7–12 years old and those who are under 7 years old. Meanwhile, Scott and

Ytreberg (2001) have different classification of age for young learners. They distinguish young learners into those who are between 5-7 years old and those who are between 8- 11. Yet, their ability to perceive the abstract and concrete should be taken into account. The Turkish primary curriculum for teaching English (Ministry of National Education [MoNE], 2006) defines young learners as the children from the first year of formal schooling (6 - 12 years of age).

The characteristics of young learners

The way children learn is extremely different from adults. To deal with this, the teachers of young learners should treat them differently so the teaching and learning process will be meaningful and effective for young learners. To treat young learners as who they are in the English classroom, it is suggested for the teachers of young learners to know their students' characteristics, in this case, is young learners.

Many experts have provided the English education practitioners with lot of articles containing children's characteristics. Scott and Ytreberg (1995) have formulated the characteristics of eight to ten-year-old learners. Children at these ages are mature children with an adult side and a childish side. Their basic concepts are formed. They have very decided views of the world. At this age, they are already able to tell the difference between fact and fiction. They ask questions all the time that sometimes make adults around them confused to respond to their critical questions. Therefore, they tend to speak as well as make a physical movement to convey and understand the meaning. Scott and Ytreberg (1995) believe that children at this age are able to make some decisions about their own learning because they already have definite views about what they like and do not like doing. 8-10 years old children start to be able to work with others and learn from others. In their language development, Scott and Ytreberg (1995) argue that 8-10 years old children have developed their understanding of abstracts and symbols.

Siswanto (2017) characterizes young learners as enthusiastic and lively learners. They also have a lot of physical energy. Therefore, young learners can be easily stimulated. Learners in this age are at a maximum of openness to people and situations which are different from their own experience. For these children, a global emphasis is extremely important, which gives them an opportunity to work with information from all parts of the world. As they develop the cognitive characteristics of the

concrete level, they begin to understand cause and effect. Learners at these ages can work well in groups (Curtain & Dahlberg 2010). Rhalmi (2019) states that young learners get bored quickly, are meaning-oriented, like to discover things, prefer concrete activities, more egocentric and imaginative, and they imitate others.

Since children's cognitive processes develop further, the strategies used by the teachers of young learners will matter. Primary school learners use more complex vocabulary and grammar. Their ability to make mental representations are growing, but they still need guidance in grasping abstract concepts without the aid of real-life references and materials. (Tomlinson, 2014).

In addition, CDC (2014) states that children at this age show more independence from parents and family, while friendship, being liked and accepted by peers, becomes more important. Being in school most of the day means greater contact with a larger world, and children begin to develop a greater understanding of their place in that world. Children's ability to self-regulate their emotions also is evident in this period. They start to understand their own feelings and learn better ways to describe experiences and express thoughts and feelings. They better understand the consequences of their actions, and their focus on concern for others grows. They are very observant, are willing to play cooperatively and work in teams, and can resolve some conflicts without seeking adult intervention.

Teaching English for young learners through videos

The characteristics of young learners have been portrayed in the previous section. As has been mentioned before, the teachers of young learners should treat young learners appropriately. Slatterly and Willis (2003) believe that young learners need to hear clear pronunciation and intonation to feel successful when using English plenty of opportunities to communicate to enjoy their efforts at speaking in English to know they have achieved something worthwhile. To do so, the English teachers should be role models in the classroom by performing English accurately, fluently, and appropriately.

Slatterly and Willis (2003) suggest the teachers of young learners by showing them what to do first, then, practicing an activity with the whole class. Having the learners in several groups can help the teachers to listen and talk to them. Moreover, children love stories. They are always eager to listen to stories know how stories work and they

always want to understand what is happening. Therefore, in writing the article, the writer used a video to teach the students.

It is in line with what Shin (2006) has stated. Shin (2006) states that one way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell or songs that you sing. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories. The use of video can help young learners to learn English in a fun way.

Shin (2006) mentions that stories represent holistic approaches to language teaching and learning that place a high premium on children's involvement with rich, authentic uses of the foreign language. Nowadays, stories include in both printed and digital form. In this digital era, children tend to read stories in form of digital or video. The teachers of young learners should take this as a chance to motivate the learners. Stories offer a whole imaginary world. The language used in stories is quite easy and enjoyable for children. The story makes dramatic irony so the readers know more about the central character. Besides, there is predictability built into the story that leads inevitably to the next. This predictability and sense of inevitability are broken by the surprise event. However, the teachers should consider the topic and the length of stories or videos. The topic and the length of stories or videos depending on the students' level and characteristics. After portraying the young learners' definition, characteristics, and way of learning, the discourse, and conversational analysis will be portrayed as well.

The definitions of discourse

Pearson and Villiers (2005) define discourse as a structural unit larger than the sentence. Discourse minimally involves more than one sentence, and the sentences must be contingent. When children can both speak and elicit speech, they have the basic tools for creating discourse through conversation. Hickmann (2003) further argues that the basic unit of analysis in a language is discourse. It requires us to go beyond the sentence to include an intrinsic relation between utterances and their context of use.

While discourse competence concerns the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres, the cohesion, and coherence of utterances or sentences. It is used to

refer to two related, but distinct abilities (Lasala, 2013). Discourse Competence can be seen as the ability to understand, create and develop forms of the language that are longer than sentences (stories, conversations, letters) with the appropriate cohesion, coherence, and rhetorical organization to combine ideas. Discourse analysis provides a new window on teaching and learning an oral language. It focuses on “the skills needed to put the knowledge into action and to achieve a successful communication.” (Cook, 1989). Cook’s (1989) definition of discourse analysis has been employed in how discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users. In other words, discourse analysis describes the interrelationships between language and its context (McCarthy, 2002) in Wu (2013).

Conversational analysis

This writing is derived from the young learners’ activities in the English speaking class. Speaking is closely related to the conversation. The conversation reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken language. This is seen in the nature of turns, the role of topics, how speakers repair trouble spots, as well as the syntax and register of conversational discourse (Nordquist, 2017).

Therefore, McCarthy (2002) in Wu (2013) emphasizes that CA (Conversational Analysis) is important in fostering learners’ sociolinguistic competence, linguistic competence, discourse competence, and strategic competence. The examples of conversation cover greeting-greeting, congratulation-tanks. Meanwhile, according to Ghilzai and Baloch (2015), the turn-taking refers to the process by which people in conversation decide who will speak next. Wu (2013) believe that openings and closings are important in a conversation. They are the words people used to initiate or end a conversation. They vary in terms of different speech communities (Wu, 2013).

Garvey (1984) mentions that in emerging conversational skill in face-to-face interaction, people should include knowing when and how to take a turn in conversation; how to initiate, elaborate, or terminate a topic; and how to respond to a speaker in keeping with the pragmatic constraints set by the preceding utterance. They also include skills in detecting the presence and source of any breakdown in communication and knowing how to repair such breakdowns.

The first of these behaviors to show development is turn-taking. A second key to promoting conversation is learning to be relevant. The second speaker must make his or her responses to share the first speaker’s topic and add new information to it. Skill at conversational exchanges also involves being aware of when a turn is not successful. Efforts at repairing misunderstood turns are seen before age three (Garvey, 1984).

What is often called a conversation analysis within the American tradition can also be included under the general heading of discourse analysis. In conversational analysis, the emphasis is not upon building structural models but on the close observation of the behavior of participants in talk and on patterns that recur over a wide range of natural data (McCarthy, 1991). Sacks, Shcegloff, and Jefferson (1974) in McCarthy (1991) believes that it is important to study conversational norms, turn-taking, and other aspects of spoken interaction. Pour (2015) emphasizes that conversational analysis is worth paying attention to as it gives humans a chance to manage what they want to say, how long it takes, or how it affects others, therefore humans are able to live and make the relationship with others successfully.

Assessing speaking for young learners

Cameron (2001) lists some principles in assessing children’s language learning. First, an assessment should be seen from a learning-centered perspective. The teachers should understand how classroom activities and talk will be experienced by children. The teachers should be sure that the children have a willingness to participate in social interaction and engage in classroom activities. Learning that occurs in social contexts and through interaction with helpful adults or other children will help the young learners to learn.

Secondly, an assessment should support learning and teaching. Assessment should contribute to the learning process, for both an individual child and for the class. In order to be more in control of the relationship between assessment and learning, teachers need to have a clear understanding of language learning processes and of the socio-cultural context in which they operate.

Next, assessment is more than testing. A skilled teacher continuously assessed pupils’ learning through what s/he notices and how s/he interprets these observations in the light of experience and knowledge. Finally, an assessment should be congruent with learning. Cameron (2001) defines ‘congruent’ as the assessment should fit

comfortably with children's learning experience. On the whole, it is fairer to assess children on the basis of what they have been taught and *how*, using assessment activities that are familiar to children from their classroom experience.

METHOD

The study was aimed at evaluating the young learners' performance in a communicative activity. Students' conversational analysis was a skill that was analyzed. A qualitative approach was used to gather the data for this writing. The teacher was the instrument for this writing. The teacher did an observation during the implementation of the activity. An observation was used as data collecting technique in this study because the subjects of the study were students of 4th-grade primary school. As young learners are not ready yet to fill a questionnaire as the data collecting technique, an observation was regarded as an appropriate tool for gathering the data.

FINDINGS AND DISCUSSIONS

The students have been taking an English course for 5 years meaning that they already have sufficient English proficiency for their level. They shared a quite similar level proficiency in English.

The procedure of the activity for this writing covered both pre- and communicative activities. In pre-communicative activities, the teacher made sure that all of the students had the same schemata about the video they were going to listen to. It was important to ease the students to be involved in the activities. The teacher used the video of food and all of the learners were already familiar with the topics.

In conducting all activities in this meeting, the teacher only chose one topic which was foods and beverages. To make sure that all students had the same schemata, at the beginning of the activities, the teacher showed them several pictures of fruits and asked whether they liked them or not. Then, the teacher told the students how to ask others' preferences by making use of a video. The teacher provided the students with some jumbled pictures derived from the video and asked the students to arrange it before watching the video. After the students arranged the pictures, the teacher played the video for them and asked the students what the video was about. At the end of the meeting, the teacher invited the students to involve in a short conversation by asking and responding about preference.

The teaching and learning process was done in one of the student's house, so the learning

environment was so comfortable for the students who were young learners. All the young learners were little girls so they talked much during the learning process. At the beginning of learning, the teacher showed them some colorful pictures of fruits. The teacher asked whether they like or do not like certain fruits. The students were excited because they were interested in looking at the colorful pictures.

The students were a little bit confused when the teacher gave them a jumbled picture. The teacher provided them with several scissors so the students could cut the jumbled pictures out then arrange them into the correct sequence based on their schemata and conversational skills. It has been stated in the previous section that when the students are involved in a certain conversation, they will activate their skills such as turn-taking. By looking at the jumbled pictures, the students were expected to arrange the pictures into the correct sequence by activating their 'turn-taking' skill. At the end of the meeting, the students were asked to choose some pictures of beverage and asked their friends' preferences. Besides responding by "Yes, I like" or "No, I don't", the students were asked to state their reasons as well.

After implementing the activity, the writer figured out that this kind of activity can be used for advanced learners by choosing more challenging topics. The activities can be adapted to any age and level. However, the topics should be challenging enough for any students so the students will be motivated. However, the teacher cannot force young learners to have the same discourse skills as adults. In this writing, the teacher only focused on conversational analysis. The teacher may require more skills for adults such as cohesion, coherence, speech acts, etc., depending on the students' competence.

CONCLUSION

As English is regarded as an important skill for people to live in this global era, there is high demand by parents to invite their children to learn English as early as possible. Some studies have shown the benefits of learning English at a young age. However, young learners have different characteristics from adults, so the teachers of English young learners should treat them differently. Discourse already exists since childhood. This writing which concerns speaking takes conversational analysis as the discourse branch that has been analyzed. The analysis is derived from the activities done in the English classroom.

The conversation is taken for this activity. In a conversation, actually, the students activate their skill namely turn-taking. As a result of this activity, it is shown that the students are able to do turn-taking when they are involved in a conversation. This was done by the students by asking and responding to their friends' preferences about foods and beverages.

This writing can become a reference for other parties who are interested in teaching young learners and teaching discourse. However, this writing cannot escape from its limitation. Further research with larger subjects is needed to deepen the findings so the findings can be generalized.

REFERENCES

- Brewster, J., Ellis, G., & Girard, D. (2004). *The primary English teacher's guide* (New Edition). England: Pearson Education Limited.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- CDC (Centers for Disease Control and Prevention). (2014). Middle childhood (6-8 years of age): Developmental milestones. Retrieved from <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>.
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Curtain, H.I. & Dahlberg, C.A.A. (2010). *Language and children: Making the match new languages for young learners, grade K-8, 4th Ed.* Boston: Pearson.
- Garvey, C. (1984). *Children's talk*. Cambridge: Harvard University Press.
- Ghilzai, S.A. & Baloch, M. (2015). Conversational analysis of turn taking behavior and gender differences in multimodal conversation. *Perspectives in Language, Linguistics and Media*.
- Harmer, J. (2001). *The practice of English language teaching*. Essex, England: Longman.
- Hickmann, M. (2003). *Children's discourse: Person, space and time across languages*. Cambridge: Cambridge University Press.
- Huda, A. N. (2017). *A conversational analysis of application turn taking mechanism*. (A Thesis). State Islamic University Hidayatullah, Jakarta, Indonesia.
- Il Jannah, H.M. (2014). *Conversational analysis of turn-taking in "The Social Network" film*. (A Thesis). State Islamic University Maulana Malik Ibrahim, Malang, Indonesia.
- Jufadri. (2017). *Turn taking strategies used by David Beckham and the host in 'Google' talk show*. (A Thesis). Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia.
- Katsuyama, H., Nishigaki, C., & Wang, J. (2008). The effectiveness of English teaching in Japanese elementary schools: Measured by proficiency tests administered to seventh-year students. *RELC Journal Vol. 39 No. 3*.
- Kelle, H. (2001). The discourse of development: How 9- to 12-year-old children construct "childish" and "further developed" identities within their peer culture. *Childhood Vol. 8 No. 1*.
- Lasala, C.B. (2013). Communicative competence of secondary senior students: Language instructional pocket. *Social and Behavioral Sciences 134*.
- Matsuoka, R. & Smith, I. (2008). Age effects in second language acquisition: Overview. *J Nurs Studies NCNJ Vol. 7 No. 1*.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- Nordquist, Richard.. What are hyponyms in English? Retrieved on 9th November 2020, from <https://www.thoughtco.com/hyponym-words-term-1690946>
- Pearson, B. Z. & de Villiers, P.A. (2005). Child language acquisition: Discourse, narrative, and pragmatics. In Brown, K. & Lieven, E. (Eds.). *Encyclopedia of language and linguistics (2nd edition)*. Oxford, UK: Elsevier.
- Pour, F. K. & Yazd, A. L. (2015). Turn taking in conversation analysis. *International Journal of Educational Investigations*, 2(6), 58-63.
- Rhalmi, M. (2019). Seven characteristics of young learners. Retrieved from <https://www.myenglishpages.com/blog/seven-characteristics-of-young-learners/> November 11th 2020.
- Sáez, F.T., & Martin, L.O.. (2011). Discourse competence: Dealing with texts in the EFL Classroom. Retrieved from <http://fernandotrujillo.es/wp-content/uploads/2010/05/discourse.pdf>.
- Scott, W.A. & Ytreberg, L.H. (1995). *Teaching English to children: Longman keys to language teaching*. London: Longman.
- Shin, J. K. (2006). Ten helpful ideas for teaching English to young learners. *English Teaching Forum, Vol. 44 No. 2*.
- Siswanto, A. (2017, April). Teaching English to young learners: a reflection from Englaoshi community. Paper presented at The 2nd TEYLIN International Conference.
- Slatterly, M. & Willis, J. (2003). *English for primary teachers*. Oxford: Oxford University Press.
- Tomlinson, H.B. (2014). An overview of development in the primary grades. In Copple, C., Bredekamp, S., Koralek, D.G., Charner, K., & et al. *Developmentally appropriate practice*. National Association for the Education of Young Children.

Wu, Y. (2013). Conversation analysis: A discourse approach to teaching oral english skills. *International Education Studies Vol. 6, No.5*

Reza Pustaka

A conversational analysis encountered by English young learners: A pedagogical experience