**THE SECOND INTERNATIONAL CONFERENCE ON ENGLISH ACROSS CULTURE**

**JULY 31 – AUGUST 1, 2013**

**CONFERENCE PROCEEDINGS**

**Editors:**

**Dra. Luh Putu Artini, M.A., Ph.D.**

**Dr. I Gede Budasi, M.Ed.**

**Putu Suarcaya, S.Pd., M.Sc.**

**I Made Suta Paramarta, S.Pd., M.Hum.**

**I Nyoman Pasek Hadisaputra, S.Pd., M.Pd.**

**FACULTY OF LANGUAGES AND ARTS**

**GANESHA UNIVERSITY OF EDUCATION**

**INTERNATIONAL CONFERENCE ON ENGLISH ACROSS CULTURE PROCEEDINGS**

**Faculty of Languages and Arts, Ganesha University of Education**

**Faculty of Languages and Arts**

**Jalan A. Yani 67**

**Singaraja**

**Email:** [**undiksha.iceac@gmail.com**](mailto:undiksha.iceac@gmail.com)

**Telp: +6236221541**

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**First published in October 2011**

**Editors: Dra. Luh Putu Artini, M.A., Ph.D., Dr. I Gede Budasi, M.Ed. and Putu Suarcaya, S.Pd., M.Sc.**

**Layout: Putu Suarcaya**

**Cover design: Putu Hendra**

***ICEAC* *Proceedings* is published by Undiksha Press, Ganesha University of Education. Series ISBN 978-602-8310-74-1**

**Distributed by:**

**Faculty of Languages and Arts**

**Jalan A. Yani 67**

**Singaraja 81116**

**Email:** [**undiksha.iceac@gmail.com**](mailto:undiksha.iceac@gmail.com)

**Telp: +6236221541**

**Fax: +6236225735**

Message by Chair of the Organizing Committee

Luh Putu Artini

Chair, Organizing committee

The 2nd International Conference on English Across Culture

Distinguished guests,the Rector of Ganesha University of Education, Vice Rector I who is in charge with the academic affairs, Vice Rector IV who is in charge with partnership and international relationship, the keynote speakers: Prof. Joe Foley and Prof. Lyn Parker, Invited Speakers: Ms Itje Cothijah, Kiki Aryanti PhD; conference speakers and participants, Ladies and Gentlemen

Good Morning

Om Swastiastu

Assalamu’alaikum warahmatullahi wabarakatuh

May peace and God’s blessing be upon us all

First of all, I’d like to warmly welcome you all to the north Bali, to Singaraja, the city of Education, to Undiksha, Ganesha University of Education. I noticed a big number of repeaters of presenters and participants who were here in 2011 in our first international conference on English across culture are here again today. In this room we have presenters coming from Hasanuddin University, Makasar, Technology University, Yogyakarta, PGRI University, Kupang; Jendral Sudirman University, Purwokerto, Bina Darma University, Palembang;School of Higher Education, Pasundan, Cimahi;PGRI University, Surabaya; Muria University, Kudus; Indonesian Institiute of Arts, Denpasar; Universite Paris 1-Pantheon, Sorbone, France; jendral Sudirman University; Muhammadiyah University, Mataram; Polythecnic Bali; STBA Teknokrat, Lampung; Persada University, Jakarta, Mahasaraswati University, Denpasar and the host, Ganesha university of education, Singaraja Bali. Thank you very much for all presenters and participants who have traveled a long way to be here in Singaraja.

Distinguished guests, Ladies and Gentlemen, Singaraja is a historical town of Bali. This town used to be the capital of Bali before 1958, and was the busiest trading center during the Dutch colonilization from 1846 until Indonesia proclaimed its independence in 1945. This area still preserves the originality of its culture and has many natural beauties that cannot be found in other parts of Bali. I’m proud to announce that just after this conference is closed, the North Bali Cultural festival is officially opened. So if you want to learn more about the original culture of north Bali, you are welcome to participate in the festival that includes presentations, exhibitions, performances and many others. This festival will be on until the 4th of August.

Distinguished guests, Ladies and Gentlemen, Singaraja is also known as the city of education. Many reputable education institutions are here in this city, including the biggest education university, Ganesha University of Education or popularly known as Undiksha. The university has the population of approximately 18,000 students, comprises diploma, undergraduate and post graduate programs. This conference is organized by the English Education Department, one of the most popular departments in this University. This department attracts the interest of hundreds of senior high school graduates from all around Bali and the nearby islands like Java, Lombok, Sumbawa and Flores. The department recruits around 200 new students every year.

As you have been aware of, English nowadays has become the lingua franca of the world. According to the latest statistics, English has 478,367,213 native speakers and is learned as a second or foreign language by over 700 million people in the world. It is very interesting how English develops and also spoken as the results of formal and informal exposures in educational institutions or in the community. We all know that language and culture are inseparable. Globalization has created a community where English and culture is often the vehicle of mutual understanding in the lives of people around the world. This is where the idea to organize International Conference on English Across Culture (ICEAC) begins. And your being here is the indication that we share something in common regarding English as a science, English as media for communication, English as a medium of instruction and also relate these to education in general and English teaching in particular.

Distinguished Guests, ladies and Gentlemen, we do hope that this conference become an exciting opportunity for individuals, researchers, lecturers, teachers, students and those who are interested in English language and pedagogy as well as culture to present and share ideas about new research findings, new and innovative ideas regarding English language and pedagogy.We also hope that this conference provides all my fellow country with the opportunities to interact with prominent scholars in the field from othercountries and greatly expand their existing global network. It is expected that all participants will significantly contribute to the goals, ensure the wide dissemination of thoughts and ideas, cultivate their cross-cultural and communication skills and learn about different issues.

Distinguished guests, ladies and gentlemen

This conference will not be successful without your contribution, either as a paper presenter, workshop organizer, and participants. Needless to say, the success is also the result of the good cooperation from all agencies, the Department of Education and Culture, and the Directorate General of Higher Education. I would also like to sincerely thank all my colleagues in the organizing committeewho have been working hand in hand all out to make this academic event happens as planned. Thank you very much to everyone here in this room.

Finally, I would like to wish you a fruitful conference and enjoyable stay in Singaraja Bali and hope we will meet again in the same event in 2015

Thank you.

Om Shanti Shanti Shanti Om.

Wassalamu’alaikum warahmatullahi wa barakatuh

May peace and God’s blessing be upon us all

Singaraja, July 31st, 2013

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# Implementing Paraphrasing Technique

to Improve Students Ability in Comprehending English Poetry

## I.G.A. Lokita Purnamika Utami

[lokita.purnamika@yahoo.com](mailto:lokita.purnamika@yahoo.com)

Ganesha University of education

Abstract

This research was aimed at finding out whether paraphrasing technique can improve students’ ability in comprehending the idea of English poem in Poetry class; also at finding out the students’ responds toward the implementation of this technique. This research is an action research which was done at two most struggling Poetry classes; they were D class and E class. The result of the research showed that paraphrasing technique was able to improve students’ ability in comprehending the idea of English poem. Based on the analysis result, both classesses attained the research target. This was proven by the improvement of the D class’ average score, from 66.17 at pre-reflection before the action implemented, then was improved to 73.26 at 1st cycle and became 80.44 at 2nd cycle. Moreover, the improvement of class’ average score also happened in class E; from 65.35 at pre-reflection phase to 71.56 at 1st cycle and was improved again into 80.31 at 2nd cycle. Besides, this research also found that the students responded positively toward the implementation of the technique.

Key words: comprehending poem, English poems, Paraphrasing technique

**Introduction**

English Education Department of UNDIKSHA (further mentioned as EED) though has function to teach students to be an English teacher, in other word to run the function as an educational department, has also literature subject such as prose, poetry and drama in its curriculum. Many language experts (Povey, 1967; Widowson, 1975; Cummins, 1994; dan Khatib, 2011) mentioned that literature has positive influences in learning language. Specifically, poetry can enhance productive skills as well as promoting some positive learning function. Smart (2005) found that some productive skills can be enhanced through poetry such as communicative speaking activities, pronunciation, and writing activities. Moreover Holmes & Moulton (2001) stated that poems can promote a number of positive learning functions such as grammar, awareness of phrase and sentence structure, interactive modeling, collaborative group, cooperative group, inductive thinking, sensory stimuli, sharing and expression. Also, because of its rhythm and word choice, poetry is a good authentic material to teach some productive skill such as communicative speaking activities, pronunciation, and writing activities. Moreover, the varied structure of its form makes poems appropriate tools to teach basic concepts of grammar. Poems are, after all, authentic texts. This is a great motivator. Poems are often rich in cultural references, and they present a wide range of learning opportunities.

Furthermore, students can write poetry in the target language to express feeling that has meaning and relevance for them, instead of being restricted by grammatical inadequacy to non-personal, syntactical construction. For example, a student may encourage writing a poem about their part-time job and what they feel about it. To do this the teacher may provide one poem to motivate the students to express their feeling.

However, among three kinds of literature (prose, poetry and drama) poetry is believed as the most difficult. Hirvela and Boyle (1988) reported that only 6% of Hongkong, Chinese college students who love poetry more than other kinds of literature and 73% stated that poetry is the most difficult literature. Poetry has been taken as a difficult subject for most students especially students of EFL. This view keeps this type of linguistic expression out of typical EFL classroom. In fact, in EFL situation in which students have a little English exposure, students may say “who needs poetry?” as a frequent objection that poetry ought not to be studied at all.

The difficulty of learning poetry or understanding it is derived from the nature of poetry itself which has different characteristics from other literature like prose and drama. While many scholars agree that poetry promotes language acquisition, they will also add that poetic concept and cultural assumption are usually difficult for EFL learners to understand (Finch, 2003). Some students who have no problem understanding and enjoying prose may find that understanding poetry difficult.One of the most definable characteristics of the poetic form is economy of language. Compare to other literature forms, poetry has the shortest form of language, Perrine (1982) states its form is unique because it says the most with the fewest words. Besides, the language used in poetry very often invites readers to have multi or different interpretation. Beside that poetic language in poetry allows it to have some language deviation from prosaic language (Sulaiman, 2009) in terms of syntx, morphology, phonology and language structure or grammar. The multi interpretation and language deviation are the nature of poetry that makes it difficult to learn or to understand.

The nature of poetry which makes it difficult to understand becomes a great challenge for English poetry learners especially who learn English as a foreign language. The students of EED UNDIKSHA also find learning English poetry difficult. Based on the previous research about the profile of students’ problems in learning poetry which has been done to EED students, it was found that the most selected problem was in comprehending English poetry, it is selected by 84.17 % of students (or 117 students out of 139 students). These students stated that they faced difficulty in comprehending English poetry especially comprehending the figurative meaning instead of literal meaning (Utami: 2012).

The difficulty in comprehending English poetry was again confirmed by the result of pre-test done toward 5 poetry classes in EED. From these classes two classes (D class and E class) were having the most severe problems in comprehending English poetry, because their average classes’ score of comprehending English poetry test were below 80.00, the standard score; they were 66.17 and 63.53.

Based on the result of observation and interview, it was found that this problem, beside by the nature of poetry itself, was triggered by the ineffective technique used in the class which does not effectively involve all students in conveying the poetry meaning. The interview toward the lecturer found that the technique used in poetry class was discussion technique. Though discussion technique has some advantages but it also has disadvantages. Ali (2010) mention the weakness of discussion technique is the way it can not effectively involve all students; bright students often dominate the discussion while low achiever tend to be passive learner who listen to the discussion. This ineffective student involvement makes low achievers do less learning in class, which resulted to inability in comprehending English poetry.

To solve the problem in comprehending English poetry, Esten (1995: 31-56) suggest 10 guidances in comprehending poetry. *First*, reader should consider the title as the key hole to understand the meaning. *Second*, reader should look for the dominant words used or key words in the poem. *Third*, try to understand the connotatiove and denotative meaning. *Fourth*, reader should see the language structure to convey the meaning. *Fifth*, reader can change the poetry into prose form. *Sixth*, reader should try to interpret all the pronouns in the poetry. *Seventh*, try to relate the meaning of each line and from one stanza to other stanza. *Eighth*, reader should see the implicit meaning. *Ninth*, reader should notice the form of the poetry. *Tenth*, any interpretation should match all clues in the entire text. Furthermore, Perrine (1982) also mentions several important ways that help in understanding poetry. They are (1) read poem more than once; (2) keep a dictionary with you; (3) read so you hear the sounds of the words; (4) pay careful attention to what the poem is saying; (5) practice reading poems out loud - read affectionately, read slow enough

Beside the guidances mentioned above, the problems of comprehending poetry can be also solved by translating the poems into Indonesian. One of translation experts, Andre Lavere pay huge interest in poetry translation. He proposed seven strategies for translating poetry as quoted by Bassnett (2002:87), they are phonemic translation, literal translation, metrical translation, poetry into prose, thymed translation, blank verse translation and interpretation. Levere explained them as follows. (1) *Phonemic translation,* means reproducing the SL sound in the TL while at the same time producing an acceptable paraphrase of the sense. Lefevere comes to the conclusion that although this works moderately well in the translation of onomatopoeia, the overall result is clumsy and often devoid of sense altogether; (2) *Literal translation,* emphasizes on word-for-word translation distorts the sense and the syntax of the original; (3) *Metrical translation,* means the reproduction of the SL metre. Lefevere concludes that, like literal translation, this method concentrates on one aspect of the SL text at the expense of the text as a whole; (4) *Poetry into prose.* Here Lefevere concludes that distortion of the sense, communicative value and syntax of the SL text results from this method, although not to the same extent as with the literal or metrical types of translation. (5) *Rhymed translation,* where the translator ‘enters into a double bondage’ of metre and rhyme. Lefevere’s conclusions here are particularly harsh, since he feels that the end product is merely a ‘caricature’ of Catullus; (6) *Blank verse translation.* Again the restrictions imposed on the translator by the choice of structure are emphasized, although the greater accuracy and higher degree of literalness obtained are also noted; (7) *Interpretation.* Under this heading, Lefevere discusses what he calls *versions* where the substance of the SL text is retained but the form is changed, and *imitations* where the translator produces a poem of his own which has ‘only title and point of departure, if those, in common with the source text’.

Each method mentioned above has weaknesses. None of them can be used to translate the poetry perfectly. However, *Free verse translation* is the most frequently used (Sulaiman: 2009). Through this method, translator can use the acurate word in the target language. Though, of course the rhyme of the poetry will be destructed or physically different, but it will have similar semantic.

Besides translating poetry, other way to help reader comprehending poetry is by paraphrasing it. A paraphrase is a restatement in prose of the content of a poem in such a way as to keep the meaning while changing the diction and form- using your own writing, avoiding exact quotation. In addition the use of paraphrase is a good test of your understanding of the poem you have read, for the purpose of clarity but the music and images are lost. In fact the poetry is lost (Holman, 1986, p.359). The goal in a paraphrase is to clarify the content by re-seeing and re-creating each word in every line. Thus, paraphrase may be actually longer than the original source.

Furthermore, according to Kennedy and Gioia (1995), paraphrasing technique is a technique of comprehending poetry by writing what stated in the poetry in one own words: the main ideas, and the implicit meaning that is reinforced through particular components of poetry such as sounds, tone, pattern, rhyme, and figurative language.

There are two kinds of paraphrasing technique, dependent paraphrasing and independent paraphrasing. Independent paraphrasing may involve changes in vocabulary, length, parts of speech and sentence structure. In short, it uses the writer own words to reword the original poetry. Meanwhile, dependent paraphrasing means word addition to the lines of poetry to make the meaning clear. Here, instead of replacing the original words, the writer adds some new words; all original words are still used. Paraphrasing technique demands all students to be actively involved to interpret the poetry’s intended meaning.

How to do a good paraphrase? Wheeler (2013) stated about some characteristics of a good paraphrase. These characteristics are (1) it captures every single word in the original without leaving out any ideas, description or phrasing; (2) it doesn’t merely repeat part of the original using the same word; (3) it might re-order the lines slightly to improve the ease of understanding; (4) it might be longer than the original passage; (5) it helps you understand a confusing passage; (6) it helps you see multiple possible meaning in a passage you thought you understood on the first reading.

Based on the review of the theories related to poetry teaching, paraphrasing technique can resolve the source of problems. Sulaiman (2009) stated that language deviation in poetry can be solved by paraphrasing technique which is done by converting poetic language into appropriate prosaic language. Moreover Khatib (2011) stated that students’ motivation can be heightened if they have the chance to interpret the poem by themselves without depended on teacher’s opinion or interpretation. This means that students’ can be more actively involved in the class, especially because they need to interpret the English poem by themselves. Moreover, paraphrasing etchnique helps reader to understand the multiple meaning in it. This is inline with Nurkencana and Gunatama (1997) concluded in their research that paraphrasing technique can improve students’ ability in understanding the layers of meaning in the poetry. Based on the previous explanation, then the two problems of the current classess i.e. language deviation in poetry and ineffective technique in involving students actively, can be predictively solved by paraphrasing technique.

Therefore, this research tried to investigate whether paraphrasing technique is able to improve students’ ability in comprehending English poetry and to know students’ respond about the implementation of paraphrasing technique.

**Method**

This research was done in academic year 2012/2013 in two poetry classes, they were D class and E class. This research was designed as an action research which was done in two cycles, each through the steps of planning, action, observation and reflection.

In planning step the researcher prepared everything related to paraphrasing theories, data collection instruments (comprehending poetry test, holistic rubric for the test and questionnaire), and lesson plans

In Action steps, paraphrasing technique was implemented in both classes. Each cycle was done in six sessions. At the end of each cycle, the test was given to the students. After doing the test the students are asked to respond to the distributed questionnaire. Also, the instructional and learning processes were observed during the action step.

The target to be achieved in this research is to have students’ ability above minimum standard of satisfying performance indicator. The determined satisfying performance indicators are if the class’ average score was above 80, and 75% of the students obtained ≥ 70. By looking at these indicators, the result of the test was then analyzed. The classes’ average score were computed after all students’ papers were scored. Through this analysis the data of students’ ability in comprehending poetry were obtained. In cycle 1, the research resulted that the students’ ability in comprehending poetry (still) below the standar; therefore, the research was continued to cycle 2. Before continuing to cycle 2 the researcher tried to analyze the possible source of failure. After determining the action to be done in cycle 2, the research continued to cycle 2.

Beside the test, questionnaire was also distributed to the students. This questionnaire demanded the students to give their opinion on the implementation of the technique. The questionnaire contained with 5 statements that were followed by 5 options, they were a (absolutely agree), b (agree), c (doubtfull), d (not really agree), e (totally disagree). The result of questionnaire was then analyzed to see the percentages of the respons.

**Finding and Discussion**

As has been explained previously, this research was done to two from 5 poetry classes which were considered the most struggling classes. Paraphrasing technique was chosen to be used as technique of comprehending poetry to improve students’ ability in comprehending English poetry.

Below is the analysis of the result of the test.

Tabel 1: the result of analysis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage/cycles** | **D class** | | **E class** | |
| **X** | **Y** | **X** | **y** |
| Pre-reflection | 66,17 | 32,35% | 63,53 | 28,13% |
| Cycle I | 73,26 | 61,76% | 71,56 | 59,38% |
| Cycle II | 80,44 | 79,41% | 80,31 | 78,12% |

Remark :

x: class’ average score

y : percentage of students obtaining ≥ 70

From the above table, it can be seen that both classes’ average score increased from cycle I to cycle II. D class had average score 73.26 at cycle I and increased to 80.44 at cycle II. Meanwhile, E class had average score 71.56 which increased to 80.31 at cycle II.

Beside the increasing classes’ average score, both classes also had increasing percentage on the number of students who obtained ≥ 70. D class had 21 students (or 61.76%) who obtained ≥ 70 at cycle I, and the number increased to 27 students (or 79.41%). The same phenomenon happened to E class, it had 19 students (59.38%) who obtained ≥ 70 at cycle I and then increased to 25 students (78.12%). To see those increasing result more clearly, the following visual chart will help:

Chart 1. Findings at all cycles

Beside the result of the test, the result questionnaire as the supporting data was also analyzed. The statements of the questionnaire are about (1) paraphrasing technique gives chance to all students to be actively involved; (2) paraphrasing technique solves the problems caused by the language deviation in poetry; (3) paraphrasing technique increases students’ sensitivity in interpreting culture, symbol and figurative language used in poetry; (4) paraphrasing technique gives more good than bad; (5) besides improving the ability of comprehending poetry, such as vocabulary and grammar.

The following is the percentage chart for the choosing a (absolutely agree) option in all items. This chart will describe the picture of students positive agreement toward all statements in the questionnaire as above.

Chart 2. Percentage of choosing ‘a’ option (absolutely agree)

In all items of questionnaires in both cycles

From D class’ chart, it can be seen that in all items questionnaires (no 1-5), the percentage of choosing ‘a’ option, which means absolutely agree with the statements, increased from cycle I and cycle II. This means that students’ impression is more positive in cycle II toward paraphrasing technique implementation.

In the E class’ chart, similar finding was also showed

Chart 3. Percentage of choosing ‘a’ option (absolutely agree)

in all items of questionnaires in both cycles

From the above chart, it can be seen that in E class, all items questionnaires (no 1-5) had increasing percentage of choosing ‘a’ (absolutely agree) option from cycle I to cycle II. Infact, the significant increasing percentage for item no 5 needs to be notice. Item no 5 states that paraphrasing technique improves not only the ability of comprehending poetry but also other English language ability (such as vocabulary and grammar). Besides, in cycle II, there was also decreasing number of students who chose ‘c’ and ‘d’ option.

Apparently, this finding showed that the students’ opinion (in both classes) toward paraphrasing technique implementation is positive, in fact, even more positive at the end of cycle II.

In cycle I, all preparation including research instruments such as test, assessment rubric, questionnaire and lesson plans had been prepared in the planning step. This cycle was conducted in 6 sessions. Each session lasted for 100 minutes. In each session one poem was parahrased by the students. This means in the entire cycle I there were 6 poems being paraphrased, they were *The Eagle, The Road not Taken, Bereft, The Man He Killed, Richard Cory*, dan *Star*. The same treatment was done to both classes (D and E class). And finally, at the 7th session the test was administered and the questionnaires were distributed to the students.

In action step, the lecturer taught as it had been planned and followed the procedure of paraphrasing technique. First, the lecturer opened the class, and asked some students to read the poem that was going to be paraphrased. And then, each student was assigned to identify the keywords in the poem individually. Then, the students analyzed the denotatif and connotative meaning of the keywords found. Further, the students re-write the poem in prose form by replacing difficult word or phrase into easy-to understand words or phrase or in other word the students simplified the language. The students also asked to interpret the cultural values, symbols and figurative language used. The same procedures were similarlly administered in both classes (D and E class)

In both classes students’ activities and responds were not far different. During the teaching and learning class each student was actively involved. To ensure all students concentrate on their work, the lecturer remainded the students to turn off the mobile phone and to work dilligently. All students need to submit their work at the end of the sessions. The positive thing during the administration of praphrasing technique was the students tend to use their monolingual (English to English) paper-dictionary rather than their bilingual (English to Bahasa) electronic translator. This phenomenon was not surprising, considering paraprhrasing technique demands the students to interpret intended meaning from multi-interpretated words used in the poetry. Language poetry often contains of idiom, symbols derived from English proverbs, and for this, the students had better worked with monolingual paper-dictionary rather than bilingual electronic translator which very often gives non-contextual meaning.

Dictionary gives abundance benefits compare to electronic translator many students like to use. Because of modern technology that offers fast searching result, students tend to use electronic translator, but these modern devices can not cope with colloquial idioms, multi-interpretated meaning of words, and proverbs which are derived from particular culture of target language. Meanwhile, monolingual (English to English) dictionary gives benefits such as effecctive English vocabulary building, word meaning searching, idioms, proverb, connotative meaning, and various sentence examples that clarify meaning in several contexts (Kernerman, 1996). The only disadvantage of using paper dictionary (either bilingual or monolingual) is that it is time consuming; however, if we consider how good it can enhance students’ words- building, then it worth doing. Therefore, the use of dictionary, compare to electronic translator, gives more benefits.

Another positif phenomenon during the learning process was all student worked actively in rewriting English poem into prose form with simpler language. By being active, the students did not only come to a deeper understanding of the poem paraphrased, but also that their motivation and enthusiasm were heightened. During the activity of rewriting the poetry they learned many things, especially being sensitive about cultural aspect and figurative language used.

After six sessions of treatments (action step), a test (test I) was administered. The test asked the students to paraphrase an English poetry as they had done during the action step, and explained their interpretation. The students’ papers were then scored based on the criteria mentioned in the developed holistic comprehending poetry rubric. The result of test I showed that both of the classes gained improvement ability. This is known because the classes’ average score were higher than the result of their pre-reflection test. However, the improvement had not achieved the expected standard which was to achieve class’ average score 80 and to have 75% of students achieved 70.

Based on the result of observation, this was possibly because the individual paraphrasing activity was not very effective. Some students were seen confused and tried to ask other students who couldn’t give effective help since they were also working on their on papers. The low achiever students struggled hardly to finish their papers, and this resulted to their submitting unsatisfying papers. Then, some modifications were determined to solve this possible cause of failure. *First*, the students should work in pair. And the pair would be choosen by the teacher to have a beneficial combination by pairing high achiever with low achiever students. By this way it was expected that low achiever students could learn from high achiever students. In relation to pair working, Kagan (1998) stated that work in pair allows students to improve thinking skills, communication skills and to share information. This modification was determined to give chance for all students to share ideas and information so that, by the time it improves their learning. *Second*, in cycle II, some guided questions needed to be designed to generate student’s critical thinking about the discussed poetry. This is in line with Arends (2001) who stated that in comprehending a text, teacher may help his students by giving the series guided questions before reading the text. In this context, guided questions mean questions that give clues for students to interpret the poetry’s meaning. This is important to be done since in cycle I, it was found that students were still not enough critical in interpreting the meaning, so several guided questions may help them to see what need to see, or to direct them in interpretating the poetry’s meaning.

In the cycle II, the two modifications mentioned previously were conducted. This cycle II was also done in six sessions, each with one poem to be paraphrased. The poems were *Living in Sin, The hound, Stopping By The Snowy Evening, The Chimney Sweeper, White Rose* dan *Weep You No More Sad Fountain*. The same poems and design of treatments were used similarly in both classess.

Based on the result of observation, the quality of students’ learning enthusiasm was significantly improved. Students were more enthusiastic working with their pair compare to working individually. Not only being more enthusiastic, students also worked faster. This was because they worked together, and each other contributed toward the finishing task, so all things were discussed, thought and done together. Dornyei (2001) suggests that learners have to be enthusiastic to achieve the goal of learning a foreign language, to success in mastery a target language well. Therefore, to have students’ enthusiam increased is a good sign of their successful learning.

Beside that, the guided questions also contributed to their fast working, it helped them to think more critically and specifically. The guided questions were designed not only to notice the significant word-using but also to let the students notice the language structure used that were often a key to understanding English poetry.

After the cycle II was done, the second test (test II) was administered. The result of the test was again showed students improvement in the ability of comprehending poetry, infact, it sucessfully went beyond the expected standard. This means that the research could be stopped since it already achieved the standard score.

As it can be seen in the previous pages, beside a test, a questionnaire was also distributed at the end of every cycle to see students’ responds toward paraphrasing technique implementation. Generally the students had positive impression toward the implementation of praphrasing technique. This can be seen from the high percentage of the number of students who choose option a and b compare to the ones who chose option c, d and e.

**Conclusion and Suggestion**

Based on the above discussion, there are two conclusions that can be stated. First, paraphrasing technique can improve students’ ability in comprehending English poetry. Second, students give positive responds toward the implementation of paraphrasing technique especially toward five statements related to paraphrasing technique. The statements are that paraphrasing technique can involve students actively; paraphrasing technique solves the problems caused by the language deviation in poetry; paraphrasing technique increases students’ sensitivity in interpreting culture, symbol and figurative language used in poetry paraphrasing technique gives more good than bad; besides improving the ability of comprehending poetry, such as vocabulary and grammar.

Concerning the result of the research, some suggestions can be given to several people. For the poetry lecturer it is suggested to use paraphrasing technique and consider pair working in doing the paraphrase. Besides, the lecturer needs to provide some guided questions prior praphrasing activity that may generate students’ critical thinking toward important aspects in the poetry. Also, suggestion can be given to the EED students who learn English poetry, that they need not to be too depended on electronic translator.Electronic translator, eventhough it gives fast serching result, but it tend to make the students lazy. The process of learning language is not improved as good as when students used dictionary. Therefore, students need to maximize the use of dictionary, especially monolingual (English to English) dictionary. It helps students not only in improving their poetry understanding but also vocabulary knowledge, colloquial language, and idioms, which can’t be offered by electronic translator. To use a dictionary in paraphrasing English poetry helps students’ poetry understanding as well as their English mastery.

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Multicultural Folktales in English Language Teaching: Promoting Commonality in Diversity

## Nyoman Karina Wedhanti

[nyomankarinawedhanti@gmail.com](mailto:nyomankarinawedhanti@gmail.com)

Luh Diah Surya Adnyani

[luh\_diah@yahoo.com](mailto:luh_diah@yahoo.com)

Universitas Pendidikan Ganesha

Abstract

Many of us work with groups of students from more than one cultural background groups of students. In this case, there is opportunity to celebrate diversity through the telling of traditional tales. Folk tales from all cultures have universal themes and at the same time tell us about specific features that can illuminate and alter our perception of those other cultures. Sometimes the students I teach are for the first time mingling socially with peers from cultures they know little about. For them to operate effectively as a group, one of my main roles as a teacher is to give them the chance to learn about each other’s culture so mutual understanding needs to be nurtured. By giving the students the opportunity to tell short folk tales from their own cultures in English the cultural divide is often bridged through a blend of curiosity and the realization that they have a great deal in common. I believe that the most assuring way of managing diversity in such a peaceful and sustainable dynamic is learning otherness through the folktales of others. Learning by heart the folktales will make young people grow with understanding and respect for themselves and others.

*Keywords: Cultural Diversity, mutual understanding, folktale.*

**Introduction**

It cannot be denied that Indonesia is known as a paradise for cultural studies since it has approximately 300 ethnic groups who spoke an estimated 650 local languages. Furthermore, this heterogeneous mixture was spread out over 6,000 inhabited islands encompassing almost 2 million square kilometer archipelago (National Portal, Republic of Indonesia: 2010) . The country's population was unevenly distributed with approximately 60% of the population clustered on the central or "inner islands" of Java, Madura, and Bali which comprise only 7% of the nation's land mass. Long time before Indonesia proclaimed its independence, the concept and value of multiethnic has been existence. It is then used as a national vision of multi-ethnic coexistence. "Unity in Diversity" (Bhinneka Tunggal Ika) was stated as the national motto of the Republic of Indonesia when it gained its independence at the end of World War II. The motto, derived from Sanskrit and ascribed to rulers of the Majapahit Empire (a Javanese kingdom of the 14th century), evokes ancient ties between Javanese and other powerful kingdoms (Memory of Majapahit: 2010).

The important use of this motto is noteworthy for two reasons. First, it marks the early insights about the political importance of supporting a diversified multi-ethnic fusion and second, the maxim tellingly represents how Indonesian government policies have been designed to address the political challenge of cultural pluralism through the mass manipulation of cultural ideas about a glorious common history and the harmonies present founded on important yet unthreatening social differences.

Nowadays, the awareness of the importance of multiculturalism is threatened for the newer generations so that it is important to do efforts in understanding each other cultural diversity throughout Indonesia. Even though, the history of post-Independence Indonesia that has managed to avoid terrible ethnic strife happens in other areas of the world. So far, the Indonesian government has succeeded in constructing a unified, multi-ethnic state (admittedly at some costs to its ethnic minorities) with the fourth largest population in the world (after China, India and the USA). Considering the diversity of ethnic groups live side-by-side in Indonesia, the existence of folktale should be adopted to strengthen the unity of Indonesia. Each ethnic group has its own local wisdom which should be introduced to other groups to build the national identities. Recognizing the multiculturalism among Indonesian plays an important role in realizing and strengthening the “*Bhinneka Tunggal Ika*” (unity in diversity) of Indonesia. The diversity of cultures and tribes can also bee seen on the numerous folktales throughout Indonesia.

**Discussion**

*Indonesian Folktale*

The predecessors of every society apply the values and concepts which later believed to be a guiding “blue-print” in their way of life. The values and concepts become guidelines for behavior. Behavior of individuals and groups and their symbolic expressions has been studied by scholars of social sciences to see further process and goal of values and conceptions inheritance. Geertz (1973: 89) says that the inheritance of concept system in symbolic form is the way humans communicate, preserve, and develop knowledge and attitude toward life.

One of the means of inheriting values and concepts is folktale, namely fairy tale or folktale produced from human imagination/fantasy about daily life. Claude Levi- Strauss called folktale as myths, which should not be contradicted to history or reality. Levi-Strauss in Berten (2005: 65) interpreted this myth as an expression or manifestation of the society’s desires that are not realized, and somewhat inconsistent, incompatible, inappropriate with the daily reality. Through folktale, human imagination obtains absolute freedom that is impossible for everyday life. To understand culture through the folktale, the given phenomena should not be seen as real or not but how the myth works in the community.

The community does not take for granted whether the myth is real or not. He merely used the myth (folktale) as a means of communication, knowledge development, and the formation of behavior. Even more important is how to articulate the abstract things into language easily understood by children. The easy medium to describe abstract objects is presenting them as metaphors, so that a message can be easily understood and accepted. Descriptions of behaviors and traits such as honesty, loyalty, smart, beautiful, graceful are associated with everyday natural phenomena within the community. Face of a beautiful princess, for example, is similarized to the moon, her eyes shining like the morning star (Taslim, 2007: 96). This affects the way people in the community see their life.

The inheritance of values and concepts through stories that have been established in such a culture has become a tradition in Indonesian community. Furthermore Nurgiantoro (2005: 117) affirms that the story does not only reflect social and cultural values of the society, but also function to deliver those values to the recent community. That is because the folktales are passed down from one generation to generation. By understanding and retelling folktale to the young generation, the process of inheriting the noble values within the folktale will remain alive and preserve the culture.

The above explanation illustrates an important role of folktale as a means of intergenerational communication and knowledge development in a homogeneous society. Then, how is the role of folktale in modern society, in which a system of distributing message or symbol inheritance is no longer effective? And what strategies should be used so that this heritage is still accommodated? In this paper, I try to explain how the folktale still plays an important role in maintaining the social integrity of a multicultural society. In the present context, appreciation of values in folktale is not limited to the community where the folktale is alive, but also by other societies in general. On the other hand, cultural deterioration era marked by the strong currents of information technology forcing the 'adjustments' of values and norms in the society that led them to undergo changes compared to the past era.

*Indonesian Folktale: A Brief Description*

Since the 1980s, Regional Literature Publishing Project, Ministry of Education and Culture of Indonesia tried to introduce a variety of folktale from one area to other regions in Indonesia. The project has managed to gather, publish and distribute hundreds of folktales, an effort that should be appreciated because it has enriched Indonesian literature (Suwondo, 2003: 51). However, the positive effort in disseminating the literary works only covered schools and local libraries, since it was not well socialized to public. Prior to printing and dissemination of the folktales to the various regions throughout Indonesia, a research on the regional society character should be conducted to determine the appropriate learning model. In general, there are three types of societies in addressing the folktale differently. The first is a traditional society; the second is transitional society, and the third is modern society.

Traditional communities still use simple technology. Their mindset has not been influenced and shaped by advanced technology, complicated bureaucratic systems, as well as the formal education system in schools. This type of society can be found in the hinterlands of Indonesia. They use folktale as an important means to affirm the existence and self and social group identities. Folktales are not just used to understand the world and express ideas and values, but also as an important means to other people comprehend the world, save and pass on ideas and values from generation to generation (Nurgiantoro, 2005: 164).

In the meantime, a transitional society is a society that undergoes shift in its local characteristics along with intensifying interaction and widening knowledge. According to Abdullah (2006: 173), the intensity of social relationships fastens the changes in the forms of inter-social obligation caused by broader limits of social solidarity. Although local leadership is still considered important, relations with outside society has weakened the magical and supernatural beliefs. In this condition, communication plays a major role in accelerating the process of transition from traditional to modern society. Communication is the key word because the boundaries of society become relative with the improvement of transportation systems and information technology.

Transitional society actually experiences cultural shock due to new things from outside their community, as shown in the change of children’s name, dressing that no longer reflect locality, and also the use of terms or languages from outside their language. They integrate themselves with the more advanced community. Traditional authority, such as family or traditional institutions, weakens due to being replaced by individual free choice and determination. Under these conditions, people need a new instrument that is able to negotiate with young generation to maintain local values that are still relevant. One of the instruments to maintain the local values is schooling. To date, however, most of folktales circulate in schools or certain formal institution rather than in the community.

Meanwhile, Abdullah (2006: 59) affirms that modern society is a society that puts the machines and technology at a very important position in life and thus affects the rhythms of life and norms. Relations between people have been replaced with the presence of media and electronic equipments. In a modern family, a child is possibly not an heir to the tradition of his family, but he represents a much larger tradition that comes from developed countries, like America or Japan. This could happen because the central formation of character and children orientation are no longer in the parents but on the new power centers that control the social and moral systems, such as television, internet, and mobile phones.

According to Budianta (2003: 137) urban areas are characterized by multiethnic society. They experience problems in social interaction because they live in a place where people come from different regions. Each person has different past experience and traditional ties that is not applicable in the inter-ethnic society. Thus, modern society requires a universal symbol of the values. This condition enables folktale to regain its central role in promoting assimilation, since this literature has major potential as a medium of imagination to cross-cultural understanding.

The socialization of folktale to the three forms of society, of course, applies different tools. By recognizing each character of the society well, we can prepare an appropriate strategy to make the sustainable process of value transferring. Dynamic modern society requires the methods of delivery, presentation of content, and tools appropriate to their needs. People who live in a multicultural environment tend to choose the global values as a guide to social action. So, folktale has to be used as part of global resources.

*Folktale in a Multicultural Society*

When folktale is still told orally and has not been written, translated, and distributed to various regions, it functions as a shared identity limited to a given community. In addition Stern (1977: 9) that folktale has unified elements producing experience, behaviors, tendencies, ideas and common goals. Therefore, folktale is the collective creation with specific cultural patterns. Folktale does not have author’s name. Furthermore Ahimsa-Putra (2008: x) asserts that it is a product of public culture. No one has the rights to say that he is the author or owner of folktale, but it is a collective creation. The contents of the story also reflect the logic of the collectivity.

However, once folktale is published nationally throughout the nation, it is no longer owned by a particular community but has become a cultural wealth of the nation. It becomes a source of information for anyone to recognize the treasures of knowledge to the ancestors, ancestral wisdom, the teachings of our ancestors, and ancestors’ imagination about our past life, which may be still relevant to life in the present.

According to Danandjaya (1986: 327) folktales from various regions have similarities in the units of the story (tale types) or elements of the unity of the story (tale motifs). For example, a king has to struggle to find and marry his queen can be found in many folktales from different regions such as Java, Aceh, Riau, South Kalimantan, Maluku, and even Papua. Similarly, folktales whose themes are the struggle of real prince to obtain his kingdom from the fake king are found in many different regions.

These similarities indicate that the different communities actually have similar unconsciousness. Finding the messages behind many folktales become urgent effort to be done considering that the messages play an important role in the development process of each individual's awareness that its existence is part of the community and its people, both at local and national levels. By retelling folktales one can gain insights into the similarities and differences of peoples around the world.

*Example of the activity in the classroom*

Here are some follow-up activities to explore after listening to a storyteller tell a story.

***AFTER LISTENING TO STORIES***

Talk about the story

-Compare how listeners imagined the story. Did listeners "see" it inside their imaginations?

-Have listeners describe where the story happened (the setting of the story) and the people, animals, or things in the story (the characters.) Did they imagine the same details?

-Did the stories have a problem that was solved? How was it solved?

-Did any of the stories bring up any ideas worth thinking about?

*Sharing, cooperation, friendship, point of view, personal experience episodes and so on?*

Visual Art Activities: Explore Diversity by Comparing Imaginations

-Invite listeners to draw their favorite moments. If there are several people drawing, compare pictures and see how differently everyone pictured the characters.

Oral Interpretation: Reading Out Loud / Listening to Stories:

-Read printed stories out-loud allowing the characters in the text to come to life in a dramatic way portraying both the narrator and all the characters in the tale. In order to read a story out loud with expression, try to picture the story in your own imagination as you are reading it. The more you imagine the characters, setting and action, the more expressive the reading may become!

Remembering the Plot and Retelling the Story:

-Ask listeners to remember what happened in the story (the temporal sequence of events).

Reconstruct the plot by remembering what happened first...next...then what? Make a map of the tale. Have listeners retell the story in their own words. Improvise the language by imagining the tale as a “movie” on the mind and tell “what happened.”

Collecting Stories from Family Elders

A classroom can be a global pallet of students whose family roots are diverse. Encourage students to interview elders in their family who might bring insight into their family history and offer stories of any immigration that has taken place over time.

**Conclusion**

The important role of folktale lies in its ability to communicate tradition, knowledge, and traditional customs of ethnic-specific, or describing the human experiences both in the individual and social dimensions, to other ethnic groups. Understanding of the folklore will increase people’s awareness and knowledge of other culture that, in turn, enables people to improve appreciation of other cultures and multicultural awareness.

Finally, through the analysis, the similarities can be found among all of the

folktales that all of them present the eternal fight between goodness and badness. It can be drawn further to the universal morality. The moral value that is applicable in every culture and society in the world community.

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# Preparing International Standar Based Teacher Case Study: at Business Administration Study Program, Bali State Polytechnic

## I Made Ardana Putra

[ardana\_rena@yahoo.com](mailto:ardana_rena@yahoo.com)

Anak Agung Raka Sitawati

Bali State Polytechnic

Abstract

On this globalization era that signs complicated problems, tight competition and sustainable changes is the thing that should be faced and passed by professional attitude. If that globalization claim is not anticipated well, he will be the loser at his own country, if he would like to be exist and succeed on his business and his life, like or dislike he has to prepare himself and welcome with all consequences either physically or mentally. Business world, tourism world, all life aspects and even education must be ready to face new era in the crazy competition. There is a case for instance, in the near future the foreign communities will be able to open universities in Indonesia. Double degree can be the pioneer of universities in Indonesia. Regarding to problems that are getting more serious, today`s universities should be ready to struggle and win the domestic competition. International Business management at Bali State Polytechnic as a new study program expected to be international class where everyone from all over the world can participate at that education because on the teaching and learnng process have to use English, Beside English media, the class should have standard facilities, e-administration, curriculum and handout that are related to industries and qualified teachers recognized by foreign communities. This paper will open how a teacher qulification that has to prepare and select teaching aids before the classroom teaching learning process done; doing preparation, innovative teaching activities; assess students` ability objectively and transparent and evaluate self assessment whether he succeed or not on the learning process. And then, how the obstacles and preparation solution on International standard based teacher, and what criteria used to be able to teach at International class?

**PREFACE**

The strategic plan of Ministry of Education and Culture has entrusted the development of Univeristies in Indonesia as “world class university”, so that every institution needs to have sufficient supported infrastructure, one of them is a unit that partuicularly handles overseas cooperation. Anticipating that condition, Bali State Polytechnic (PNB) as one of advanced professional Institution has taken some steps to form Cooperation unit and International Relation (UK &HI) which is related to foreign affairs. Based on the results of lecturers training for Internasional Office (IO) in Bandung 20-23 June 2012 (General Directorate of Highly Education/Dirjen Dikti, 2012), HI or “The internastional office is a gateway to global education – a technical unit which aims at accelerating internationalization program of the university”.

Aims of UK and HI is as the front gate to compose work plans and materials, build and do cooperation, compose responsibilities and the reports of international cooperation. This cooperation covers cooperation with institution or private institution where one of its primary assignments is to compose draft of MoU and MoA which should be considered first, consulted to the Director befored signed. The draft covers kinds, forms of cooperation and the most important thing is how these conditions can give and take benefits for both parties

The office of International affairs (KUI) is a unit which administrate global cooperation service in the form of short term training onnon degree, degree, sandwich program, double degree, and other institution cooperations with International Universities that have same equality and recognition among universities (BPKLN – General Secretariate of Ministry of Education and culture/Sekretariat Jenderal Kemendikbud RI)

The principle of MoU concept states that both parties desire to cooperate for some programs in certain times and can be sustainable based on each party decision. Usually, if there is no problem or case happens during prior period, that international cooperation can continue and later revised and modified to be better so that both can get more benefits.One of MoU articles, beside for advanced study either for students and lecturers, joint research, training and job training, culture exchange program such as student visit to know kinds of dances, sports, music, hand made batik, tourist resort visit and Indonesian study

The case study explained on this writing begun from “Culture Exchange Program” (CEP) done by Rajamangala University of Technology (RMUTP) Phra-Nakhon Thailand that lasts for 10 (ten) days. Prime Program lasted from 18-27 May 2010 joined by 21 students consisting of 2 (two) lecturer counselors and 19 (nineteen) best students from some different faculties and departments at RMUTP. The dance presented, absorbent power ability either to learn dance, make batik, carve and study Indonesian language are better compared to other average BIPA students

Seeing from point of view of kinds and activities time, the existence of participants above are more often outside of campus than inside campus. For outside campus program, they are concentrated more on tourist resort visit, small industry centres and crafts like carving art, painting art, batik art which attract the participants most. The campus activities run every morning for 7 (seven) times which are divided into two sessions.The sessions consist of (a) lecture about culture especially Balinese cultures which focus on tourism industry contacted culture, and (b) Indonesian language learning

In regard to Indonesian language learning that allocates 90 minutes each session, assigns two BIPA teachers which their English background run effectively, due to systematic done preparation, so that based on “feed back” form distributed, the enthusiasm of participants are incredible, even most of them said that the Indonesian language learning time is so little and for the next it needs increased. Generally “CEP” gains positive impacts for both parties, so that it is able to share in accordance with culture diversity study, encourage the lecturer exchange and students and scholarship grant. It can be said that CEP can maintain established relation becomes better and as the BIPA occurance inspirator

They are some steps prepared and done by supervisor of “CEP”, long days before program realization, they are through some internal meeting that cover activities inside campus (education) and outside campus likely tourist resort visit, crafter and industry centre visit and also deepening about social culture. For education categories or inside classroom activities focus on learning inside classroom such as syllabus preparation, topic discussion, hand outs and class assessment. Based on the explanation above, this paper will discuss things related to (a) commencement of BIPA, (b) student scholarship stipend program of Indonesian Republic (RI), and (c) from BIPA towards Intenational campus, (d) international class on Business Administration Study Program. **From bipa “culture exchange program” toward institution internationalization on business administration study program**

Commencement of BIPA

Legally and formally, BIPA at PNB began when International Relation Section (HI) was made on cooperation unit in 2008. Since then, has been assigned in order that HI section contrives foreign cooperation and empower campus to train foreigner to study either culture, language or certain science sphere. The things which are choosen and decided by Director toundertake is by opening chance for foreigners who desire to learn culture and especially Indonesian language and some other steps including the establishment of Language and Culture Centre (LCC) that offers English, Japanese and French language service for local people and Indonesian Language learning service for foreigners

The existence of HI and LCC, eventhough it is not maximum yet but it has played role on contribution in preparing “campus internationalization” as hoped and strategic plans of Misnistry of Education and Culture (Kemendikbud). HI section has duties to build new cooperation, maintain the existed cooperation relation and improve relation quality with this foreign partner, on the their further movements and steps always inform and enclose BIPA programs as one of favored programs

On period of time which is less than 5 (five) years, tens of programs have been made with many kinds of activities, likely the existence of guest speaker, then do collective research, learn to cook Indonesian food, undergo exchange culture programs by students. This last program which inspires first on BIPA learning as one of the contents from this program. Having more effective learning, the early preparation and later until the lecture and lecturer evaluation done.

The existence of HI and LCC give chance for foreigners to study language and culture, either personals or sent studying by companies where they work at. This activity has been run by this department either at campus or outside of campus, because many PNB teacher staffs also actively involved at Education Institution outside campus as part timer. BIPA is more seriously undertaken when RMUTP Thailand activities sent its best students on May 2010.Preparation by preparation done systematically and involve language teacher and competent staffs in administration department and education management

Coinciding with that preparation, BIPA program offer which is conveyed by BPKLN Higher Education/Dikti through student scholarship program is warmly welcomed by PNB management particularly Vice Dean IV who arranges development department and institution cooperation. Flushing of “fund” aids and students selected either by Higher Education/Dikti or Education Attache at Republic of Indonesia embassy, have special attention to be followed up since 2009 until now. The first step done is by inviting all lecturers of English, Japanese, Indonesian and teachers experienced in teaching foreign students to make commitment together. Unconsiously, those bright idea which develop institution got supports from 24 teachers agree and later play role and involve actively

Scholarship program of Republic of Indonesia (RI)

Scholarship program of Republic of Indonesia is Scholarship Program of Indonesian goverment which is financed by Ministry of Education and Culture and it has lasted since 5 years ago. That scholarship is offered to foreign citizens who have diplomatic relation with RI to study cultures likely arts, handicrafts, and Indonesian language that aims to increase the interest of foreigners to know culture and Indonesian language so that it can help make understanding and closer friendship among the countries which are friends (brochure: scholarship of RI, 2011)

The existence of scholarship pioneeredby that BPKLN higher Education/Dikti is a good chance to do BIPA that has become internal commitment. Realized that the scholarship operational fund aid is not enough for a year operational, even if it is still maintained to give atmosphere and positive effects for community of scholar. That is Mr. Dewa Made Suria Antara (2011), Vice Dean IV PNB, ever clarified that scholarship program can open campus people view that there are foreigners who study and pass by at campus so that it wil encourage the campus people to make their campus more colorful academically, performance and all aspects will be more more qualified

Furthermore, Suria Antara, step by step in certain time will lead his institution encouraging campus people to develop International class started from Tourism department as a pionneer and followed by other departments. Before the international class can be started, realistic thought followed by consistent action and continuesly to struggle with scholarship students.

**The participants of scholarship program from the first year until now**

Participant of scholarship program at Bali State Polytechnic

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Generation | Year | Amount | Country of Origin | Remark |
| I | 2009 | 5 | USA, East Europe |  |
| II | 2010 | 5 | Mexico, Polandia, USA |  |
| III | 2011 | 16 | East Europe, Japan |  |
| IV | 2012 | 15 | Asia, Europe, USA |  |
| V | 2013 | 24 ? |  | September 2013 |

Source processed from : UKPHI (2012)

In bringing about the scholarship students, those students may directly choose the place where they would like to study culture and Indonesian language, refer to information from brochure and online media which has been installed. Particularly for PNB, the strategy in bringing about the students is through international university which have international cooperation eventhough until now it can not be said successful but those steps and efforts are good step to be continued. One thing that can not be forgot is that on selecting the students, should considered which country they are from, so that there will not be too many participants from the same countries that cause bad impacts for learnig process due to certain nomination

From BIPA toward Campus Internationalization

Sriwijaya (2012) said that an independent country is a country which is outstanding in science mastery and technology over other countries where that independence can be reached through Indonesia success in realizing its education internationalization mainly higher university. A university can be said go international if it has done with outside institution and can befriend with many universities at many continents. The more work partners each countrry has, the stronger internaionalization recognition its university has

The definition of word “internationalization” (Jsofian, 2006) is an activity based on each consiousness, on grounds of willingness, at certain choice instead of insisted or pressure actions. Competition in campus internationalization is based on competitive excellence which conditions are arranged based on related parties agreement. Different from globalization which is unity of all life aspects, without territorial limits where all aspects might cause change, trade, human resource distribution, knowledge, science and technology and globalization pressure lies on united intergration globally from all countries through free trade process, capital movement, human resource migration, science technology which can not be controlled and prevented by rules at certain countries. Term expression and words such as like dislike, want do not want, ready not ready are kinds of expressions and statements from globalization that has been ever popularized by Mr. Suharto last decade.

Campus can really go international, because on early stage of BIPA class usually uses full English as medium of instruction, then change percentage is done until the medium of instruction given in Indonesian fully. Although the number of BIPA students are not significant in a institution, they are still as the image of early campus internationalization, from here it can be used as inspiration to spread out and then later each department or study program begins to use English themedium of instruction on subject learning. After that, the next step that can be done is to take initiative by adding one more subject using English as medium of instruction and et cetera, so that gradually the international class can become true more quickly

Subject that uses English above, firstly can offered to foreign students who might follow “joint program” or “transfer credit”, that lecture is handled by a lecturer who has qualification and English quality and or lecturer staff who ever studied and gratduated overseas using English. Especially lecturer who teaches using foreign language media and more developed preparation like before, should be given incentive, equal facilities nad appropiate appreciation.

There is a thought that institution that does not have developed human resource to do such programs likely “joint program” or “transfer credit” yet, the learning and BIPA education that covers culture including Indonesian language can be offered as an interesting thing, fun for foreign students. So as National Study Service Scheme program to villages can be a unique and specific commodity and might attract student attention to start studying. If it is clasified well developed on BIPA programs or other programs, it should be exist and still inserted materials about culture so that those programs have sale value/additional value, it might also includes tourist package, culinary festival and culture events like art festival.

International class, it is not just a class in which on its learnig process use foreign language fully (read: English) but it is an English class that also applies pattern, culture and technology at the country where English is used with all model forms. So, foreign citizens who join international class does not get or study using English media only but supported by equipment and infrastructure that reflect International campus likely having “Resource Centre” which “up to date” where can access and get information or needed materials quickly and accuratel. Comfortable class infrastructure with good equipment multi media or other supported equipments. Besides, the lecturer preparedness who has work contract with students, so that they know what they will learn and how the process and evaluation step are done

The spirits and ambitions from campus director to realize Internationalization campus, often said as by Higher education/Dikti to be shaped and it is not easy work. In the middle global competition, come into world rank is such a dream for many universities including advanced universities either in Indonesia or in the world, improving self so that it can win the prestige rank. Living spirit on the view of campus Director is positively observed, not only realted to vision and mission but also the model project effects toward leraning teaching process

Tasroh (2012) comments on suar merdeka.com saying that campus internatinalization does not mean to eliminate or leave local genius, use one academic language or looking for celebration and ceremonial certification label only but also to internationalize campus which can be designed based on specification and local possessions, then wrapped well to be developed competitive power in global scale. The peculiarity owned by Japanese education that has the lowest ability in the world, it turn out that Japanese education is able to create its citizens to be incredible so that Japanese citizenz can be “leader” on global level education. Because global standard based education level in Japan is not dominated by higher education which “English based” but infact uses “Japanese based” (the use of Japanese language in the world level academic association)

Class Internasional on Business Administration Study Program.

Since 2012/2013 the Faculty of Business Administration Study of Bali State Polytechnic (PNB) opened Study Program D IV on International Business Management that aims to create graduates who have business vision with world class, so that the graduates are hoped not only perform in Indonesia or overseas but they are able to stand by their own or to be enterpreneur.Now entering the second year, some strategic stepd have been set to realize the vision and mission from study program that aims in short period will be nationally accredited and has international recognition. With two recognitions from independent institutions at least it can gives more trust from society and industry. To get that prestigious recognition, some kinds of things should be prepared earlier so that on that time everything will be tidily arranged based on accreditation demand.For instances, there are some standards that should be fulfilled such as standard of graduation, content, process, equipment and infrastructure, management, financing, assessment, and teachers and non teachers

Opening international class is an utterance which is easy to say but there are enough struggle and long enough to do, but if there is a will and strong commitment and total determination, how hard it is, it will be able to be well passed and finally it will reach the goal. Opening international class, if from the beginning it is made grand designs that covers vision, mission, aims and program steps then the achievement target will be realistic and closer to be real. All pilars and existed components sould be united to row the yatch together to get to the directed island. That component is the first for lecturer and lecturer staffs and mangement either at department or polytechnic level and also industry component who later can play role fully.

Institution director gives commitment by preparing equipment and infrastructure needed, have classes and quality standard. The staffs who are at department scope gives prima service which is fast, accurate and sure. They should be trained more either hard skill or soft skill in facing foreign students so that they feel cared and their needs can be fufilled. Foreign culture insight increasing, information technology abililty, foreign language skill become a must. So as the role of profession association and industry are very much needed because through communication with industy the institution will not be left from the information

The last thing and the most important thing which can not be forgot is lecturers. Educator as confided on laws about teacher and lecturer (Danim,2012:4) mention that teacher is professional edcuator who has primary assignment to educate, teach, guide, direct, train, assess and evaluate students. For teachers who teach at middle schood education and vocational school have different assignment loads from the lecturers who lecture at universities because beside lecturing and guide the students as their primary assignment, they also have to do research and write scientific paper and do society dedication for the sake of promotion process and fulfil certified lecturer demand (serdos)

Until now, the Business administration study at Bali state Polytechnic has 49 lecturer staffs which 98% has hold mastery degrees, 4 staffs with Ph.D qualified and there are 5 persons having doctoral education and follow four more persons start studying this year. Seeing from the lecturer staffs who are very potencial, the more with spirit and strong reality to make Internasional Business Management to be international class is not too difficult. One important thing and should be kept is that how to keep commitment by always improving self so that the lecturer staffs still have sophisticated academic qualification

The most struggle that might happen at international class is official communication media uses English. Lecturer staffs in transfer of knowledge either in class or on other learning process, like or dislike have to use English. Including in administration service and other needs like at library, canteen and socialization inside campus. Seeing that very high demand toward communication ability in English, so every lecturer staffs in charge have to own scientifically measured language standard, for instances having IELTS, TOEFL certificate or other measurements which is internationally recognized. Lecturer staffs are also demanded possessing evidences of scientific paper either on journal writing, conference, seminars and kinds of it which has used international communication media. Those conditions are not apllied for lecturers who finish their advanced study overseas that uses English

The most important thing that lecturers have to possess is standarded reputation like world wide recognized teaching certificate. As examples, English lecturers should have TESOL cerftificate that has been accredited by British English Language Centre in England, NEAS in Australia and TESL in Canada that establish similar criteria. According to The International Standard English School, the teacher qualities should have excellent ability and qualified on (1) knowledge of the subject matter, (2) patience, (3) intelectual curiosity, (4) confidence, (5) compassion, (6) achievement, (7) planning, (8) awarenes, (9) menthorship, (10) maturity, (11) community involvement, (12) organization, (13) vision, (14) context, and (15) enthusiasm.

**Conclusion and Closing**

Conclusion

Based on paper details entitled Preparing International Standard Based Teacher: case study at Business Adminsitration Study Program, Bali State Polytechnic, can be made into some conclusions as follows:

1. At the beginning and growing spirit of BIPA at PNB begun from international cooperation with RMUTP Thailand, where CEP program has inserted BIPA learning inside. BIPA learning done in percentage which is still small but on preparation steps become very important points for director and all language staffs to have advanced commitment, and support BIPA spirit
2. Scholarship programs strengthen BIPA existence at PNB because every year BPKLN assists management aid, management technical counselling and students. These two programs stabilize each other and both begun with staff commitment and management
3. Campus internationalization can be started from BIPA learning and culture, then goes to certain subjects on every department or study program, learning program through English should be increased yearly and should be ruled by lecturers who have English qualification
4. Opening International class needs preparations started from a joint commitment either at directorate levels, lecturer staffs, staffs, and supported by industry and alumni. Beside equipments and infrastructures, sophisticated technology based system and academically qualified lecturer staff preparation. Academic qualification may refer to some countries that have been world wide recognized on global context

Closing

That is simple paper delivered with hopes that it can give maximum contribution as this meeting purposes to meet, get, share from each either as speaker or participant

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# Facing Communication Across Culture:

# How Indonesian Interjections are Translated into English

## I Gusti Agung Sri Rwa Jayantini

[srijay04@yahoo.com](mailto:srijay04@yahoo.com)

Desak Putu Eka Pratiwi

STIBA Saraswati

Abstract

This paper deals with the translation of interjections and cross-cultural phenomena reflected in the Indonesian-English translation product. It aims at investigating the strategies applied in translating Indonesian interjections into English in the novel *Jendela-Jendela* and its English version *The Windows* as well as discussing cross-cultural issues raised in the investigation of translation strategies. As frankly stated by the translator whose work is analyzed in this study, the translation of Indonesian interjections into English becomes one of the challenges that must be faced. It is because interjections in Indonesian are frequently used to imply an informality that in English is represented more effectively through word choice (Ince, 2006). To analyze the translation strategies, this study utilizes Baker’s (1992, 2009) and Cuenca’s (2002) six strategies for translating interjections namely literal translation; translation by using an interjection with dissimilar form, but the same meaning; translation by using a non-interjective structure with similar meaning; translation by an interjection with different meaning; omission; and addition of elements. To investigate cross-cultural phenomena raised in the findings, Louw’s and Ameka’s concepts in Aijmer (2004) are used. Louw (1999) stated that interjections should also be studied with regard to their collocations and semantic prosodies. More importantly, Ameka (1992) highlighted that interjections form a significant subset of those seemingly irrational devices that constitute the essence of communication. The findings demonstrate that to face communication across culture, the omission strategy is found to be almost equal in number with literal translation in order to convey the Indonesian interjections’ message more naturally in English.

Key words: Translation, Interjections, Cross-cultural Phenomena

**Introduction**

Culture is a deceptively transparent concept. Culture is about human expression. It involves the behavior, beliefs and practices of individuals and their communities. Cultures provide people with ways of thinking--ways of seeing, hearing, and interpreting the world. Thus the same words can mean different things to people from different cultures, even when they talk the "same" language. Cross cultural communication requires some understanding of every culture in the world and if we don’t have an understanding of the different cultures then how do we communicate to someone who understands and relates to the world differently to us? Effective communication with people of different cultures is especially challenging. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases. Translation mediates cultures. Mediation between cultures requires the communication of ideas and information from one cultural context to the other. The cultural implications for translation may take several forms ranging from lexical content and syntax to ideologies and ways of life in a given culture. The notion of culture is essential to considering the implications for translation.

An interjection is a word added to a [sentence](http://www.btb.termiumplus.gc.ca/tpv2guides/guides/hyper/index-eng.html?lang=eng&page=subjpred.html#sentence) to convey emotion. It is very ambiguous and peculiar since the form corresponds to a word (i.e.,*hey, right, absolutely*…) or a phrase (i.e., *good Lord, for God’s sake, good point*…), but syntactically it behaves like sentences. Interjections are naturally a very controversial word class. Ameka (1992: 107) stresses the importance of interjections in intercultural communication, pointing out that they “form a significant subset of those seemingly irrational devices that constitute the essence of communication.” Although interjections have received less attention than other language components or, in the words of Cuenca (2006: 20) “peripheral to language and similar to nonlinguistic items such as gestures and vocal paralinguistic devices,” they play a crucial role in communication.

Interjections can be associated with important problems for translation, since many languages share identical or similar forms or word-formation processes, but the conditions of use of the interjections are not the same. Both cross cultural communication and translation have seen increasing attention in the last decade. Mediated communication between people speaking different mother tongues and belonging to different cultural groups has existed for many centuries as a fact of life. In a world increasingly characterized by transnational and globalized connections, the need for understanding and communication between and across diverse cultures is stronger than ever. Especially the translation of interjections since linguistics pays little attention to the study of interjections as a minor word-class in comparison with other major word-classes. Interjections are both theoretically and descriptively challenging to language and translation.

This study aims at investigating the strategies applied in translating Indonesian interjections into English in the novel *Jendela-Jendela* and its English version *The Windows* as well as discussing cross-cultural issues raised in the investigation of translation strategies. To analyze the translation strategies, the present research utilizes Baker’s (1992, 2009) and Cuenca’s (2002) six strategies for translating interjections namely literal translation; translation by using an interjection with dissimilar form, but the same meaning; translation by using a non-interjective structure with similar meaning; translation by an interjection with different meaning; omission; and addition of elements. To investigate cross-cultural phenomena raised in the findings, Louw’s and Ameka’s concepts in Aijmer (2004) are used. Louw (1999) stated that interjections should also be studied with regard to their collocations and semantic prosodies.

**Theoretical Framework**

Interjections

Cuenca (2000) defines interjections as “communicative units (utterances) which can be syntactically autonomous, and intonationaly and semantically complete.” One definition of interjection given by Bruti and Pavesi (in Shahraki et.al., 2012) is: “an outcry to express pain, surprise, anger, pleasure or some other emotion. Interjections belong to the oldest forms of speech and represent the most primitive type of sentence” or “Interjections are generally uninflected function words and have sometimes been seen as sentence-words, since they can replace or be replaced by a whole sentence (they are holophrastic)” (p. 105).

Being more specific to the classification of interjections, Cuenca (2006) states that interjections have been generally defined as a peculiar word class, peripheral to language and similar to nonlinguistic items such as gestures and vocal paralinguistic devices. In presenting this definition, Cuenca refers to some scholars like Ameka (1992) and Goffman (1981). Interjections are idiomatic units or routines syntactically equivalent to a sentence:

1. Interjections are idiomatic because “they are frozen patterns of language which allow little or no variation in form and […] often carry meanings which cannot be deduced from their individual components” (Baker 1992: 63).
2. Interjections are routines since they can be defined as “highly conventionalized pre patterned expressions whose occurrence is tied to more or less standardized communication situations” (Coulmas 1981: 2-3).
3. Interjections are a peculiar part of speech whose form corresponds to a word (i.e., *hey, right, absolutely*…) or a phrase (i.e., *good Lord, for God’s sake, good point*…), but syntactically they behave like sentences: “They correspond to communicative units (utterances) which can be syntactically autonomous, and intonationally and semantically complete” (Cuenca 2000: 332).

Interjections are generally classified in two groups: primary and secondary. Primary interjections are simple vocal units, sometimes very close to nonverbal devices. In this case, the main problem for translation is the existence of identical or similar forms cross-linguistically whose conditions of use and frequency may not coincide. The examples of primary interjections are: *ah, oh, well, hhmmm, er, arrgghh, huh, ssstttt,* etc. Secondary interjections are words or phrases which have undergone a semantic change by pragmaticization of meaning and syntactic reanalysis, in other words, they are grammaticalized elements. The examples such as: *good Lord, heaven preserve us, for God shake, holly shit*, *what the hell*, etc.

In relation to the work of translating and cross-cultural values occur in the process of translating from source language to target language, translating interjections is not a matter of word translation. It implies translating discourse meanings which are language-specific and culturally bound. The translator must interpret its semantic and pragmatic meaning and its context of use, and then look for a form (interjection or not) which can convey that meaning and produce an identical or similar effect on the target language.

Interjections form a significant subset of those seemingly irrational devices that constitute the essence of communication. (Ameka in Aijmer, 2002). Louw (in Aijmer, 2002) stated that the translation of interjections into another language result in semantic paradigms rather that single translations. Interjections should also be studied with regard to their collocations and semantic prosodies (positive or negative semantic preference; cf. Louw 1999). Interjections can be used interactively to receive information and textually as frames at boundaries ijn the discourse and say something new. Not surprisingly, considering their gestural origin, interjections have often treated in a stepmotherly way as “peripheral to the ‘real’ concerns of language and placed so to speak, into that wastebasket labelled paralinguistic phenomena

**Translation Strategies**

It is an oft-repeated truism that rendering a stretch of utterance successfully can help narrow the linguistic and cultural gulf between different languages and cultures. This implies that the translator should be, or even must be, fastidious in dealing with translation problems vis-à-vis translating language pairs in general and interjections in particular. One might understand a given translation, but still not internalize it, and hence devising an appropriate strategy turns out to be necessary. Based on Baker’s (1992, 2009) proposal, Cuenca (2002: 27) proposes six strategies for translating interjections. These strategies are:

1. Literal translation.

It is direct rendering of the source language syntactical unit. It is also called as the transfer by using the closest equivalent in the target language.

1. Translation by using an interjection with dissimilar form, but the same meaning.

It is frequently found that the exact interjection which is the exact equivalent of the original does not exist in the target language. In such cases the translator has to find an interjection which conveys same meaning, but with dissimilar form. (e.g., translating a primary interjection by a secondary interjection)

1. Translation by using a non-interjective structure with similar meaning.

In a particular situation, the translator cannot find any suitable interjection to deliver the meaning. As this stage, he or she has to translate the interjection by using a non-interjective structure. It merely aims to compensate the loss of meaning.

1. Translation by an interjection with different meaning.

Sometimes, the translator insists on translating an interjection by an interjection in the target language. It merely aims to keep the original form reserved. Unfortunately, it is done erroneously.

1. Omission.

There is a possibility that the translator ignores the interjections. He/she considers that it doesn’t ruin the meaning. Thus he or she prefers to omit the interjections.

1. Addition of elements.

In order to convey the meaning, the translator often adds some elements to the meaning of an interjection. The purpose is just to make it understandable.

It is widely known that the use of interjections in a communication exchange greatly assists the flow of communication, to the point that in the case of non-existence between language pairs, interjection creation becomes highly recommended in a translation activity. It should be borne in mind, however, that rarely do translators have leeway to add interjections.

**Methodology**

This is a qualitative descriptive research aiming primarily at investigating how Indonesian interjections are translated into English and discussing the cross cultural phenomenon that occurs when the translation strategies are applied by the translator. The research is undertaken since it is presupposed that the translation of interjections is worth analyzing to reveal how meanings expressed interjections are translated from one language to another language. Interjections are considered worthy to be the topic of discussion when they are transferred to another language as they may become a means of expressing huge meaning influenced by the cultural systems of one language which may not always be the same, or bring similar intention in other languages. Besides, it is interesting to read a note on the translation in the preface of the novel written by the translator, “One difficulty was that the novel’s simplicity of language and style, the strength in reaching its original audience, did not always works so well in English.” Ince (2006).

The data were taken from the novel *Jendela-jendela* and its translation *The Windows* into English. The novel is of 151 pages written by an Indonesian female novelist who famous for her colloquial style in presenting dialogue and narration in her story. The data were analyzed in accordance with the classification of problems i.e. the strategies applied by the translator and cultural phenomenon occurs in transferring the meaning from Indonesian into English. The Indonesian interjections and their translation are listed in a table supported with the note in which page they are found to make it easier whenever tracing is needed. Then, the classification is made referring to the translation strategies applied i.e. literal translation; translation by using an interjection with dissimilar form, but the same meaning; translation by using a non-interjective structure with similar meaning; translation by an interjection with different meaning; omission; and addition of elements (Baker’s (1992, 2009) and Cuenca’s (2002). Meanwhile, to identify cross-cultural phenomena raised in the findings, Louw’s and Ameka’s concepts in Aijmer (2004) are utilized.

**Results and Discussion**

The six translation strategies ranging from literal translation to omission proposed by Baker’s (1992, 2009) and Cuenca’s (2002) were applied in translating the interjections found in the novel *Jendela-jendela*. Of 123 interjections used to express frustration or disappointment, admiration or amazement, gratitude, hope, surprise, calling attention, anger, annoyance, and shock, literal translation (29%) is found to be the most frequently chosen strategy adopted by the translator. Almost equal in number, the strategy of omitting the source language interjections (omission) constitutes about 28% of all data. The strategy of translating by using a non interjective structure that has the similar meaning takes the percentage of 24%. Translating by using the target language interjections with different meaning is applied with the percentage of 19%. Meanwhile, the other two strategies i.e. translating by using dissimilar form but has the same meaning and addition of elements are employed as many as 6% and 2%, respectively.

In this section, the analysis of each translation strategy is given through the presentation of two representative data. This indicates that not all translations are analyzed considering the effectiveness of description regarding the existence of same strategy applied by the translator. The cases that stand out are put forward as the sample to be discussed. The samples are chosen after having a thorough observation to the classified data. The translation variations of Indonesian interjections into English found in the novel *Jendela-jendela* are specifically reported in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Translation Strategies** | **Occurrences** | **Percentage** |
| A | Literal Translation | 36 | 29 |
| B | Translation by using an interjection with dissimilar form but the same meaning | 7 | 6 |
| C | Translation by using a non-interjective structure with similar meaning | 24 | 19 |
| D | Translation by using an interjection with a different meaning | 20 | 16 |
| E | Omission | 34 | 28 |
| F | Addition of elements | 2 | 2 |
|  |  | 123 | 100 |

Literal Translation

This strategy is a direct transfer of the original word taking place through the closest equivalent in the target language. Almost one third of the interjections (29%) representing 36 occurrences within the total number of 123 classified interjections. In accordance with cross cultural phenomenon, there are two classifications that can be made when observing the phenomenon occurs in the use of literal translation as a strategy. As represented by data 1 and data 2, literal translation may take place as a direct transfer from *fiuh* to *phew* and the equivalent whose forms are exactly the same like *wow*. This indicates that literal translation of Indonesian interjections from Indonesian into English may vary in their forms. The first form in the direct transfer from source language to target language is done through the nearest equivalent. For example, *fiuh→phew*, aduh*→whoop, eit→whoq, jadi→so,hai→hi etc.* The second classification is the exact form used showing the result of language contact that makes borrowing and adopting possible. Take for example, *wow→wow*, *hi→hi, halo→hello,hush→hush, etc.* The examples example of occurrence is presented with the analysis as follows:

Data 1:

|  |  |
| --- | --- |
| SL | Fiuh, segar juga udara pagi ini. |
| TL | Phew… what a feeling! |

Data 1 demonstrates the literal translation of primary interjections i.e. *fiuh* to show that speaker is enjoying the morning air by saying, *“Fiuh, segar juga udara pagi ini.”* This statement is translated through a natural way of expressing joy, pleasure, amazement and admiration in English like “what a……”. In this case, the translator conveys the speaker’s good feeling by the expression of “*Phew…what a feeling*.” The interjection *fiuh* is literally translated into *phew* to represent the meaning implied in the speaker’s statement. The interjection *phew*, or *pew*, usually communicates the feeling of being fatigue or relief and disgust. In relation to the expression used to express the admiration on the weather that morning in data 1, phew communicates feeling relief when enjoying the fresh air in the morning.

Data 2:

|  |  |
| --- | --- |
| SL | Wow, rasanya baru kemarin aku bertemu kalian di kampus Wichita State University, e, sekarang ada di Singapura and menikah lagi. |
| TL | Wow, it seems like only yesterday I met the two of you at Wichita University, and now you are happily married and living here in Singapura |

Data 2 shows the use of the same interjection “wow” in SL and TL utterances. The interjection *wow* in the source language sentence is used to express surprise and pleasure. The speaker expresses the feeling of surprise that time goes fast that make her in different place and status now. It feels like only yesterday in Wichita State University (USA) and now the parties involved in the utterances meet in Singapore. That background is strengthened by the use of *wow* in the SL and TL sentences. The translator considers that it is suitable to put *wow* in English sentence to convey the Indonesian speaker’s surprise. As has been explained, *wow* is merely transferred since the audience in target language is very familiar with its use to express admiration or amazement.

Translation by using an interjection with dissimilar form but the same meaning

This strategy is utilized when it is found that the exactequivalent of the source language does not exist in the target language. To face this problem, it is believed that the translator has to find an interjection whichhas same meaning, but with dissimilar form. As a result, secondary interjections in TL are frequently used to convey the SL primary interjection’ meaning, or vice versa. In such cases, the interjections as form are not preserved, yet meaning is maintained. This strategy takes about 6% of all the classified data.

Data 3 and 4 are the representative data of translation by using an interjection with dissimilar form but the same meaning. As obviously classified by Cuenca (2006), interjections are commonly twofold: primary and secondary. Primary interjections are simple vocal units. Sometimes, they are very close to nonverbal devices. Secondary interjections are not just vocal units. They are words or phrases that have changed semantically through pragmaticization of meaning and syntactic reanalysis. The replacement of SL primary interjections by TL secondary interjections in data 3 and 4 indicates that there is a possibility to change simple vocal units containing a bundle of meaning with words or phrases to express the implied meaning of source language utterances.

Data 3

|  |  |
| --- | --- |
| - | "Nah, setelah kamu jawab pertanyaan tadi, mulai deh cari judul program yang gampang diingat, berita-berita ringan yang lucu dan musik yang enak didengar |
| - | "Good. Once you've thought about the answer to that first question, you need to come up with a catchy title, some amusing news stories, and some easy-listening tunes. |

In data 3, the interjection *nah* is replaced by *good* while the vocal unit *eh* is represented by *anyway* in data 4. The utterance “*nah, setelah kamu jawab pertanyaan tadi, mulai deh cari judul program yang gampang diingat, berita-berita ringan yang lucu dan musik yang enak didengar*” is translated “*Good. Once you've thought about the answer to that first question, you need to come up with a catchy title, some amusing news stories, and some easy-listening tunes.”* It is interesting to observe why the replacement takes place.Observing the use of *good* to replace *nah* in the novel, it is important to tell why should the interjection *good* appears to replace *nah*. Prior to the utterances, the writer of the novel writes a sentence “*Aku mengangguk, walau masih penuh tanda tanya*” that is perfectly translated into “Though still full of questions, I nod and let him continue. In accordance with the previous expression, then, the use of secondary interjection *good* shows the effort of the translator to convey the meaning intended in SL utterance as close as it should.

Data 4

|  |  |
| --- | --- |
| - | Eh, ngomong-ngomong kamu apa kabar, Dean ?' |
| - | Anyway, how are you doing, Dean |

Data 4 demonstrates a similar case in which the primary interjection in the form of a simple vocal unit *eh* is not transferred into the equivalent simple vocal unit of target language. Instead, it is transferred into *anyway* to represent the meaning of “*Eh, ngomong-ngomong kamu apa kabar, Dean*.” Here, the source language utterance is transferred into “*Anyway, how are you doing, Dean*” that is considered suitable to represent an intention of making communication flowing. It is also often used to resume or continue the thread of a story or account.

Translation by using a non interjective structure the similar meaning

This strategy is applied when the translator cannot find any appropriate interjection in the target language to transfer the source language meaning. As a result, the translator may translate the interjection by using a non-interjective structure. It is done to convey the meaning naturally as well as to compensate the loss of meaning, if it happens. This strategy constitutes about 19% of the whole classification. Data 5 dan data 6 represent how this strategy is utilized by the translator.

Data 5

|  |  |
| --- | --- |
| - | Huh, jorok! |
| - | What a disgusting sight! |

The example in data 5 shows that the interjection *huh* is translated using non interjective structure. It is not a matter as long as it conveys the same meaning in the target language. Although the interjection *huh* is not replaced by another *huh* in English, the meaning doesn’t change. It is obvious that the structure is totally different. The Indonesian structure in this example looks simpler and shorter whereas the structure in the target language looks longer. It is just a matter of surface structure but the deep structure is still the same. The meaning of *huh, jorok!* is as strong as *what a disgusting sight!*. In this case, the utterance *huh…* is equivalent with *what a…* and both of them caries the same message in their own way. *Huh* in this utterance expresses disgust and so does the translation.

Data 6

|  |  |
| --- | --- |
| - | Ah, seharusnya aku tidak boleh protes. |
| - | Why, I ask myselft, should I care about such things anyway? |

The example in data 6 shows different phenomenon compare with the previous one. In this example the interjection *ah* is replaced by *why* which doesn’t belong to the category of interjection. *Why* is a question word but in this case it has the same function with the interjection *ah* which expresses regret. Moreover, the sentence in English is ended by *anyway* which emphasize the meaning of the source text which implies that it is not important to complaining or caring about such things. The speaker regrets for complaining. The word *ah* is best replaced by *why* to show regret. Besides, the affirmative sentence in source text is translated into question to keep the same meaning. To keep the equivalence, interjections must be translated focusing on the interjective meaning and not on the literal meaning.

Translation by using interjection with different meaning

Shahraki (2012) states that translation by using interjection with different meaning is caused by a situation when a translator many erroneously insist on translating an interjection by an interjection in the target language. The reason for this strategy is only to keep the original form reserved. Translation by using interjection with different meaning takes the percentage of 16% of the whole data. Data 7 and 8 demonstrate the translation by using the target language inventory of interjections i.e. *hmm..* and *oh* in which the transfer of source language utterances is not successfully transferred. There is a gap that may result in different interpretation given by the target audience to the original expression due to the use of unsuitable interjections.

Data 7

|  |  |
| --- | --- |
| SL | Ah, sebenarnya pagi ini sama seperti pagi kemarin, kemarinnya lagi, |
|  | dan kemarin dulu. |
| TL | Hmm… actually this morning is just like yesterday morning, which was just like the morning before that |

Data 7 shows that *ah* is replaced by *hmm*. *Ah* and *hmm* have different meaning. *Ah* is commonly used to express realization while *hmm* is used to express hesitation. *Ah* in the source text indicates that the speaker just realized that this morning is just like yesterday morning while the translation shows that the speaker is doubt. Different culture results in different translation. It is obvious that in Indonesian context interjection *ah* implies certainty while the word *hmm* indicates uncertainty or doubt.

Data 8

|  |  |
| --- | --- |
| SL | Ya, ya, ya … biasanya dahi orang akan bertekuk tanda bertanya-tanya |
|  | begitu mereka mendengar nama baruku. |
| TL | Oh, … so that's why it's such a strange name. |

Data 8 shows *ya, ya, ya* is translated into *oh* which actually has different meaning. *Ya, ya, ya* implies agreement while *oh* expresses surprise. *Ya, ya, ya* is replaced by *oh* instead of *yes, yes, yes* which is its equivalent. The different meaning between *yes* and *oh* is easily perceived since *yes* tends to be used as a confirmation and agreement, while oh is usually utilized to express surprise, pain and pleading. Despite the different meaning of SL and TL interjections, this data shows that the choice to use different meaning interjections is not always an error. This can be clearly seen that it is not possible for the translator to render the source language expression by using literal translation. Thus, ya is not directly translated into yes. Instead, it is better to make it natural by saying *“Oh, … so that's why it's such a strange name.“*

Omission

As its name suggests, omission is the strategy of omitting the source language interjections so that there is no interjection found in the translation. In the translation of interjection, there is a possibility that the translator simply ignores the interjection because it is considered that omission will not harm the meaning. This strategy constitutes about 28% of the data. This finding demonstrates that omission becomes the second chosen strategy following literal translation. As can be seen in the representative data, the omission of Indonesian interjections does not ruin the meaning because without the transfer of interjections, the meaning remains as it is intended by the speaker. As the examples of omission, data 9 and data 10 represent the statement of the translator that in doing the translation, cross-cultural values need to be taken into account. The translator is required to consider the cultural values that influence the speaker of utterances in expressing particular feelings.

Data 9

|  |  |
| --- | --- |
| SL | Ah, siapa sangka Jigme terkaget-kaget melihatku di kafetaria kampus Wichita State University. |
| TL | Never dreaming that I would suddenly meet jigme again. |

In data 9, the interjection *ah* does not need to be transferred into the target language sentence since the meaning is obvious enough. Having a thorough observation on the data reflecting the use of omission, it is assumed that the translator often omits the source language interjection by restating the sentence to meet the effectiveness of meaning transfer from SL to TL. This assumption fits perfectly to the statement of the translator of the novel when it is said that some details regarding one culture become redundant for a certain audience while other details have to be explained and put into a new form. Therefore, it does not need to say, “*Ah, never dreaming that I would suddenly meet Jigme again”* since it is quite simple to say “*Never dreaming that I would suddenly meet Jigme again.”*

Data 10

|  |  |
| --- | --- |
| SL | Ah, ada-ada saja! |
| TL | I can't believe this woman! |

Similarly, data 10 also indicates that the omission is used a strategy to make the translation reach its audience by using a natural expression and avoid redundancy. Thus it is better to omit the interjection in the target language utterance as can be seen from the utterance “*Ah, ada-ada saja*” becomes “*I can’t believe this woman*.” As a whole package, the expression of “*Ah, ada-ada saja”* should be interpreted based on the context why and what condition is such an expression used. The interjection *ah* is omitted to meet the context of *Ah, ada-ada saja.* Thisexpression should be seen from the reference standpoint. Then the question may be asked like ‘what does this exclamatory expression refer to.” After investigating the reference, the translator decides that it is perfectly translated by omission to express it naturally considering the elements involved in the discussion. Therefore, the omission is followed by the need to render the SL expression using exclamatory sentence, “*I can't believe this woman!”*

Addition of elements

Among the six strategies of translating interjections proposed by Baker’s (1992, 2009) and Cuenca’s (2002), addition of elements is the strategy that is rarely adopted by the translator. Of 123 interjections, only 2% of the whole data demonstrates the addition of elements like data 11 and data 12 presented below. Theoretically, addition of elements may also be possible as a strategy applied a translator in transferring the meaning implied in the use of Indonesian interjections. One of the reasons is to strengthen the meaning that the source language writer wants to convey. Or, in other words, the addition of elements is chosen to make the meaning conveyed more understandable.

Data 11

|  |  |
| --- | --- |
| SL | "Baju kamu ah? Masuklah, "ujar si wanita Cina dengan dialek ala Singapura. |
| TL | "Ohh…it's your shirt, ah? Please come-lah," says this Chinese woman in her Singapore dialect. |

As shown in the representative data above, addition of elements is meant to emphasize the meaning wanted to convey by the speaker of the source language utterance. Take for example, the interjection “*Ohh*” which is added in "*Ohh…it's your shirt, ah? Please come-lah," says this Chinese woman in her Singapore dialect*.” to deliver the intention of confirming the topic of discussion in data 11 i.e. *baju kamu, ah?* (*your shirt*,*ah*). Besides, the interjection *Oh* iscommonly chosen to express surprise in English, to confirm her surprise regarding the shirt owned the person who she refers to, then the utterance of Chinese woman who speaks English in her Singapore dialect needs to be added by the interjection *oh*.

Data 12

|  |  |
| --- | --- |
| SL | Kok jadi diam begini. |
| TL | "Hey, why are you two so quiet? |

Similarly, such a case also takes place in data 12. The addition of interjection “*Hey*” in *"Hey, why are you two so quiet?”* is used to emphasize the meaning implied in the utterance of the source language “*Kok jadi diam begini*.” The expression of “*Kok jadi diam begini*.” can be literally translated into *“Why are (you) so quite?”* The English interjection *hey* is frequently used as a calling attention, to express surprise and joy. Here, the addition of interjection as an element placed in front of the translation version is intended to express a calling attention considering that the second parties involved in the conversation remain quiet. In addition, it can also be assumed that the addition of *hey* is utilized to “wake the hearers up” by strengthening the question “why are you two so quiet”.

**Concluding Remarks**

As for strategies of translation, literal translation and omission are found to be almost equal in number as the most frequently applied strategies in translating Indonesian interjections found the novel *Jendela-jendela*. Respectively, these two strategies constitute about 29% and 28% of the whole classified data. This finding indicates that there is an obvious possibility to translate them literally whenever the quality of meaning permits. However, there is also a strong tendency that omission becomes the most suitable strategy considering the naturalness of expression. The other strategies like translation by using an interjection with dissimilar form but the same meaning takes the percentage of 6%; translation by using a non-interjective structure with similar meaning constitutes about 19%; translation by an interjection with different meaning is found to be 16% of the whole data; and addition of elements takes the smallest percentage that is 2% of the finding.

With regard to facing cross-cultural communication issues, the translation of Indonesian interjections is, indeed, a research worth doing since it is clear that interjections in their use are influenced by people’ manner in using their language as well as style of expressing ideas and feeling. Having done the analysis, it is found that omission and addition are applied in translating Indonesian interjections. The finding strengthens the idea that translating interjections can ideally be done by studying them as a whole unit in which syntactical units they exist. Or, in other words, interjections should also be investigated with regard to their collocations and semantic prosodies in order to find out the bundle of meaning that the speaker of utterances wants to convey.

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# Phonological Processing of Dawan Language (Bd) at Words and Synphon Level (Studies of Optimality Theory)

## **Rudolof Jibrael Isu**

[rudi\_ling@yahoo.com](mailto:rudi_ling@yahoo.com)

Universitas PGRI NTT Kupang

Abstract

The aim of this writing is to describe the phonological processes of Dawan Language. This research used Optimality Theory approach (which proposed by Alan Prince and Paul Smolensky, 1991) with qualitative descriptive method. This descriptive method aims to describe data, its properties and researched phenomena scientifically, systematically, factual and accurate in order to refers to the way and signposts towards solving the problems in linguistics research, such as (1) To follow stage of data providing, data collection technique, (2) data analyzing stage, and (3) presentation data analyzed stage.  Phonological processes revealed in Dawan language at the postlexical level as follows syllabic phoneme release and syllable release, phoneme release.

Key words: ***phoneme release, postlexical***

**Introduction**

Dawan language is an Austronesia language spoken by about 900.000 speakers (Statistic, NTT Province, 2000) who mostly stay in the west of Timor island, that is in East Nusa Tenggara Province, such as Kupang city, South Center of Timor, North Center of Timor, some Belu distric and Oecussi- Ambeno distric (Timor Leste).

**Problems**

Problems discussed in this writing is constructed in questions form as follows;

1. how is the candidate system and determining and of the phonological process in Dawan language?
2. how is the Phonology derivational system in a morpheme unit and inter morpheme on post-lexical level?

**Aims**

The aims of this paper are:

1. to describe the candidate system and determining the phonological process in Dawan laguage,
2. to describe the phonology derivational system in one morpheme and inter morpheme at post-lexical level.

**Method**

This research used Optimality Theory approach (which proposed by Alan Prince and Paul Smolensky in year 1991) with qualitative descriptive method. This descriptive method aims to describe data, its properties and researched phenomena scientifically, systematically, factual and accurate in order to refers to the way and signposts towards solving the problems in linguistics research, such as (1) To follow stage of data providing, data collection technique, (2) data analyzing stage, and (3) presentation data analyzed stage (Sudaryanto, 1993 dan Djadjasudarma, 1993:8).

Furthermore, this research also used reflection-introspection method. The method used for knowing, explaining, and identifying, fully exploit, optimally, the role of researchers as Dawan speaker without eliminating the role of research itself. This means, levels of narrative research is "legitimate data providing" and "legitimate data controlling" for the language researched (Sudaryanto, 1993:11).

Model of data collection used in this study is as follows. In data collection stage on research field ( that is in Dawan speakers society), method used was field linguistics method and literature method. Operationally , Dawan language data was collected using elicitation technique, orthography recording , speech Analyzer and recording technique. DL data analyzed as follows, (1) Classification data, (2) Identification data (3) sorting elements; (a) phonology, (b) phonetic, (c) morphology, (4) Describing findings, (5) Determining findings and (6) Developing findings. Theory used in this study is Optimality Theory (OT), which is a Universal Grammar Theory as a development of generative transformation approach theory, which focused the study on DL data and analyzed by Optimality Theory. Stages of Dawan language data analyzing was by determining input, registering candidate variant, and then the candidate variant was evaluated through a set of constraint in order to get candidate which is optimal as its output.

**Concept**

*Alan Prince* and *Paul Smolensky* are two figures who proposed Optimality Theory first in a Phonology conference on 1991. Optimality Theory is a modification or development of Generative Phonology Theory.

Based on Optimality Theory view, there are six basic concepts, as follows;

1. Generator , GEN
2. Constrain*,* CON
3. Evaluator
4. Input
5. Output
6. Candidate

**Theoretical Foundation**

Theory used as theoretical foundation in this study is Optimality Theory (OT). Basic principles of this theoretical theory are following:

1. arranging a set of constraints (pre-requisite, condition or rules) which contradict to form optimal analyze on primary form;
2. determining the constraint devices which are the most appropriate to INPUT or at least break the different constraint;
3. following simply principle but there are a lot of constraint interaction where the fulfilment of one constraint can be determined as a priority.

**Discussion**

The Phonological Process of Dawan Language (DL).

This section are divided into two parts, (1) System of constrains and candidate determination of phonological process in Dawan language and (2) Phonological process of Dawan language in syntactic level. System of constrains and candidate determination is very important to be discussed before discussing other phonological process since the system of determining constraints and candidate is a foundation to discuss other phonological process occurred.

Sounds produced by articulators, which are realized in forms of words, phrases and clauses sometimes raise some problems as a result of interaction between sounds. The interaction are interplay, especially those sounds with close position. Contiguity inter close sounds can raise domination (One sound dominates other sounds), so some sounds will changed, even disappeared and raise another close sounds.

Beside raising problems inter close sound, sounds combination which form this bigger unit (phrase and clause) could also be problem. The problem, for example is the raising of sound changing. Related to what is stated above, Schane (1992:51) states that sound changing also occurred in environment which is not a junction of the two phonemes, for example, the beginning position and the end position of word or relationship inter segment with close vowel. Following presented phonological process in Dawan language, both in word level and post-lexical level.

Determination System and Candidate of Phonological Process in Dawan language

Before presenting the determination system of constraint and candidate of phonological process in DL, we need to see OT's frame as follows.



The frame of Optimality Theory above shows that a set of unlimited candidates created by GEN of limited input. The infinity candidate created by GEN are in exist in all languages. So, candidate determination is universal, means sets of candidates enriched by other candidates of other languages. But, not all candidates will be output since occurred output (optimal) is output which can break through a set of constraints in level of EVAL.

To analyze phonological process both in word level and post-lexical level, based on Optimality Theory, we need to understand derivational input process which will be output. In this context, input is entry lexical/ syntactic (word/ phrase and clause) whereas output is sounds which fully occurs in spoken form and also in an actual event.

For knowing optimal output, output candidate and constraint which selecting the output candidate is needed. In Dawan language, input and output is found not always identical.

Optimality Theory propose that universal grammar consists of set of breakable constraint. Infringement to the constraint determines ratings of the language constraint, in this study, Dawan language. Constraints are taken from universal constraint as language is universal. However, constraint determination does not stop in universal constraint, because beside language is universal, in other side, languages in this world have their own uniqueness. Therefore, universal constraint can be modified based on the uniqueness of a particular language in order to get complere description about the language.

Phonological Processes occured in Post-Lexical Level (Post-Lexical of Phonology)

Phonological process does not only occure in word level but also in post-lexical level, such as phrase and clause. Process occured in word level and clause is called as sinfonologi (named by Pastika, 2004a:52) or post- lexical phonology (named by Chen, 1999:88 in Suparwa, 2007:45). Both terms refer to the same thing that is used to describe post-lexical phonological process.

Post-lexical phonological process beckons linkages between phonological and sintactical process. The linkages makes interplay between those two aspects (phonology and syntax). The linkkages and interplay between those two aspects are seen in following explanation.

Pastika (2006:48 dan 2004c:205) quotes Vogel and Kenesei's opinion which formulates linkages between phonology and syntax, namely happening the effect of two-way system in the linkages. In a two-way influence system, explained that a sound changging can happen because of the syntactical enviromental effect to phonological structure or othewise, a sintactical structure changging can happen because of the effect of phonological environment. In this study context, two-way influence system can occur directly or inderectly. To make it clearer, linkages of phonologycal and syntactical can be seen on formulation made by Vogel and Kenesei, 1999:34 (in Pastika, 2004a:53, 2004c:205 and Suparwa, 2007:67) below.

Syntax-Phonology Phonology-Syntax

Direct Indirect Direct Indirect

If the linkages relationship above are permitted in any language then system allows four different interaction types between phonology syntax. However, based on calibration made by them, there are only two possibility interaction relationship, namely (1) phonological aspect determines sintactical aspect and (2) sintactical aspect determines phonological aspect. Direct and indirect interaction can occur both on the two sides (Pastika, 2004a:53 and 2004c dan:2004c:205).

Based on synphonology, Dawan language (as an Austronesia language) has indirect interaction from phonological and sintactical relationship. Indirect interaction of Dawan language phonological and sintactical relationship is parallel to generalisation stated by Pastika (2004:48), that Austronesia languages show indirect influence of sintactical environment to the phonological.

Phonological process occured in syntactical level (synphonology) found in Dawan language consists of (1) Sylabis phonem deletion and syllable deletion, (2) Phoneme deletion /i/. Following presented phonological process in Dawan language in detail.

Syllabic Phoneme Deletion and Syllable Deletion

In this writing, vowel /i/ which occupies on the front word position viewed as both phoneme and syllable. Therefore, /i/ is called as sylabis phoneme whereas syllable deletion is meant as a syllable deletion which consists of CV and CVC elements.

Sylabis phoneme deletion /i/

The deletion of /i/ occures on proclitic point of /mi-/ ‘*kami/kita* (we) ’ when the word /mi-/ ‘kami/kita’ follow another word of phrase. Following are several examples.

1. // [] ‘*kami memotong’* (We cut)
2. // [] ‘*kami berdoa’* (We pray)
3. // [] ‘*kami pindahkan’* (We remove)
4. // [] ‘*kami tujukan’* (We point)
5. // [] ‘*kami pisahkan’* (We devide)

Data above show phoneme /i/ in the word /mi-/ ‘*kami/kita’* as a deletable sylabis phoneme when its position is after certain words; both in words ended by consonant (data c and d) and words ended by vowel (data a, b and e). The sylabis phoneme deletion is for applying economic principles. Next, beside syllabis phoneme /i/ in word /mi-/ can be deleted, the phoneme can also be endurable or not to be deleted. If phoneme /i/ is endured then the speaker uses other phoneme, that is by adding semivowel between a word, ended by vowel. Furthermore, beside adding semivowel, the speaker can also geminate the last phoneme of a word, on the left of *mi* word if the word is ended by close syllable. Through this gemination, phoneme /i/ can be endurable.

The Deletion of Sound /i/ on prefix /hai-/ and /pai-/

The deletion of syllablis /i/ happen on prefix /hai-/ and /pai-/ when this prefix follow a word or phrase. Following are several examples.

1. /-/ [] ‘*merawat’* (to take care)
2. /- / [] ‘*bertubi*-t*ubi’* (repeatedly)
3. /-/ [] ‘*dipisahkan’* (separated)
4. /- / [] ‘*membujuk’* (to persuade)
5. /-/ [] ‘*menguningkan’* (to make yellow)
6. /-/ [] ‘*menyambung’* (to continue)

Data above show phonem /i/ in word /hai-/ *'kami/kita'* and /pai-/ '*basi'* as deletable syllabic phoneme when its position is after certain words; both in words ended by consonant (data a,b,d and f) and words ended by vowel (data c). The deletion of this syllabis phoneme is also for applying economic principles. Next, beside syllabis phoneme /i/ in word /hai-/ ‘*kami*/*kita’* and /pai-/ ‘*basi’* can be deleted, the phoneme can also be endurable or not to be deleted. If phoneme /i/ is endured then the speaker uses other alternative phoneme, that is by adding semivowel between a word, ended by vowel. Furthermore, beside adding semivowel, the speaker can also geminate the last phoneme of a word, on the left of /*hai-/ ‘kami/kita’* and /*pai-/ ‘basi’,*  if the word is ended by close syllable. Through this gemination, phoneme /i/ can be endurable.

To analyze the deletion of syllable /i/, a set of constraint is needed, such as (1) DEP-IO: additional segment is not allowed, (2) ALIGN (K) : the deletion of consonant is not allowed, (3) \* FAITH V (SIL.) : the deletion of syllabis vowel in order to apply economic principles is allowed, and (4) MAX-IO: every input segment must have an output correspondent/no phonological deletion.

Following is the example of phoneme syllabic deletion optimally by / [] ‘bertubi-tubi’ as input.

Table 1. Phoneme Syllabic Deletion



The most optimal candidate on above candidate is the first candidate, that is  *[] ‘bertubi-tub"* (repeatedly). This candidate infringes the lowest constraint; MAX-IO. The second, ([]) is the candidate which identical with the lowest constrain, but this candidate is not optimal since this one infringes constraint \*FAITH V (SIL.). Constraint \* FAITH V (SIL.) demands the deletion of vowel syllable in order to fulfill economic principle. The third candidate, ([]) is not also optimal because this candidate infringes ALIGN(K) and MAX-IO. Finally, the fourth candidate ([n]) is not also optimal since this candidate infringes DEP-IO.

Segment Deletion on Post-Lexical

There is a deletion process on the first syllable in Dawan language for the certain second reduplication word. The deletion mentioned is segments //, //, //, // and //. Segment deletion is caused by process other segment deletion.

See following example.

Phoneme Deletion /i-/

1. /sin-sini/ [] ‘kepunyaan mereka’ (theirs)
2. /in –ini/ [] ‘kepunyaannya’ (his/her)
3. /fa-fai/ [] ‘setiap malam’ (every night)
4. /mut-muti/ [] ‘putih bersih’ (clean white)
5. /ta-tai/ [] ‘gementar’ (trembling)

Phoneme Deletion /u-/

1. /un-unu/ [] ‘konon’ (wonder)
2. /fa-fau/ [] ‘banyak ‘ (many)
3. /ku-kun/ [] ‘kumur’ (gargle)
4. /af-afu/ [] ‘berdebu’ (dusty)
5. /ap-apu/ [] ‘nyenyat’ (sting)
6. /ta-tau/ [] ‘mengajak’ (urge)

Phoneme deletion /a-/

1. /tuk-tuka/ [] ‘pendek’ (short)
2. /nok-noka/ [] ‘setiap pagi’ (every morning)
3. /af-afa/ [] ‘lemak’ (grease)
4. /fu-fua/ [] ‘menonton’ (to watch)
5. /an-ana/ [] ‘kecil’ (small)

Phoneme deletion /e-/

1. /kol-kole/ [] ‘pendek’ (tall)
2. /mes-mese/ [] ‘satu per satu’ (one by one)
3. /ok-oke/ [] ‘semua’ (all)
4. /te-teb/ [] ‘sungguh betul’ (really true)
5. /at-ate/ [] ‘menghamba' (to serve)

Phoneme deletion /o-/

1. /nen-neno/ [] ‘setiap hari’ (every day)
2. /lek-leko/ [] ‘sungguh baik’ (really good)
3. /kis-kiso/ [] ‘menonton’ (to watch)
4. /mol-molo/ [] ‘kuning’ (yellow)
5. /tol-tolo/ [] ‘bersembunyi’ (to hide)

To solve problems above, OT offers several constraints as follows.

1. RED = BASIC : Thereduplicate (the copy) and the base (the original) should be identical*,*
2. Ident M-K : The input must be the same,
3. DEL (seg) BASIC: one segment deletion on the base.

The possibility constraint applying and the candidate election and infraction in choosing optimal candidate is figured in following tableau.

**Tableau 2. Input segment  /i-i/ ‘*kepunyaan mereka’* (theirs)**



Table above shows that the first candidate, *sini-sini,* is non optimal candidate because there is fatal infraction on DEL (seg) BASIC constraint. This constraint is infringed fatally since in this process, the reduplication happens with a following of a last segment deletion of reduplication word base.

The most optimal candidate of reduplication with the last segment deletion of reduplication base is the second candidate, *sin-sini.* Even though there is infraction on RED= BASE m,./ and Ident M-K, infraction to this two constraints is not fatal so this candidate is accepeptable and optimal.

The third candidate, that is *sinin-sini,* is non optimal candidate since this candidate infringes all constraints.

**Conlusion and Suggestion**

Conclusion

Changing of reduplication form is analyzed by a set of constraints that has been arranged: \*a+a>> BASE=INPUT>>RED=BASE. This meant, series *a* and *an* that getting beyond of the limit of a morpheme is not permitted, and then the base and the input must be the same or identical . The form of reduplication and the base form must be also the same or identical as the lowest rank. Consonant gemination that occured because of the consonant close touch on the last word with suffix -*a* or *an*  is analyzed by a set of constraint: ASM K, KKI (TP and SR), \*NO and DEP-IO. It means, to analyze a gemination rank constraints is (1) ASM K; This is on the highest rank since asimilation process appears gemination, (2) KKI (TP and SR) under the rank of ASM K because gemination appears after asimilation process; gemination must be identical, both on sound and place, (3) NO\* ranks under KKI (TP and SR) since the order of nassal obstruen does not break KKI but this is not acceptable in DL and DEP-IO is in the lowest rank for there is segment addition in order to fulfill optimal candidate. Diphtongnation analyzed by a set of constraint, they are MAX-IO>>FAITH(-SIL.), FAITH (-KON.) >> ALIGN RIGHT. This means deletion and infraction are not allowed in features of [-sil.], [-kon] and the right edge of a word may not changed phonologically.

Syllabis phoneme deletion by a set of constrain: DEP-IO >> ALIGN (K) >> \*FAITH V (SIL.) >> MAX-IO. It means segment addition, consonant deletion are not allowed, deletion of syllabis vowel is allowed to fulfill economic principle and phonological segment deletion is not allowed. Syllable deletion analyzed by a set of constraint, such as NO ALIGN RIGHT (SIL.), EPENT LEFT (SIL.) NO ALIGN LEFT (SIL.), and IDENT-IO. It means, right syllable deletion is not allowed, since left syllable is a must and input segment must be identical with output segment. Phoneme deletion // analyzed by a set of constraint, that is DEP-IO>> ALIGN(i)>>\*KKI(V),MAX-IO. It means, addition is not allowed, deletion /i/ that begins a syllable is not allowed, identical vowel cluster and deletion are not also allowed.

Suggestion

This study can be mentioned as advance research in phonology of Dawan language, since there was also a study of Dawan language phonology using structural theory. Even though this is an advanced study, there are a lot of differences of previous research because the location and the research time was totally different . Furthermore, tools that supports this research is more complete, the problems are larger (post-lexical), and theory used is more up- to- date. However, in this momment, the writer needs to suggest several things. First, idea from linguists are needed, espsecially for the new findings and the analyising uses Optimality theory. Second, advance research on the other aspects is needed, for example, morphonology and syntax aspects, using Optimality theory. Third, findings on this research can be used for composing Dawan language Dictionary . Fourth, this local education institution can use this research as reference for composing teaching material of Dawan language. Fifth, for compiling Dawan language spelling system, especially for the aspect of sounds classification and identification of Dawan language. Finally, local government, both in province and regency need to determine and execute language policy for language conservation, particularly Dawan language which experiences displacement fastly.

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# Moral Values as Reflected in English and Indonesian Proverbs

## Adnan Zaid

[adnan56zaid@yahoo.com](mailto:adnan56zaid@yahoo.com)

Universitas Teknologi Yogyakarta

Abstract

To some degree, language is some kind of reflection of one’s culture. Accordingly, proverbs as a language form must reflect the culture of the speakers of the language used in the proverbs. Since proverbs have been in existence for a long time, being tested throughout the time, they must bear values which are embraced faithfully by the society. English and Indonesian proverbs are no exception. Geographically, Indonesian and English are spoken as native languages by people who live far away from one another. Their values certainly will be somewhat different due to the distant locations. However, as human beings, the speakers of the two languages may share somewhat similar values. Some values like honesty, wisdom, fairness, friendship, and unity may exist in the proverbs of the two languages. In other words, there must be universal values shared by Indonesians and native English speakers. This paper will explore some values reflected in Indonesian and English proverbs. It will try to find out some similarities and differences in values reflected in the proverbs that exist in the two languages. Some kind of universality in values will also be investigated. It is hoped that by knowing some values in the proverbs in the two languages people will share some kind mutual understanding and can avoid some misunderstanding due to different values. For English teachers, proverbs can be used to teach cultures and moral values at the same time.

Keywords: culture, moral values, proverb, English, Indonesian

**Introduction**

Proverbs serve as a kind of cultural heritage handed down from generation to generation. Their values have been tested over times. Each culture has proverbs which are unique in that culture. There is a saying which tells that if one wants to know a people, he/she should know their proverbs (Zona, 1994). Sharing proverbs can be one of the ways to learn about other cultures. Comparing similarities and differences in proverbs can enrich people’s knowledge about moral values in other cultures.

Despite their uniqueness, proverbs may be shared by some cultures, or in some languages, in one way or another. For example, in New York people say “*Every family has a skeleton in the closet*”. In the West Indies it becomes ”*Every house has its own dirty corner*”, and in the southern United States it becomes “*Every cabin has its own mosquito*”. In East Africa it is “*Every hill has its leopard*” (Steindl-Rast, 2002:15).

A proverb is a short, generally known as a sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form and which is handed from generation to generation (Mieder, 2004:3). By and large, proverbs can be long lasting due to the outstanding moral values which are embedded in them. Some proverbs can retain their wiggling vitality for thousands of years (Steindl-Rast, 2002:13). The moral values of proverbs can be varied such as responsibility, hard work, honesty, compassion, courtesy, cooperation, fairness, tolerance, self-control, courage, knowledge, citizenship, perseverance, helpfulness, respectfulness and kindness.

Sometimes one can get the meaning of a proverb directly. For example, one directly get the meaning of the proverb “*One man’s meat is another man’s poison*.” This proverb does not require much thinking and its message is easily understood. However, most proverbs usually have figurative meanings and are expressed in a metaphorical way. They are created by invoking figures of speech such as *metaphor, personification, hyperbole, paradox, metanymy, simile, allegory, litotes,* and *irony* (Mieder, 2004: 8).

Seen from the beauty of language, proverbs can be poetic, featuring rhyme so that it will be easy to memorize them, for example, “*No pain, no gain*”, and “*Early to bed, early to rise makes man healthy, wealthy, and wise*”. They can also be near rhyme such as “*Honesty is the best policy*”, and “*A stitch in time saves nine*”, or in alliteration such as “*Where there is a will, there is a way*”, “*Many men, many minds*”, and “*Love laughs at locksmiths*” (Lau et al, 2004 :3).

**Proverbs Across Cultures**

Proverbs can be found in any civilized culture, as reflected in the languages spoken by their native speakers. The words used in proverbs reflect the cultures of the owners of the proverbs. In order to have a culture, language is needed so that group members can share knowledge of beliefs, values, and behaviors. In turn, culture is needed to organize disparate individuals into a cohesive group so that those beliefs, values, behaviors, and communal activities can develop. Language reflects what is important in a culture, and culture shapes language. For example, in American English, there are some phrases or proverbs related to time because Americans think that time usage is paramount, such as “*Time is money*”, “*Time is the essence*”, “*Don’t be late*”, “*Hurry up*”, and “*Work quickly*” (Samovar et al, 2007:228-229). On the contrary, Javanese, for example do not put time as priority. They have proverbs such as “*Ana dina ana upa*” (While there is a day, there is rice), “*Alon-alon asal klakon*” (Slow but achieved), or Indonesian “*Biar lambat asal selamat*” (It does not matter to be late as long it is safe).

Certain proverbs may be shared by some languages. This phenomenon can be caused by the influence of one language on another, or it can be purely by chance. A good example is an English proverb “*Love is blind*”. It is “*Cinta itu buta*” in Indonesian, ‘*L’amour est aveugle*’ in French, “*Die Liebe ist blind*” in German, “*L’amore e ceco*” in Italian, “*El amore s ciego*” in Spanish, and “*Liubov clepa*” in Russian (Mieder, 2004: 20). Although the countries of the speakers of the languages are located far away from each other, the similar proverbs exist in the languages spoken in those countries.

Proverbs often depict moral values metaphorically. Vocabulary from the environment is taken as a way to construct proverbs. English and Indonesian proverbs also use the very common words from the local environment. The words like *dog, cat, water, fish, chicken, sun, rain*, and the like are used to compose proverbs. Here are some examples of English and Indonesian proverbs which use similar words.

|  |  |  |
| --- | --- | --- |
| **Word** | **English proverb** | **Indonesian proverb** |
| dog | Barking dogs do not bite. | *Anjing menggonggong, kafilah berlalu* (Dogs are barking, the travellers keep going). |
| chicken | Don’t count your chickens before they are hatched. | *Ayam putih terbang siang* (A white chicken is flying during the day time). |
| fish | Fish always begin to stink at the head. | *Ikan sekambu rusak oleh ikan seekor* (A bag of fishes is spoiled by one fish). |
| Cat | When the cat is away, the mice will play. | *Seperti kucing lepas senja* (Like a cat after sunset). |
| water | Still waters run deep. | *Seperti air di daun talas* (Like water on a tube leaf). |
| Sun | There is nothing new under the sun. | *Matahari bolehlah ditutup dengan nyiru* (The sun can be blocked by a leaf)*.* |
| bird | A bird in the hand is worth two in the bush. | *Harapkan burung terbang, burung di tangan dilepaskan* (Expecting a flying bird, a bird in the hand is released). |
| rain | No rain, no grain. | *Seperti hujan balik ke langit* (As rain goes back to the sky). |

Since proverbs reflect the culture or the environment of their users. Accordingly, the words which do not exist in the local environment are not or rarely used in the proverbs. The word rice, for example, is not used in English proverbs, while in Indonesian proverbs it is used several times such as in “*Nasi sudah menjadi bubur*” (Rice has become porridge), “*Nasi sama ditanak, kerak dimakan seorang*”(Rice is cooked by some, the rice crust is eaten by one), and “*Nasi tak dingin, pinggan tak retak*” (Rice is not cold, the bowl is not cracked). On the other hand, the word *snow* such as in “*What will you eat when the snow is on the north side of the tre*e?” or *loaf* such as in “ *Half a loaf is better than none*” does not exist in Indonesian proverbs.

**Moral Values in English and Indonesian Proverbs**

Values in proverbs have been tested through times and have been believed to hold general truth. Proverbs teach what should be done and what should not be done. They represent wisdom, experience, and commonplace beliefs, moral and social values that are basically the same in many nations (Mieder, 2004:11). They can be about love, courage, patience, optimism, hope, ignorance, anger, obstinacy, content-discontent, appearance, misfortune, deeds, work, money/wealth, family, marriage, children, men and women, friends, age, human nature, and some others (Valiulyte, 2010: 20-33).

English and Indonesian proverbs share some similar moral values. Here are some examples. For *love*, there are some proverbs both in English and Indonesian. English has proverbs such as “*Love is blind*”, “*Love is a bridge between two hearts*”, “*A loveless life is a living death*”, “*Love begets love*”, “*The course of true love never runs smooth*”, and *“Better to have loved and lost than never to have never loved at all*”. Indonesian also has proverbs related to love, for example, “*Cinta itu buta*” (Love is blind), and “*Kasih anak sepanjang galah, kasih ibu sepanjang jalan*”( A child’s love is a stick long, while mother’s love is a street long).

Another example is in a case of preparing things before doing something. English has proverbs “*Make hay while the sun shines”,* and *“Look before you leap*”. In Indonesian there is a proverb “*Sedia payung sebelum hujan*” (Prepare your umbrella before it rains). Here are some more examples of other values similarly reflected in English and Indonesian proverbs.

|  |  |  |
| --- | --- | --- |
| **Value** | **English Proverb** | **Indonesian Proverb** |
| Human nature | Still waters run deep. | *Air tenang menghanyutkan*. (Still water has strong current.) |
| Imperfectness | There is no rose without thorn. | *Tiada gading yang tak retak*.(There is no ivory without a crack.) |
| Unity | United we stand, divided we fall. | *Bersatu kita teguh, bercerai kita runtuh*.(United we are strong, divided we collapse.) |
| Result | What you sow is what you reap.  You reap what you sow. | *Siapa menanam dia memetik*.(Those who sow will reap.)  *Apa yang ditanam itulah yang tumbuh*.(What is grown will grow.) |
| Optimism | Where there is a will, there is a way.  Every cloud has a silver lining. | *Selama ada kemauan, di situ ada jalan*.(As long as there is a will, there is a way).  *Badai pasti berlalu*.(The storm must be over.)  *Habis gelap terbitlah terang*.(After darkness there will be brightness.) |
| Satisfaction | One birth in hand is worth two in the bush. | *Lebih baik satu burung di tangan dari pada sepuluh di pohon*.(It is better to have one bird in hand than ten birds on the tree.) |
| Balance | Cut your coat according to your cloth. | *Bayang-bayang sepanjang badan*. (The shadow is as long as the body.) |
|  |  |  |
| Regret | There is no use crying over spilt milk.  Don’t cry over spilt milk. | *Sesal dahulu pendapatan, sesal kemudian tak berguna*. (It is good to regret in advance, to regret later is useless.)  *Nasi telah jadi bubur*. (Rice has become porridge.) |
| Struggle | No pain, no gain. | *Berakit-rakit ke hulu, berenang-renang ketepian*.(Swimming to the upper course first, swimming to the edge later.) |
| Stupidity | Empty vessels make most sound. | *Tong kosong berbunyi nyaring*. (Empty vessel sounds most.) |
| Money | Money cannot buy happiness. | *Uang bukan segalanya*. (Money is not everything.) |
| Togetherness | Many hands make light work. | *Ringan sama dijinjing, berat sama dipikul*.(Carried by hand when light, carried on shoulder when heavy.) |
| Patience | Many a little makes a mickle. | *Sedikit demi sedikit, lama-lama menjadi bukit.* (Litle by little, it becomes a hill.) |

The writer does not find many differences in values embedded in English and Indonesian proverbs. However, there is one difference of value related to time or discipline. In English there is a proverb “*Time is money*”, meaning that people have to be very wise in spending time. Meanwhile, in Indonesian there are proverbs “*Ada nyawa ada rezeki, ada hari ada nasi*” (While there is a soul, there is livelihood; there is a day, there is rice”, *“Biar lambat asal selamat” (*Slow but achieved*),* and *“Ada umur ada rezeki”* (While there is age, there is livelihood)*.* The proverbs sign that time is not so important. What is more important is the achievement or being optimistic.

**Concluding Remark**

Proverbs reflect the cultures of the society. At the same time, they depict the values which are possessed by the society. Studying proverbs may enhance mutual understanding among different societies and this will minimize misunderstanding among people from different cultures. Understanding moral values embedded in proverbs can enrich people’s life and can lead people to a better and harmonious life.

Values of some proverbs are shared by many nations. In other words, there is a kind of universality in proverb values. Words used in proverbs reflect the cultures of the native speakers of the corresponding proverbs. The most common words that exist in the environment of a society will be the most probable ones to be used in proverbs.

Indonesian and English are two different languages whose speakers live far away from each other. Consequently, the two nations show different cultures. However, there are some similar moral values shared by the two different languages as reflected in their proverbs. In this sense, there is a kind of universality of values reflected in proverbs. There is a limited number of differences in values as reflected in Indonesian and English proverbs. Metaphorically, both Indonesian proverbs and English proverbs use similar words taken from the local environment.

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# The Authenticity of English Assessment in Senior High Schools

## I Gusti Ayu Putu Novita Sari Paragae

[gek\_itamail@yahoo.com](mailto:gek_itamail@yahoo.com)

STKIP Agama Hindu

Abstract

This article is written based on a descriptive qualitative research on the authenticity of English assessment. The objective of the study was to analyze the authenticity of English assessment in State Senior High Schools in Buleleng Regency in terms of the assessment planning, assessment implementation as perceived by teachers and assessment implementation as perceived by students. For the accomplishment of the study, 32 English teachers and 32 classes of students were selected as the sample. The data were gained by collecting assessment documents, administering questionnaire and interview. The study found that, *first*, the English assessment planning has high authenticity level. The assessment planned by teachers is relevant to syllabus and instruction. Besides, the assessment practices chosen were able to assess certain language skill well. However, the assessment instruments planned did not have good quality, proved by the absence of blueprint and low quality of rubric and test. Another weakness found was the absence of students’ involvement in planning the assessment. *Second,* in regard to the assessment implementation as perceived by teachers, the authenticity owned by the English teachers is also high. The assessment implemented required the students to perform their own competency, gave them a chance to solve it based on their own way, was suitable to their daily life and was conducted continuously to assess the process and the product of their learning. Even though assessment practices with high level of authenticity were dominantly used, the teachers still employed objective test especially in assessing reading and listening. *Third*, the authenticity of assessment implementation as perceived by students is high. The result found was similar to the assessment implementation as perceived by teachers. However, there was a different of how the teachers and the students perceive the authenticity, especially about the relevance of assessment to the students’ need and interest.

Keywords: authenticity, English assessment planning, English assessment implementation

**Introduction**

In the last decade of the previous century, in the purpose of meeting the future requirements, the educational culture changed from knowledge-based towards competency-based education. Educators began to realize that having knowledge without being able to make use of it in solving the problem in real life was useless. Therefore, education must be directed to build students’ competencies relevant to the challenges faced in real life. Realizing the importance of competency, Indonesian government changed Curriculum 1994 which is material-based into *Kurikulum Berbasis Kompetensi* or Competency-Based Curriculum (CBC) and *Kurikulum Tingkat Satuan Pendidikan* or School-Based Curriculum (SBC) which put the students’ competency as the emphasis.

In relation to the curriculum which puts forward the students’ competency as the focus of education, the standard of graduate competency becomes very crucial in determining the success of the education. Based on the regulation of the Ministry of National Education number 23 year 2006, for Senior High School, the purpose of the education is to develop the intelligence, knowledge, attitude, skill, to live independently. In other words, the students in Senior High School have to be able to solve their problems they face in their life by performing and applying their knowledge. More specifically, for English subject, the students are required to use English in communication. They should be competent in four language skills by having ability to comprehend information (listening), express idea orally (speaking), comprehend written text (reading) and produce written language (writing) in English in real life context.

Both the standard of graduate competency in Senior High School and the standard of graduate competency for English subject emphasize the competency of the output to be able to use, demonstrate, and apply their knowledge in real life. The students should not only master the knowledge about grammar, vocabulary, sentence structure, but also to be able to apply their knowledge in communication both orally and in written. When the students are able to do it, it means the education is successful in producing competent students. On the contrary, when students have learnt in certain level of education, but they are not able to show or perform what they have learnt to solve the problem in their life, then education fails. Therefore, the success of education depends on the competency owned by its output.

To measure the students’ competency, assessment should be conducted. In Indonesian past curriculum which is material-based, the assessment used in English subject was usually dominated by paper and pencil test, especially multiple choice test. However, in line with the curriculum change which necessitates students’ competency, the paper and pencil tests especially objective tests are considered not to be able to accommodate the competency assessment (Grondlund and Linn, 1990:177; Nitko, 2001:148). Grondlund and Linn (1990:177) explain that, like other paper and pencil test, objective test measures whether the students know or understand what to do when confronted with a problem situation, but it cannot determine how the students actually will perform in that situation. It is supported by Nitko (2001:148) who states that the problems that the students solve in this type of test tend to be very structured and closed. It will give the students impression that there is single correct answer to all problem in subject area. Besides, it will also block students’ creativity and idea to solve the problem in their own way. This model of assessment is considered not relevant to the requirement to make the students competent in using what they have learnt in the real life.

The need of producing competent students necessitates the teachers to assess the students in authentic ways. It means, the assessment used should provide students with opportunities to demonstrate their competencies in a variety of ways. Unlike assessing the students in traditional ways, assessing the students in authentic ways accommodates multiple perspectives in solving a particular problem or question. Additionally, as it pictures real life context, such kind of assessment emphasizes both process and product of learning.

In English subject, where the students are demanded to be competent in four language skills, the assessment is considered authentic when the students are required to apply the four skills. In other words, they should be able to communicate both orally and in written. In Indonesia, in regard to the implementation of School-based Curriculum which is competency-based, the assessment which is planned and conducted in effective ways has been supported by many experts (Marhaeni, 2008; Nurgiyantoro and Suyata, 2010; Muslich, 2011) and the people who had conducted study on authentic assessment (Sudira, 2010; Imansyah, 2012). It is emphasized that authentic assessment is very suitable to be implemented in recent curriculum because it is based on contextual teaching and learning as what is required. Therefore, ideally, the teachers should plan and implement the assessment in such a way to have assessment with high authenticity.

In the context of assessment in language teaching, Bachman and Palmer in Brown (2004) defined authenticity as the degree of correspondence between the characteristics of language task to the characteristics of works that need to be accomplish in real life. Thus, the more it represents the real life, the higher its level of authenticity. Similar to what exists in real life, the students are always required to develop products and/or perform realistic tasks in order to demonstrate their mastery.

Segers in Gulikers et. al.(2006) states that the authenticity in assessment exists along the continuum. It is because there are variations of task that are not traditional and not too authentic. The authenticity continuum shows that assessments can extent the gap between artificial or situated on one hand and decontextualized or authentic on the other hand. Marhaeni (2010: 18) puts forward several characteristics of authentic assessment: (a) competency-based, (b) individual, (c) student-centered, (d) unstructured and open-ended, (e) contextual, (f) integrated in learning process, and (g) on-going. Besides, the assessment with high authenticity should also be relevant to the syllabus (Palm, 2006:9), be relevant to the instruction (Palm, 2006:9), use clear criteria and instrument (Gulikers et al., 2004:7) and be relevant to the language skill being assessed (Brown, 2004).

Corrin and Tannen in McAlister (2003:10) state that the authenticity of assessment is relative. Students’ perceptions of the real world may indeed be very different than those of their teachers. It is supported by Gulikers et. al.(2006: 9-10) who state that authenticity is subjective for two reasons. First, student perceptions of assessment characteristics are found to determine what and how students learn. This implies that it is not the objective authenticity, but rather student perceptions there of that influence their learning. Before an authentic assessment will stimulate students to develop professionally relevant skills or competencies, students have to perceive a resemblance between the assessment and their future professional life. Second, student and teacher perceptions of assessment characteristics are found to differ. Students and teachers are likely to differ in how they perceive authenticity. When this is indeed so, problems for educational practices might arise, since teachers are mostly the ones to develop the authentic assessment and they do so according to what they think is authentic. It is important to develop assessments that are perceived as being authentic not only by teachers, but by students as well.

Based on the demand of the curriculum, English teachers are moving from using traditional assessment toward the authentic assessment. Gradually, more teachers use assessment which is authentic. Preliminary observation to several English classes in Senior High Schools in Buleleng Regency shows that several assessment practices which are authentic have been used, such as portfolio, dialogue, role play, and presentation. However, there are still found several problems in the planning and implementation of authentic assessment by English teachers. First, the authentic assessment used is not maximal. It is proved by the unwell-constructed assessment instrument and the unclear criteria of assessment. Second, most of the teachers still do not give chance for the students to do self or peer assessment that may help them to do reflection on their own ability. Third, the choice of the assessment practice which is not very appropriate to assess the expected skill and competency. Based on those problems, it is urgent to analyze the authenticity of the assessment used by teachers in English subject.

Some research has been conducted investigating the effect of authentic assessment toward students’ English achievement. However, they only looked at its effect toward students’ ability at the theory level. To mention some, Scholtz (2007) conducted a study to reveal the effect of authentic assessment on students’ performance. Sudira (2010) investigated the effect of performance assessment toward students’ writing ability. This study only tested whether the authentic assessment have significant effect toward writing ability. Wijayanti (2011) also conducted a study on portfolio assessment and she found that the writing competency of the students assessed by portfolio is higher than those assessed by traditional assessment method. This study is also only to test theory. Based on the previous studies presented, there is an urgent need to investigate the real authentic assessment conducted by teachers including the assessment planning as well as its implementation to solve the problems.

In relation to the education which requires the assessment with the high level authenticity, it is important to reveal the authenticity of the English assessment planning, English assessment implementation as perceived by teachers and assessment implementation as perceived by students in Senior High Schools in Buleleng Regency.

**Research Methods**

The study used descriptive qualitative design. By using random sampling, 32 English teachers and 32 classes of students were chosen as the sample. The students becoming the sample were those who were taught by the teachers who also became the sample of the study. The data for the authenticity of English planning was gained through documentation by collecting teachers’ assessment planning such as lesson plans, assessment task and assessment instruments. The data was scored by making use of rubric. The criteria of the rubric include (1) the relevance of assessment to the syllabus, (2) the relevance the assessment planned to the instruction planned, (3) the relevance of the instrument with the assessment, (4) the fulfillment of authentic assessment characteristics and (5) the relevance of assessment to the language skills. For the authenticity of English assessment implementation, the data was gathered by administering questionnaire which was constructed from the criteria of authentic assessment proposed by Marhaeni (2010:18) : (1) competency-based, (2) individual, (3) student-centered, (4) unstructured and open-ended, (5) contextual, (6) integrated in learning process, and (7) on-going. The questionnaire was administered to the teachers and students. Besides, interview was also conducted to reveal the important information which cannot be exposed by the questionnaire.

To find out the authenticity level of the assessment, the score of assessment planning and assessment implementation as perceived by teachers and students were converted. It used the category for the conversion of the authenticity of assessment as presented in table1. The data was also described qualitatively.

Table1. Data Conversion for the Score of Authenticity

|  |  |  |
| --- | --- | --- |
| No | Value | Criteria |
| 1 | X ≥ 90 | Very high |
| 2 | 70≤ X< 90 | High |
| 3 | 50 ≤ X < 70 | Sufficient |
| 4 | 30 ≤ X < 50 | Low |
| 5 | X< 30 | Very low |

**Findings and Discussion**

The Authenticity of English Assessment Planning

The mean of the authenticity of English assessment planning in this study was 79.81. Therefore, the English teachers in State Senior High Schools in Buleleng Regency can be categorized to have a high level of authenticity for their English assessment planning.

The assessment planned by English teachers was very relevant to the syllabus, proved by the assessment planned which could cover the standard of competency, basic competency and indicators required very well. It was also relevant to the instruction since the assessment was conducted at the appropriate time and with an appropriate time allotment and it assessed the competency that the students had learnt. Besides observing the students during the instructional process, most of the teachers assess the students at the end of the meeting. It is in the purpose of seeing the students’ achievement in mastering the competency that has been learnt. This information can be used to give feedback to the students as well as the guidance for the next instruction.

The analysis of the relevance of the instruments to the assessment found that the English teachers in State Senior High Schools in Buleleng Regency did not have a perfect preparation of this. The first proof was that only few of teachers who prepared blueprint for their test. As the consequence of the absence of blueprint, the number of items in the test was not constructed proportionally based on the importance of criteria of judgment. For example, in the interview the teacher said that the indicator of identifying general and specific information of the text was more important than identifying word synonym. However, in the test, the number of items identifying of synonym was more than the number of items identifying general and specific information.

In spite of the blueprint which was not prepared by some teachers, the other instruments required were prepared by the teachers. However, there were many rubrics which were not good in quality which may result on the inconsistency in assessing the students. Azim and Khan (2012) put forward that the rubric for assessment was found to be very effective in determining a pathway for both the teachers and the students to look for and get to the desirable results. Therefore, ideally the rubric must be constructed as detail as possible as the guidance for the teachers in assessing the students and for the students in achieving the competency required. However, the analysis showed the contrary. More specifically, the weaknesses of the rubric constructed by English teachers in Buleleng Regency were as follows.

1. It did not have clear descriptors for each criteria of assessment.
2. It did not have weigh based on the importance of each criterion in supporting the achievement of competency.
3. Some of the rubrics did not cover all criteria that support the achievement of certain competency.

The weakness of the rubric presented shows that instead of being a good guidance of the assessment, it may not be able to lead the teacher to the consistency in assessing the students’ competency. It is supported by Hanna and Dettmer (2004:220) who stated that poorly constructed assessment instrument can cause evaluation to work against desired kinds of learning.

Another proof for the poor quality of assessment instrument planned by English teachers in Senior High Schools in Buleleng Regency was the test which was not well constructed. There were found two items among the all items used by teachers which were written in a wrong grammar. There were also some items which had no correct answer in the objective test to assess students’ reading skill. The existence of this kind of error may disadvantage the students. The teachers argued that for the error items, the teacher would give points to all students or what was usually called by free items by the teachers. Thus, according to the teachers’ opinion it would not disadvantage the students. Besides, there were also several items which can be easily judged based on the length of the options. Even though the free items because of the teacher’s error and the predictable answer based on the length of the options may not disadvantage the students, they can reduce the quality of the assessment in differentiating the competency of the students.

In relation to the characteristics of the authentic assessment, the assessment planned by the teachers was very good in fulfilling the characteristics of authentic assessment: competency-based, individual, unstructured and open-ended, contextual, integrated in learning process, and on-going. However, the assessment planning was lack of fulfilling the criteria of students-centered. The students were very rarely involved in planning the assessment. The teachers argued that the students were not able to decide and create their own assessment. The teachers decided what they thought to be the best assessment for their students. Johnson and Johnson (2002:258) say that if students have been involved in planning the assessment and deciding the criteria and creating the rubric, they may be involved in using it to assess their own and peers’ works, so that their learning will be maximized. However, the teachers did not do it in planning their assessment.

In general, based on the analysis, it can be concluded that the authenticity of English assessment planning in State Senior High Schools in Buleleng Regency was high. It was very relevant with the syllabus proved by the assessment planned which can cover the standard of competency, basic competency and indicators required very well. It was also relevant to the instruction, proved by the assessment which is conducted at the appropriate time and with an appropriate time allotment and it assess the competency that the students had learnt. In general the assessment was sufficient in covering the criteria of the authentic assessment covering (1) competency-based, (2) individual, (3) student-centered, (4) unstructured and open-ended, (5) contextual, (6) integrated in learning process, and (7) on-going. However, the assessment instruments planned did not have good quality, proved by the absence of blueprint, low quality of rubric and low quality of the test. For the relevance of assessment with the nature of language skill, it can be concluded that the assessments used to assess the skills have high level of authenticity. However, for speaking and reading skill, assessment in the form of objective test which has very low level of authenticity was still planned to be used.

The Authenticity of English Assessment Implementation as Perceived by Teachers

The mean of the authenticity of English implementation as perceived by teachers was 70.31. Thus, the English teachers in State Senior High Schools in Buleleng Regency can be categorized to have a high level of authenticity for their assessment implementation as they perceived.

The teachers perceived that their assessment implementation fulfills the criteria of authentic assessment well. The lack authenticity was also found in the criteria of students-centered where the students were not involved in implementing the assessment such as by asking them to assess their own and peers competency. Actually, the use of peer and self assessment supports the authenticity of assessment. It is because through assessing others, the students will improve their own competency. Black (2005:52) stated that peer and self assessment helped to project the teachers to make the criteria for evaluating any learning achievements transparent to the students, so enabling them to develop clear overview both of the aims of their work and of what it meant to complete it successfully. It is also supported by Johnson and Johnson (2002:8) who point out that students who can do self and peer assessment will be able to improve their competency more than those who cannot.

Another important reason in involving the students to assess their own competency is in terms of students’ feeling in taking the responsibility. O’Malley and Pierce (1996) state that self assessment enables the students to take greater responsibility for their learning. It is because the students are given opportunity to know to the description of good and poor performance. However, the English teachers did not make use of peer and self assessment to increase students’ awareness of their own achievement.

Besides the lack of assessment authenticity in terms of student-centered, the research also found that the teachers used both assessment practices with high level of authenticity and assessment practices with low level of authenticity. Some assessment strategies with low level of authenticity which were still used were answering objective test, making sentence based on the word provided by the teachers, arranging the jumble words into good a sentence, arranging jumble sentences into a good paragraph, and filling the completion text. However, the strategies with higher level of authenticity were also used with higher intensity, such as summarizing the passage, giving opinion to the text the read, and make diagram based on the text they read, making important note based on the text heard, interpreting and giving opinion about what they heard, and retelling the information they heard, retell the story orally, delivering presentation, playing games requiring the students to speak in English, having discussion in English, answering oral questions in English, etc.

Based on the interview, the existence of the assessment practice with low level of authenticity especially in assessing listening and reading text was due to time allotment and the easiness in checking. The teachers argued that even though they knew that the assessment practices such as performance assessment is better than objective test, they still used it since it advantages both teachers and students. It is not time consuming. The students spent less time to accomplish it and the teachers spent less time to check it. In relation to this problem, Brown (2004) suggested the English teachers to choose assessment with higher level of authenticity. For listening and writing skill, teachers can ask the students to make diagram, make summary or give opinion based on the information that they read or listened. To cope with the problem of time allotment, he suggested to adjust the length of the text read or listened which contributes to the time saving. To make the process of checking easier, the teachers may use rubric. a well constructed rubric will give a clear guidance and reduce teachers’ confusion in assessing the students.

The Authenticity of English Assessment Implementation as Perceived by Students

The mean of the authenticity of English implementation as perceived by students was 70.53. Thus, the English teachers in State Senior High Schools in Buleleng Regency can be categorized to have a high level of authenticity for their assessment implementation as their students perceived.

In general, it was found that the assessment implementation perceived by teacher which has been explained previously is similar to what is perceived by the students. However, the obvious difference is on how the teachers and students perceive the importance of assessment in relation to their needs and interest. Even though most of the teachers responded that the assessment given was based on the students’ needs in the daily life, they students said that they were sometimes given a task which was not relevant to their needs and interest. The students admitted that the task of presenting something in front of the class, writing a text in English, listening to the conversation and retelling it, performing conversation in front of the class, and performing drama were the competency that they need. Those tasks were given by their teachers. However, there were some tasks that the students thought not to be very relevant to what they need. For example, the students were asked to make a conversation by using certain language function between a receptionist and a guest in a hotel. Some students were not interested in the topic and they argued that they would not need it since being a receptionist was not their ambition. They preferred to be someone else based on their ambition. Another example gained from the interview with the students was that the topic of the writing which was usually determined by the teacher even though there were some topics provided. The students preferred to have a free topic based on their interest and not to be limited with a number of topics provided. The findings found that the students and teachers had difference concept of what the students need in the real life supports the arguments of Mc ALister, (2000:20) who states that it is very common that the perception of teachers and the students is different since the concept of authenticity is relative. How the students perceive the real world may indeed be very different from how their teachers do. Therefore, communication between teacher and students is very important to unite the perception of what the students’ need in the real life.

Another finding also puts forward the criteria explanation. Based on the students stated that they were rarely given a clear explanation of the criteria used in the assessment. However, the teachers reported that they usually do it. The analysis found that it is because the teachers did not give explicit explanation about the criteria used. Telling the criteria implicitly when the students practice performing their competency was considered enough by the teachers. However, it was not considered the same by the students. The students required the criteria to be communicated clearly by the teachers. It is supported by Arends (2004: 291) who puts forward that in conducting assessment, teachers should communicated clearly to the students what they will be tested on. Thus, the criteria can be understood well by the students.

**Conclusion and Suggestions**

The research concludes that *first*, the authenticity of the assessment planning made by the English teachers in State Senior High Schools in Buleleng Regency can be categorized high. It was very relevant to the syllabus and instruction. However, the assessment instruments planned did not have good quality, proved by the absence of blueprint, low quality of rubric and low quality of the test. For the relevance of assessment with the nature of language skill, it can be concluded that the assessments used to assess the skills have high level of authenticity. However, for listening and reading skill, assessment in the form of objective test which has very low level of authenticity was still planned to be used.

*Second*, the authenticity of teacher made assessment implementation as perceived by teachers can be categorized high. The assessment asked the students to perform their own competency, gave the students a chance to solve it based on their own way, was suitable to their daily life and was conducted continuously to assess the process and the product of learning. However, the teachers rarely involve the students to do self as well as peer assessment which required them to assess their own self and their peers.

*Third,* the authenticity of the assessment implementation as perceived by students can be categorized high. The assessment implementation perceived by students was mostly similar to the assessment implementation perceived by teachers. The difference was in terms of how the teachers and students perceived the need and interest of the students. The assessment task which the teachers considered interesting and important for the students was not always the same to what the students considered interesting and important for them.

Based on the findings and discussion which have been presented previously, there are several suggestions that can be made. First, for the English teachers, it is anticipated to improve their assessment to have a higher level of authenticity, especially improving students’ involvement in the assessment. Students involvement will give them ownership to the assessment improve their commitment to do the best to meet the criteria and the assessment they decide by themselves. Students’ involvement in planning the assessment may facilitates teachers and students discussion about the students’ need and interest. It is also anticipated that the teachers do not use objective test in assessment especially in listening and writing skill. It can be replaced by the assessment with higher level of authenticity. The problem with the time allotment and checking can be overcome by using shorter text and a well constructed rubric.

Second, to other educators, it is anticipated to control the authenticity of assessment used by teachers. It is also expected that the educators can monitor and can give suggestion to the teacher to use assessment with high level of authenticity to make the students’ competent in applying the knowledge in their real life. Third, to other researchers, it is anticipated that this study can be used as the reference to similar studies. It is necessary to conduct further research to make it more perfect and to reveal other aspects of the authenticity of assessment.

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# Direct Translation Technique of Teaching English Songs for Sunday School Students

## Erna Wardani, S.Pd., M.Hum.

[ernawardani@yahoo.com](mailto:ernawardani@yahoo.com)

Universitas Jenderal Soedirman Purwokerto

Abstract

Undoubtedly, English has been widely employed almost in every scope of daily life. Either in spoken or written form, during formal or informal situation, for domestic or public usage, English is considered to have some influences on a lot of people of all ages. As the first international language, English nowadays is no longer taught in the beginning school period, yet even prior to that time, in nursery schools or playgroups. Dealing with elementary-school children around informal Christian education environment most of the time, Sunday school teachers, whether they like it or not, are facing the need of English at their door. Outside this weekly meeting, their Sunday school students are somehow led to get in touch with English, either as one of academic subjects at school or through various exposures such as songs, written texts, movies, or daily conversation. This situation can be a great challenge for those teachers since they may cope with students who become zealous English-enthusiasts or on the other hand, with the ones showing their indifference in English. Despite any situation which they may have, it will be very beneficial to provide Sunday school teachers with adequate basic English proficiency. Furthermore, these well-prepared teachers may serve as reliable role models for both kinds of students in using and learning English through amusing ways and media. Children’s songs in Sunday school are great examples for this. Many of those songs have easy-to-understand words and their tones are quite memorable. When Sunday school children have learnt the songs in their first language, in this case, Indonesian, and can recognize those songs based on their easy tones, the teachers actually have a straightforward access to their students in exploring English as their first foreign language. Therefore, the teachers should be well-informed about both English and Indonesian children’s songs for Sunday school and well-equipped with simple techniques in teaching those songs to their students. For instance, the teachers can apply this simple technique of switching the song texts from English to Indonesian and vice versa. In addition, the same technique can enhance students’ motivation and interest to learn English and at the same time, prepare them towards language learning in a broader range.

Keywords: *English, techniques, Sunday school, songs, teachers, students*

**Introduction**

There is a certain general perspective among people saying that to teach young school-age students is the most challenging level of language instruction. At this level, the students are mostly said to have little or even no prior knowledge of anything; they have very little language “behind” them. Therefore, they are highly dependent on their teachers for models of language and dealing with English as a second language. Popular tradition would have people believe that these children are effortless second language learners and at times, far superior to adults in their eventual success.

Therefore, teaching English as Second Language to young learners is not merely a matter of setting them loose on a pile of authentic burdensome language tasks in the classroom. To teach successfully young learners this language requires specific skills and intuitions that differ from the ones for adult teaching. Besides, some points about the nature of young learners, Sunday school environment, considerations in using the songs, and some simple techniques in translating the songs may become a great assistance in giving some practical approaches and techniques to teach the young learners English.

Characteristics of Young Learners

Children are not miniature adults. It is sometimes easy to view them such, but it is a mistake when it is done. Children are children and they are all different; it sounds obvious and that the fact that their personalities, abilities, likes, and dislikes vary enormously. It takes time to know what children are like \_ how they live and learn, moreover how they view this world.

Children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, and many others. They also prevail to the children’s ways of learning language. Surely, this brings influences to the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them. Below is the comparison of characteristics of young and adult learners.

Table 1. Characteristic of young and adult learners

|  |  |
| --- | --- |
| Younger learners | Adult learners |
| 1. Children are at pre-school or in the first couple of years of schooling. 2. Generally they have a holistic approach to language. 3. They have a lower level of awareness about themselves as language learners as well as about process of learner. 4. They have limited writing and reading skills even in their first language. 5. Generally they are more concerned about themselves then others. 6. They have limited knowledge about the world. 7. They enjoy fantasy, imagination, and movement. | 1. These learners are well established at school and comfortable with school routines. 2. They show a growing interest in analytical approaches. 3. They show growing level of awareness about themselves as language learners and their learning. 4. They have well developed skills as readers and writers. 5. They have a growing awareness of other and their viewpoints. 6. They have a growing awareness about the world around us. 7. They begin to show interest in real life issues. |

Sunday School

Sunday school is an informal theological learning activity held on Sundays. There are a lot of Christian denominations organizing this activity on churches or in the reverend’s residence. The teachers usually come from the members of the parish and they should follow a kind of special training or workshop before becoming a Sunday school teacher.

Relating to this presentation paper, the activity of applying the translation techniques in songs has involved all Sunday school classes in *Gereja Kristen Jawa (GKJ) Purwokerto,* Central Java located in Jl. Bhayangkara 5 Purwokerto 53116. There are five Sunday school classes namely:

1. *Batita* – *Bawah Tiga Tahun* ( 0 – 3 years old)
2. *Balita* – *Bawah Lima Tahu*n (3 – 5 years old)
3. *Madya KRANJI Kecil* (1st – 3rd grade of elementary school)
4. *Madya KRANJI Besar* (4th – 6th grade of elementary school)
5. *Remaja (Teenagers)* (1st – 3rd grade of Junior High School)

All activities of the Sunday school, both sacramental and educational, are organized under a special commission named *Komisi Anak dan Remaja* (Children and Teenagers Commission). Regularly, the students do several outdoor activities such as choir show, field trip, and cookie selling. Meanwhile, on Saturdays, there is a special teenager mass continued with The Talent Development Program on music, IT, sports, and dancing.

Songs: some considerations in teaching

As it is mentioned before, all Sunday school classes namely *Batita, Balita, Madya KRANJI Kecil*, *Madya KRANJI Besar*, and *Remaja* were employed in practicing the Direct Translation Technique. Relating to the songs, themselves, it is believed that language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. *Students think songs are natural and fun.*Fun, even silly awkward songs abound in English. Some singers actually made a career out of them. They make offbeat, fun changes of pace with classroom use.

2. *Songs almost always contain authentic, natural language.*   
This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.   
  
*3. Songs are usually very easily obtainable.*  
Songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There is always the internet which can connect you with song downloads in all but the most obscure languages.  
  
*4. Songs can be selected to suit the needs and interests of the students.*In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.  
  
*5. A variety of new vocabulary can be introduced to students through songs.*Are people looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

*6. Grammar and cultural aspects can be introduced through songs.*Most songs have a recurring theme or story. Therefore, excerpting cultural elements is usually a possible, but often overlooked aspect of using songs.

*7. Students can experience a wide range of accents.*A good thing about songs is that the students are exposed to many different kinds of English. BritishEnglish, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.  
  
*8. Song lyrics can be used in relating to situations of the world around us.*Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They have expounded on pollution, crime, war and almost every social theme or cause. We will surely not even mention how many songs are about, related to or explore the theme of sex.  
  
*9. Time length is easily controlled.*  
Whether there are an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. The use of songs is very flexible.  
  
These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. Therefore, either EFL or English as a foreign language or ESL or English as a Second language and foreign language teachers should all consider using songs as a regular part of their classroom activities.

Sunday schools in *GKJ Purwokerto* use almost all Indonesian and Javanese songs in every mass. The students seldom use English because they almost never use English in the songs. Therefore, when they were asked to sing certain songs in English, they were shy to do so because they did not understand the lyrics; most of them are not used to singing English Christian songs or hymns, except English Christmas songs. However, they can still enjoy or even continue the tunes because they are already familiar with the songs.

In this case, some ways of compiling and singing the songs in English are used. First, songs which are originally in English are listed. Some of the songs are taken from *Kidung Pujian,* one of the song books used in GKJ Purwokerto. Others remain anonymous, even though they can be said as classical Sunday school songs.

Table 2. Indonesian & (Original) English Version of Sunday School Songs

|  |  |
| --- | --- |
| Indonesian Version | (Original) English Version |
| Yesus cinta semua anak Semua anak di dunia  Putih, kuning, dan hitam  Semua dicinta Tuhan Yesus cinta semua anak di dunia | Jesus loves the little children All the children of the world Red and yellow, black and white They're all precious in His sight Jesus loves the little children of the world |
| Bapa Abraham mempunyai Banyak sekali anak-anak Aku anaknya dan kau juga  Mari puji Tuhan  Tangan kanan, tangan kiri! (Bapa Abraham…)  Kaki kanan, kaki kiri! (Bapa Abraham…) Putar-putar lalu duduk!(Bapa Abraham…) | Father Abraham had many sons Many sons had Father Abraham I am one of them and so are you So let's all praise the Lord.  Right arm, left arm! (Father Abraham…)  Right foot, left foot! (Father Abraham…) Chin up, turn around, sit down! (Father Abraham…) |
| Yesus menginginkan daku bersinar bagiNya Dimanapun ku berada, ku mengenangkanNya  Refr. *Bersinar, bersinar, itulah kehendak*  *Yesus*  *Bersinar, bersinar, aku bersinar terus* | Jesus wants me for a sunbeam,  To shine for him each day;  In ev'ry way try to please him,  At home, at school, at play.  Refr. *A sunbeam, a sunbeam,*  *Jesus wants me for a sunbeam.*  *A sunbeam, a sunbeam,*  *I'll be a sunbeam for him.* |
| Yesus sayang padaku Alkitab mengajarku Walau ‘ku kecil lemah  Aku ini milikNya  Refr. *Yesus Tuhanku  sayang padaku  Itu firmanNya  di dalam Alkitab* | Jesus loves me! This I know, For the Bible tells me so; Little ones to Him belong; They are weak, but He is strong.  Refr. *Yes, Jesus loves me!  Yes, Jesus loves me!  Yes, Jesus loves me!  The Bible tells me so.* |
| Yesus berpesan: Dalam malam g’lap  kamu harus jadi lilin gemerlap;  anak masing-masing di sekitarnya,  dalam dunia ini bersinarlah! | Jesus bids us shine with a clear, pure light, Like a little candle burning in the night; In this world of darkness, we must shine, You in your small corner, and I in mine. |
| Adalah sukacita di hatiku, di hatiku, di hatiku  Adalah sukacita di hatiku, diberikan Tuhanku  Aku bersyukur, bersukacita, kasih Tuhan tinggal di dalamku.  Aku bersyukur, bersukacita, kasih Tuhan tinggal di dalamku. | I've got the joy, joy, joy, joy down in my heart Down in my heart, down in my heart, I've got the joy, joy, joy, joy down in my heart Down in my heart to stay. And I'm so happy, so very happy. I've got the love of Jesus in my heart.  And I'm so happy, so very happy. I've got the love of Jesus in my heart |
| Hati-hati gunakan tanganmu  Hati-hati gunakan tanganmu  Allah Bapa di sorga selalu lihat ke bawah  Hati-hati gunakan tanganmu  Hati-hati gunakan telingamu…  Hati-hati gunakan mulutmu…  Hati-hati gunakan matamu…  Hati-hati gunakan kakimu… | Oh, be careful little hands, what you touch. Oh, be careful little hands, what you touch. There's a Father up above, looking down in tender love, So be careful little hands, what you touch.  Be careful little ears what you hear Be careful little mouth what you say... Be careful little eyes, what you touch... Be careful little feet, where you go... |
| Selesailah Sekolah Minggu, mari kita pulang  Bye-bye, bye-bye  Tuhan besertamu | Sunday School Is over and we are going home Goodbye, Goodbye Be always kind and true! |
| Jalan serta Yesus  Jalan sertaNya setiap hari  Jalan serta Yesus  Serta Yesus s’lamanya  Refr. *Jalan dalam suka*  *Jalan dalam duka*  *Jalan sertaNya setiap hari*  *Jalan serta Yesus*  *Serta Yesus s’lamanya* | Walking with Jesus  Walking every day, all along the way Walking with Jesus Walking with Jesus along  Refr. *Walking in the sunrise  Walking in the shadow  Walking every day, all along the way  Walking with Jesus  Walking with Jesus along* |
| I-N-J-I-L  Kitab itu bagiku  Aku berdiri atas firmanNya  I-N-J-I-L | The B-I-B-L-E  Yes, that's the book for me  I stand alone on the Word of God  The B-I-B-L-E |
| Hari ini, hari ini,  harinya Tuhan, harinya Tuhan  Mari kita, mari kita bersukaria, bersukaria  Hari ini harinya Tuhan  Mari kita bersukaria  Hari ini, hari ini, harinya Tuhan | This is the day, This is the day,  That the Lord has made, That the Lord has made  I will rejoice, I will rejoice  and be glad in it, and be glad in it.  This is the day that Lord has made,  I will rejoice and be glad in it.  This is the day, this is the day  that the Lord has made. |

Another way is by translating the Indonesian Sunday school songs into English. The problems that came up here were the difficulties in making the meaning of the words match, finding the right words and the process to match the word syllabification.

Table 3. Indonesian & (Translated) English Version of Sunday School Songs

|  |  |
| --- | --- |
| Indonesian Version | English Version |
| Kingkong badannya besar  Tapi aneh kakinya pendek  Lebih aneh binatang bebek  Lehernya panjang, kakinya pendek  Haleluya,Tuhan Maha Kuasa  Haleluya, Tuhan Maha Kuasa | What a big body Kingkong has  It also has two strong but short legs  To more surprise, the unusual duck  It has a long neck and a couple short legs  Hallelujah, let’s praise God The Almighty  Hallelujah, let’s praise God The Almighty |
| Burung pipit yang kecil dikasihi Tuhan  Terlebih diriku, dikasihi Tuhan  Bunga bakung di padang diberi keindahan  Terlebih diriku, dikasihi Tuhan | Little flying sparrow, surrounded with God’s love  I am also as well, surrounded with His love  Lily of the valley, granted with God’s beauty  I am also as well, granted with His beauty |
| Selamat pagi Tuhan tak lupa terima kasih  Tuhan t’lah pelihara kami setiap hari  Matahari bersinar, burung-burung bernyanyi  Bertambah tambah tambah cintaNya | Good morning O Dear Lord and we thank You very much.  For You always gives us Your daily divine love  The sun shines very brightly, the birds sings songs joyfully.  They show how great Your love for us can be. |
| 5 roti dan 2 ikan diberi berkat oleh Tuhan  Dimakan lima ribu orang, sisa dua b’las k’ranjang  Hai teman apakah kau dengar  Dengarlah mujizat Tuhan  Dimakan lima ribu orang, sisa dua b’las k’ranjang | There are 5 loaves of bread and two fish.  Lord Jesus bless them for everyone.  5,000 people are granted by this gift.  Twelve baskets remain still  O dear friends, have you heard this one?  Here’s another miracle from up Divine.  5,000 people are granted by this gift.  Twelve baskets remain still |
| Selamat datang di sekolah minggu  Pada teman-teman yang baru  Kami sangat bergirang hati  Kau di tengah kami  Dan bersama pujilah Tuhan  ‘Tuk bersama t’rima Firman  Tentulah engkau minggu depan  Suka datang pula | Welcome to our great Sunday school  To our new brothers and sisters  We are so pleased to know you are here  Come and stay among us  So let’s praise the Lord, our God  And stay close to have His Words  Surely, you’ll be here again next week  No more, I just can’t wait |
| Tanganku kerja buat Tuhan  Mulutku memuji namaNya  Kakiku berjalan cari jiwa  Upahku besar di Surga | My hands do good works for the Lord  My mouth says praises for His name.  My feet walks to everywhere he told me so  There’s a crown with my name upon. |
| Dengar Dia panggil nama saya  Dengar Dia panggil namamu  Dengar Dia panggil nama saya  Juga Dia panggil namamu  Oh giranglah!  Oh giranglah!  Yesus amat cinta pada saya  Oh giranglah! | Hear, hear, O friend, He’s calling my name.  Hear, hear, He’s calling your name too.  Hear, hear, O friend, He’s calling my name.  Hear, hear, He’s calling your name too.  O happy day!  O happy day!  His love for me is very tenderly  O happy day! |
| KasihNya seperti sungai  KasihNya seperti sungai  KasihNya seperti sungai di hatiku  Mengalir di waktu susah  Mengalir di waktu senang  KasihNya seperti sungai di hatiku | His love flows like rivers softly  His love flows like rivers softly  His love flows like rivers softly down in my heart  It flows when the sun shines brightly  It flows when the rain pours heavily  His love flows like rivers softly |

The last group of the Sunday school songs, like in the following table, is not translated because in the original text, there are several words still using the Old English, like *thy*, *thee*, *thine*, *thou, hath, hast.* Such words might trigger some students’ curiously to know more about the language and its usage. Meanwhile, others may just simply drop the songs because they have already felt confused with the words. Therefore, even though the tones of the following songs are very familiar for adults, the young learners will simply leave them because certain words have blocked their efforts to understand English more.

In this case, in this context, when a young learner has finally found certain songs that are quite easy to have, some direct translation techniques may convert the situation into interesting ways of learning English.

|  |  |
| --- | --- |
| Indonesian Version | (Original) English Version |
| Tuhan, Kau Gembala kami  Tuntun kami dombaMu  B’rilah kami menikmati  Hikmat pengurbananMu  Refr. *Tuhan Yesus, Jurus’lamat*  *Kami ini milikMu*  *Tuhan Yesus, Jurus’lamat*  *Kami ini milikMu* | Savior, like a shepherd lead us,  much we need thy tender care;  in thy pleasant pastures feed us,  for our use thy folds prepare.  Refr. *Blessed Jesus, blessed Jesus!*  *Thou hast bought us, thine we are.*  *Blessed Jesus, blessed Jesus!*  *Thou hast bought us, thine we are.* |
| Bila topan k’ras melanda hidupmu, Bila putus asa dan letih lesu, Berkat Tuhan satu-satu hitunglah, Kau niscaya kagum oleh kasihNya.  Refr. *Berkat Tuhan, mari hitunglah,  Kau ‘kan kagum oleh kasihNya.  Berkat Tuhan, mari hitunglah,  Kau niscaya kagum oleh kasihNya.* | When upon life’s billows you are tempest tossed, When you are discouraged, thinking all is lost, Count your many blessings name them one by one, And it will surprise you what the Lord hath done.  Refr. *Count your blessings, name them one by*  *one;  Count your blessings, see what God hath*  *done;  Count your blessings, name them one by*  *one,*  *And it will surprise you what the Lord*  *hath done.* |
| Aku milikMu, Yesus, Tuhanku  Ku dengar suaraMu  ‘Ku merindukan datang mendekat  Dan diraih olehMu  Refr. *Raih daku dan dekatkanlah*  *Pada kaki salibMu*  *Raih daku, raih, dan dekatkanlah*  *Ke sisiMu, Tuhanku* | I am Thine, O Lord, I have heard Thy voice, And it told Thy love to me; But I long to rise in the arms of faith And be closer drawn to Thee.  Refr. *Draw me nearer, nearer blessed Lord,  To the cross where Thou hast died.  Draw me nearer, nearer, nearer blessed Lord,  To Thy precious, bleeding side.* |
| Ikut Dikau saja Tuhan  Jalan damai bagiku  Aku s’lamat dan sentosa  Hanya oleh darahMu  Refr. *Aku ingin ikut Dikau*  *Dan mengabdi padaMu*  *Dalam Dikau Jurus’lamat*  *‘Ku bahagia penuh!* | I will follow Thee, my Savior, Wheresoe’er my lot may be;  Where Thou goest I will follow, Yes, my Lord, I’ll follow Thee.  Refr. *I will follow Thee, my Savior,  Thou didst shed Thy blood for me;  And though all men should forsake Thee,  By Thy grace I’ll follow Thee.* |
| Hujan berkat ‘kan tercurah  Itulah janji kudus  Hidup segar dari Sorga  ‘Kan diberi Penebus  Refr. *Hujan berkatMu*  *Itu yang kami perlu*  *Sudah menetes berkatMu*  *Biar tercurah penuh!* | There shall be showers of blessing: This is the promise of love; There shall be seasons refreshing, Sent from the Savior above.  Refr. *Showers of blessing,  Showers of blessing we need:  Mercy-drops round us are falling,  But for the showers we plead.* |

Some Direct Translation Techniques

Direct or literal translation is the direct transfer of a SL (*Source* *Language*) text into a grammatically and idiomatically appropriate TL (*Target* *Language*) text in which the translator's task is limited to observing the adherence to the linguistic servitudes of the TL. This naturally means that the translator (in this case, the Sunday school teacher) has to operate within certain limits and is not free to appropriate the language to suit his/her ends.

When does a direct translation fail? It fails when the TL translation fails to convey anything meaningful for various reasons. It might not have the exact structural equivalent or might not have a corresponding expression. Idioms are the best examples of this. “It is raining cats and dogs” in English cannot be translated literally into Hindi or most Indian languages, for that matter.

Therefore, it can be said that direct translation is just like on-the-spot translation. Time is the limitation and in doing this, without a good preparation and memory, teachers might give the wrong information to their students. Below are three simple techniques using direct translation way.

1. *Text Switching*

Teacher(s) : 1

1. Teach the students the Indonesian version (*Yesus cinta semua anak*)
2. Teach the students the English version (*Jesus loves the little children)*
3. Make sure the students know the order of the sentences in the song.
4. Take a piece of paper with 1 sentence on it: *Yesus cinta semua anak*
5. Show it to the students
6. Ask them to say the continuation of that sentence in English: *All the children of the world*
7. Do it until all sentences finished
8. Repeat step #4
9. Take a piece of paper with half of the sentence on it: *Jesus loves*
10. Ask the students to say the continuation of half of that sentence in Indonesia: *semua anak*
11. Do it until all sentences finished
12. *Text Guessing*

Teacher(s) : 1

1. Teach the students the Indonesian version (*Selesailah Sekolah Minggu*)
2. Teach the students the English version (*Sunday School is over)*
3. Make sure the students know the order of the sentences in the song.
4. Say the song lyric in Indonesia
5. Make sure to say 1 word silently; mime the word
6. Make sure the students understand the intended silent word
7. The students give the translated word in English
8. *Text Completing*

Teacher(s) : 1

1. Teach the students the Indonesian version (*Hari ini hariNya Tuhan*)
2. Teach the students the English version (*This is the day that the Lord has made)*
3. Make sure the students know the order of the sentences in the song.
4. Put the sentence incompletely on pieces of paper.
5. The students take one and find *Hari ini hari ini…* and sing it loudly
6. Choose a student and ask him/her to complete the sentence by singing the continuation of the tune and the other part of the sentence in English (…*that the Lord had made.*)

**Conclusion**

Based on the belief that language can miraculously be acquired faster in younger age, the common people think that learning language in young age is faster and easier than adult time. It effects to appearing courses, pre-schools and play-groups that offer English teaching programs designed exclusively for children. Its ambitious aim is to equip language learners with full native-like language competence, particularly competence in communicating orally.

We cannot judge the statement above true or false but we must scale some aspects influencing the result of language teaching. There are many aspects influence the language learning such as cognitive ability, condition of environment and children characteristics. Globally children characteristics are some way strong which influence the result of teaching learning process Inside of class room teacher must know what problem will be appear so that the teacher can overcome the problem may appear because teaching language to young learners and teaching language to adult is really different.

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# Reframing Authentic Materials for Teaching Grammar: Practicing Grammar In Context

## Dana Yudha Kristiawan

[dana\_laros@yahoo.co.id](mailto:dana_laros@yahoo.co.id)

Universitas 17 Agustus 1945

In most of the text books used in the teaching of grammar, exercises are taken out of context, whether that context is oral or written. For example, students asked to transform grammatical rules are typically made to do repetition drills. This bores students and does not accustom them to use grammar in context. To meet this need, I will show how the use of authentic materials assists students in learning grammar in context.To begin with, I will talk about the nature and the rationale of using authentic materials in teaching. Then, I will discuss the criteria for selecting authentic materials for classroom use. Finally, I will demonstrate the step-by step guidelines for class work so the audience can adapt or adopt them in their own teaching.I contend that teaching grammar with authentic materials will enhance understanding of grammar use and application whether in speaking or writing.

Keywords: Authentic materials, grammar, context

**Introduction**

In most of text books used for teaching and learning grammar, it is found that students are asked to do the exercises. For the example the exercises are to transform grammatical rules which are typically made to do repetition drills. Meanwhile, the teachers in the teaching learning process of grammar (e.g.,in the Indonesian EFL context) they tend to lead students to memorize the grammatical form. Furthermore they teach the students to master an element of grammar than move to another. For the example, after the teacher teaches simple present tense and students master it then he/she teaches present continuous tense. According to Nunan (1998) this phenomenon is called “constructing a wall method”. It means that the grammatical competence is based on the easy “bricks” then providing the foundation for the difficult one. If the bricks are not in the correct order, the wall will collapse under its own ungrammaticality. He confirms that second language acquisition should be like growing a garden than constructing a wall. It means that when learning a second language learners do not need master an element of grammar perfectly in time but simultaneously and imperfectly.

In teaching learning foreign language teachers should enhance students’ interest, motivation and achievement. It is a challenge for teachers creates opportunities in teaching learning foreign language becomes meaningful to the students. One alternative that can be applied by teacher is using authentic materials on their pedagogical practice. According to Peacock (1997) He recommended based on his research that teacher can try the appropriate authentic material as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials. Practically, in learning grammar students must be accustomed to understand and use grammar for either written or communicative purposes. To fill this void, this article discusses key issues on how authentic materials assist students practicing grammar in context. It also addresses the implementation of authentic material into instructional materials. This contribution of this article is to give the readers with the practical account on how authentic material can be used to assist the students in learning grammar in a context

**Nature and Rationale of Authentic Materials in Teaching Grammar**

There are many definitions of authentic materials. According to Wong, et all (1995) they define authentic materials as materials which are used in genuine communication in a real world and not specifically prepared for teaching and learning English The examples of such materials includes written, audio-video that students encounter in their daily lives such as brochures, job applications, menus, voice mail messages, radio programs, and videos. Drawing by this definition, the nature of authentic materials is supplying students with real experience to expose the real language and its use in its own community. In line with this notion, learning grammar should be beyond of form and tend to focus on meaning and use. My firm belief is that grammar is a tool for communicating ideas. This suggests that learning grammar is beyond memorizing form (e.g., grammatical rules). That teaching grammar means enabling language students to use linguistic form accurately, meaningfully and appropriately (Larsen-Freeman.1991; P.280).

Avoiding students get bored in learning grammar, authentic materials can be an alternative solution since they can attract students’ attention. According to Scrivener (1996) authentic materials can motivate reluctant learners into overcoming their shyness or fears with regard to language-learning.Furthermore, the nature of authentic materials is genuine in time, location and people. It means that the events in authentic materials are tent to similarly with the background knowledge of the students. This condition makes students appreciate the use of language in the material. Finally, authentic materials can trigger students in learning foreign language as they offer,in that they can offer contexts with which students are more familiar.

**The Criteria for Selecting Authentic Materials for Classroom Use**

In selecting authentic materials teachers should consider about the authenticity of the learners. Lee (1995) defines learners’ authenticityis an interaction between learners and authentic materials in which learners can give appropriate response and positive psychology reaction. It will be useless if the students do not respond properly with the authentic materials which prepared by the teacher. This implies that the authenticity can be achieved whereas an agreement between the content of authentic materials are synchronous with the students’ interpretation. Regarding with this discussion it is important to teacher to consider the background of the students in selecting the material. The background of students includes culture, interest, and linguistic competence. It makes easier for them to engage with the authentic material since the prior knowledge; interest and curiosity of the students are not alien with them.

The notion of selecting authentic materials should be based on the students’ center. The authentic material should give students learning grammar beyond the formula. It means the students can explore grammar in the authentic material in communicative and written purposes. With reference to learners’ background Khaniya (2006) mentions three aspects in materials selection. The first is the linguistic background which “influences classroom management, the selection of tasks, the sequencing and execution of tasks, and the focus of micro-skill instruction”. The second is the conceptual background which “determines the need for specificity or generality of information in the selected materials” and the last aspect is cultural aspect which affects trainee-instructor interaction, the formality or informality of classroom interaction, and expectations of traditional instructor and trainee/student roles.” (p. 21). To sum up, it can be concluded that first and foremost, learners’ language level must be considered in selecting texts and texts must be carefully examined for their lexical and structural difficulty. Moreover, to choose appropriate themes and topics, learners’ needs and interests are required to be reflected on.

**The Implementation of Teaching Grammar Using Authentic Materials**

As earlier pointed out, using authentic materials can assist students accustomed in practicing grammar in context. Here is a sample teaching grammar using authentic materials. I would like to focus on target language studentsat vocational school level, particularly the first year students.

**The selection of authentic materials**

Based on the criteria of selection of authentic materials that language competence, theme and interest is considered. Since the students are marketing major, the selection of the authentic material is based on of descriptive genre. In this case the authentic material used is products label. So they can describe the product and learning about formula of the grammar in the product label. The students can find easily the product label in the internet or in their daily lives.

**Task Design**

Based on the authentic materials given the students are asked to interpret the labels, then based on the labels students construct the sentence based on the words, phrases, symbols or icon found in the authentic material. After that, students in pairs are checking the sentences then they revise the sentence based on the feedback. Finally, they rewrite the sentences and posting the sentences then performing in short describing product labels.

**Evaluation**

After the process of teaching and learning, the students were asked for their opinions about the authentic materials and task that they used. Most of them said that the chosen of authentic materials are really interesting and enjoyable way to what they are studying now. Furthermore they conveyed that they feel that authentic material selected is a unique way. It assists them in learning variety vocabularies by using online dictionary & treasure, and they can easily create conceptually and grammatically sentences. They also give opinion that the authentic materials chosen are relevant to their major, marketing, helps them explore more about this product communicatively. Finally, they confirmed that they are happy that the authentic materials chosen are helpful to explore variety of language and vocabularies without thinking over and memorizing the grammar formula.

**Conclusion**

Grammar is a tool in communicating idea. The paradigm of traditional grammar in which students is focus on memorizing form must be transformed. Teacher should lead student’s uses linguistic form meaningfully and appropriately in teaching grammar. Authentic materials provide useful resources for communicating ideas in which grammar plays crucial role in making meaning of texts. These authentic materials provide situational contexts in which a variety of messages can be explored. These message explorations certainly render different communicational meanings and functions.

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# Professionally Character-Loaded English Teaching and Learning: An Indonesian Nexus

## Prof.Drs.Dewa Komang Tantra,Dip.App.Ling,MSc,Ph.D

[dewatantra@yahoo.com](mailto:dewatantra@yahoo.com)

Ganesha University of Education

Abstract

Changes always occur all the times in all aspects of life. There is nothing remains the same all the time long. The agricultural era was indicated with simplicity and harmony. Everything was planned and implemented in un-rushed manners. The agricultural era was then replaced by the industrial era. This era valued more productivity than simplicity. Businesslike endeavors color all activities during this era. It was also characterized with tough competition. However, this era was over and it was replaced with science and technology. Scientific endeavors occupied all activities including teaching and learning languages. The role of theory becomes prominent and it determines all scientific processes. The concepts of reliability and validity are vital for determining good outputs with least errors. The effects of this era are vast in language methodology, research and evaluation. The current development of information technology has added new touches of modernity. Globalization with vast advancement in science and technology has changed conventional approaches, methods and techniques with the so-called e-learning, e-library, e-banking and so forth. This era is becoming more complex with the addition of the rapid changes in computer science and mobile phone technology. Another element should be included in language teaching-learning process is character. Character education is a system for value, norm and rule cultivation, through which knowledge, understanding and application of a holistic being could be facilitated and strengthened. Therefore, it is compulsory for character education integrated into all subjects taught in early childhood education, primary school, junior secondary school, senior high school and university. The character educational objectives of an ESL or TEFL should include cognitive, affective and psychomotor domains.

**Introduction**

In terms of time frames, the teaching of English moves up from early 1900s to early 2000. In the early 1990s, 1940s and 1950s, **Behaviorism** with its typical themes like tabula rasa, stimuli and linguistic responses, conditioning and reinforcement occupied the approach, methods and techniques of teaching. While in 1960s and 1970s, **Nativism,** with its typical themes like innate predispositions, systematic and ruled governed acquisition, creative construction, pivot grammar and parallel distributed processing, was popularly implemented in language learning classrooms (Chomsky,1959, 1975). During the 1980s, 1990s and early 2000, **Functionalism,** with its typical themes like constructivist, social interaction, cognition and language, function of language and discourse, was widely used by school teachers and learners (Lenneberg, 1967; Masur,1995; Lillo-Martin et al.1999).

In today’s time, there are several methods of learning a new language; however, none have been acknowledged as the one and only preferred method, and as such, many devote serious time and energy trying to unlock and discover the human abilities and what it takes to acquire a second language.  Today the market is crowded with “popular theories” and detailed research on how we acquire second languages.  While several experts focus their continued research on second language acquisition (SLA) and how we learn languages (Baker, 2002; Bannard, et al., 2009; Barbara and [Pullum](http://en.wikipedia.org/wiki/Geoffrey_Pullum), 2006; Bates,   et al.,1999; Bates, et al., 2010).

. Current studies range from error analysis, inter-language, development patterns (order, and sequence of acquisition), to the variability between native and second languages (Kendra A. Palmer, 2009).  Also incorporated into these studies are the analysis of external influences such as social effects, interaction, and pedagogical effects. Several methods exist in learning a new language. Early methods such as **Grammar Translation**, focused directly on memorization in an order to achieve proficiency in reading and writing.  The **Direct Method** targeted achieving proficiency through oral communication, with lessons occurring in the target language and the student is refrained from the use of his or her native language.  The **Audio-Lingual Method**, which is based on behaviorism, is a method that in which the student acquires the language from the study and understanding of the cultural context of the target language.  **Communicative Language Teaching** (CLT) has become the corner stone of most of today’s self study programs; the concept behind CLT is that the teacher (or program) serves as a facilitator and shoulders the responsibility of learning the language towards the student, CLT accomplishes this by focusing on real life situations and interactions, causing the student to learn how to effectively communicate based on everyday interactions. Nowadays, an approach that has become vastly popular because of the current consumer demand of language fluency in human interactions with characters is **a professional character-based language teaching and learning**.

Table 1. Schools of Thought in the First Language Acquisition

|  |  |  |
| --- | --- | --- |
| Time Frame | Schools of Thought | Typical Themes |
| Early 1900s, 1940s & 1950s | Behaviorism | Tabula rasa  Stimuli: linguistic responses  Conditioning  Reinforcement |
| 1960s & 1970s | Nativism | Innate predispositions (LAD & UG)  Systematic , rule governed acquisition  Creative construction  Pivot grammar  Parallel distributed processing (PDP) |
| 1980s, 1990s & early 2000 | Functionalism | Constructivist  Social interaction  Cognition and language  Discourse |
| Early 2001s | Post-modernism | Character education  Professionalism  Theoretically sound  Emotionally appropriate  Socially appropriate  Contextually related  Enthusiastically pursued |

**Professional Teaching-Learning**

Changes always occur all the times in all aspects of life. There is nothing remains the same all the time long. The agricultural era was indicated with simplicity and harmony. Everything was planned and implemented in un-rushed manners. The agricultural era was then replaced by the industrial era. This era valued more productivity than simplicity. Businesslike endeavors color all activities during this era. It was also characterized with tough competition. However, this era was over and it was replaced with science and technology. Scientific endeavors occupied all activities including teaching and learning languages. The role of theory becomes prominent and it determines all scientific processes. The concepts of reliability and validity are vital for determining good outputs with least errors. The effects of this era are vast in language methodology, research and evaluation.

The current development of information technology has added new touches of modernity. Globalization with vast advancement in science and technology has changed conventional approaches, methods and techniques with the so-called e-learning, e-library, e-banking and so forth. This era is becoming more complex with the addition of the rapid changes in computer science and mobile phone technology. This era is often nick-named as *nano era*.

**NANO ERA**

**Chaotic**

**DIGITAL ERA**

**Electronic**

**Scientific**

**SCIENTECH ERA**

**Productive**

**INDUSTRIAL ERA**

**AGRICULTURAL ERA**

**Harmonius**

**Figure 1: Development Era**

Nowadays, the success in any aspects of life determines by six major intelligences, namely: intellectual intelligence, emotional intelligence, social intelligence, adversity intelligence, ecological intelligence and spiritual intelligence.

Intellectual intelligence is concerned with the brain and academic experiences. Knowledge and experience will widen one’s academic horizons. Emotional intelligence is focused more on affective factors, such as motivation, attitude, interest, perception, commitment and so forth. Social intelligence is concerned with communicative competence facilitating bilateral and multi-lateral interaction with various races, nationalities and colors. Aadversity intelligence provides an individual to adverse weaknesses into strengths and threats into opportunities. And, spiritual intelligence facilitates an individual with a never-ending enthusiasm and effort to meta-learning, that is learning how-to-learn. Professional language teaching and learning is accordingly characterized as (1) theoretically sound, (2) communicatively appropriate, (3) emotionally rewarding, (4) advertently managed, (5) contextually appropriate and (6) enthusiastically rewarding. Accordingly, professional language teaching and learning is characterized with six principles as the following.

*Principle One*, professional language teaching and learning should refer to sound and current theories of language learning as much as possible. Theories of listening, speaking, reading and writing emanating from philosophy of Constructivism should be adopted and adapted into language classrooms as much as possible. The more functional approach to language components should be referred for more successful language teaching and learning. More student-oriented learning should be encouraged than teacher-oriented counterpart. The motto runs: *Let learners do the learning, and teachers manage, facilitate, mentor and motivate neccessarily*!

*Principle Two*, professional language teaching and learning should teach about language in use. Language use concerns more on the appropriateness of language contexts. There are four main contexts, namely: linguistic, social, cultural and emotional contexts. The linguistic contexts determines what forms of language should be used appropriately in order to guarantee successful communication. Social contexts are vital when carrying interpersonal interaction with different social idiosyncrasies. Learners should learn more on functions of language than language forms. Grammaticality is important; however, appropriateness is the most important aspect of language use. Speech levels and styles are determined by appropriate social attributes. The motto runs: *Let learners learn functions of language, not forms of phony language. Language use is not an ideology, but it is a reality for social interaction* !

*Principle Three*, professional language teaching and learning should attune to individual differences. Learners are not alike in terms of their intelligence, motivation, attitude and/ or perception to English and the English teachers. Some of them are iteratively motivated, while some others are instrumentally motivated. Some of them are very interested in learning English, but some others are just about to leave English at all. Many students think of English as the most difficult subject to learn, while others find it fun to learn. Individual differences should be accounted for in language classrooms through activities that facilitate creative, productive, active, fun and innovative learning. This may be done through an approach called Community Counseling Learning or *Suggestopaedia or Suggestology*. The motto runs: *Let learners enjoy learning English as naturally as they acquire their first language*. *No intervention available is in the classrooms that make them avoid learning it responsibly*!

*Principle Four*, professional language teaching and learning should manage learners to make extra efforts, despite of their weaknesses and obstacles. Many learners come from disadvantaged families, in terms of socio-economic status. Many studies show that success is factored by the firm determination to succeed. In some developing countries, many students possess a high need for achievement, despite of their poor learning inputs. Such learners could change weakness into strength for learning and hindrances into opportunity for high achievement in learning. An approach to assist learners to adverse poor to facilitative conditions is through Counseling Learning. Learners should perceive themselves personally and academically as individuals who are capable of reaching the un-reach. The motto runs: *Let learners realize their potentials and make them a reality, not an ideology as such. If others can do, she/he can also do with extra efforts!*

*Principle Five*, professional language teaching and learning should account for relevance, in terms of learning outcomes, not learning outputs *as such*. Learning outcomes are standard and basic competencies. Competency is defined as a holistic entity, comprising knowledge, skills and attitude. Standard competency is a minimum standard, which shows certain level of semantic and procedural knowledge, hard and soft skills, as well as positive attitudes. Bbasic competency is a detailed description of standard competency, which covers cognitive, affective and psychomotoric objectives. Therefore, learning should be geared towards the four pillars of learning, namely learning to know, learning to do, learning to live together and learning to be. The motto runs: *Let learners get the necessary knowledge, skills and attitude through active learning processes with self efficacy!*

*Principle Seven*, professional language teaching and learning should phase it into six sequential steps as: *encoding, decoding, storing, rehearsing, reproducing and learning*. Teachers should encode information as clearly as systematically as possible by taking into account realistic classroom contexts and inputs. Learners are ushered into an efficient and effective means of decoding the information by taking good notes. The noted information is stored into short-term memory and practiced as frequently and meaningfully as possible for its quick production. The rehearsed information is further organized into long-term memory for permanent learning. The sequences of learning can be achieved through eclectic teaching and learning methodologies, which embark on learners’ enthusiasm. The motto runs: *Let learners do the decoding, saving, rehearsing, producing and learning, while teachers do only the encoding of information!*

**Character Education**

Rationale

Every human being is endowed with certain characters. Actualization of those characters is believed to be influenced by internal and external factors. These factors will shape up one’s characters idiosyncratically. External factors are assumed more influential than internal counterparts. Education is therefore a factor that can be a means to develop good characters, such as smartness, religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, appreciation, communicativeness, care, sociability, criticalness, responsibility, synergy, loyalty, just, and simplicity (Hasan, *et al*.,2010; Zuhdi, 2009).

Character education is a system for value, norm and rule cultivation, through which knowledge, understanding and application of a holistic being could be facilitated and strengthened. Therefore, it is compulsory for character education integrated into all subjects taught in early childhood education, primary school, junior secondary school, senior high school and university. The character educational objectives should include cognitive, affective and psychomotor domains.

The development of good characters through education is based on four assumptions. *Firstly,* education is a process whereby good characters can be cultivated efficiently and effectively through educational processes. Educational processes can take place in the family, school and society. A family can model good characters through informal education. Whereas, a school can strengthen values and mores positively. A society can carry out non-formal education by providing real contexts for the realization of good characters.

*Secondly*, education spans time from childhood to adulthood. Therefore, education is a means for developing and cultivating good characters since childhood on. Early childhood is very strategic to begin with character education. Early childhood is used as a metaphor of *the Golden Age*, during which children undergo potential development physically, mentally and morally. Early adulthood is also considered strategic for the actualization of good characters already constructed during early childhood.

*Thirdly,*education is an efficient and effective institutionfor selected measures for behaviors. The educational goal is geared towards the attainment of six different intelligences, namely: intellectual quotient, emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. It is believed that character-based education could facilitate educationally-facilitative learning processes, which enable learners to know, to do, to be and to live together in a society.

*Fourthly,*the national educational aim is to develop the learners’ potentials in order to become good national citizens, who believe in God the Almighty, religious, moral, independent, smart, knowledgeable, healthy, intelligent, creative, democratic and responsible. Moreover, the President of the Indonesian Republic had declared on the 2010 National Education Day, that character education was meant for national character building. The declaration was prompted by the declining of the Indonesia citizen’s characters in general.

Basic Concept

In everyday life, a character is synonymous to salient traits manifested in an individual’s behavior. Oxford Dictionary defines a character is a mental quality or genuine trait of an individual. While, Suyanto (2011) believes that a character is a thinking process which facilitate an individual to live and share with others. An individual with good character is always able to decide and account for whatever decision has been made. Character education is an ethic education, which covers cognitive, affective and psychomotor domains. The very essence of character education is a process whereby an individual educated, managed and studied systematically by the family, school and society (Kartadinata, 2010). Therefore, character education is values, ethics, mores, norms and rules transmission to the learners in order they become morally good and ethical individuals. Character education trained through affection can develop characters, such religiosity, honesty, just, loyalty, discipline, responsibility, empathy, courage, risk taking, ethos, charity and nationalism. When it is trained through cognition, it could develop such characters as smartness, intelligence, creativity, productivity, fairness, scientific attitude, reflective thinking, curiosity and criticalness. Physical education can also be conducted to develop good characters such as health, toughness, reliability, stability, co-operation, determination, competiveness, happiness and painstakingness. Development of good will could also be used for building good characters, such as sharing behaviors, togetherness, kindness, respect, tolerance, care, cosmopolitanism, nationalism, hardworking and learning ethos.

Principles

In general, there are some basic principles underlying character education as the following.

1. Character education is meant for self-dignity, and therefore, it is compulsory for an individual to uphold his/her own character. The individual is obliged to raise his/her moral sensitivity towards others.
2. Character education is a life-time endeavor towards good and just behaviors.
3. Character education is conducted in correspondence to developmentally appropriate behaviors.
4. Character education matches the levels of the individual’s readiness and maturity.
5. Character education should account for individual differences and internalization processes.
6. Character education is implemented informally through socializing agencies.
7. Character education is implemented by relating previous and current experiences in order to invoke particular behaviors.
8. Character education is conducted integrally with other topics and subjects thematically.
9. Character education should be appropriately linked with the individuals’ closest environment.
10. Character education should be implemented comprehensively, objectively and rationally.

Syllabus

A syllabus can be considered as an overall plan for a particular subject. It is a short-term contract between a teacher and learners about what to attain in terms of standard and basic competencies, learning materials, learning methodologies, learning sources and media, process and output evaluation. Each syllabus must be prepared for a particular subject or course. Characters should be integrated into language skills and components holistically.

The standard and basic competencies should be explained to learners prior to learning. The objective of competency explanation is to raise learners’ awareness of their own learning. By so doing, learners will understand what to and how to achieve the pre-determined competencies. In *Reading One* for college students, they are expected to have basic knowledge of, skills about, and tone about a particular text assigned to them.

For example:

1. Standard Competency: Students are competent in understanding contents of various intermediate written text in English.
2. Basic Competency:
   1. Students are competent in understanding the main idea and specific ideas of various intermediate written texts in English.
   2. Students are competent in explaining explicit and implicit information contained in various intermediate written texts in English.
   3. Students are competent in interpreting cohesive devices discovered in various intermediate written texts in English.
   4. Students are competent in giving examples of lexical meanings and usages found in various intermediate written texts in English.
   5. Students are competent in summarizing contents of various intermediate written texts in English.

The learning materials are developed and organized in a fashion to match with the learning objectives. The learning materials provide experiences for attaining the learning objectives as efficiently as effectively as possible. Learners should experience in identifying main idea and specific ideas, explaining explicit and implicit information, interpreting cohesive devices, giving examples of lexical usages and summarizing content of the assigned-to read texts.

The learning activities implemented to support the attainment of the learning objectives include skimming text individually, discussing text in pairs to identify main idea, specific ideas, textual references and diction, discussing in small groups to understand content of text, studying individually for cohesive devices, giving examples of word usages and outlining the general content. Some salient characters can be learnt through these activities using meta-cognitive learning and co-operative learning models (Freudenthal, et al.2005). An evaluation for the attainment of those competencies can be planned and administered right after the learning process is over. The following is an example of an evaluation for *Reading One* mentioned above.

Table 1

An Evaluation Blue Print for Reading One

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *No* | *Evaluation Type* | *Evaluation Method* | *Instrument* | *Percentage* |
| 1 | Home assignments | Performance assessments | Topical comprehension | 25 % |
| 2 | Mid-term evaluation | Classroom text comprehension | Achievement Test | 25 % |
| 3 | Final-term evaluation | Classroom text comprehension | Achievement test | 50 % |
|  | Total |  |  | 100 % |

Lesson Plan

A lesson plan is a detailed plan in each session. There are normally sixteen class sessions in one semester, including mid-term and final tests. An example of a lesson plan cited from *Reading One* for college students is attached in the *Appendix One*.

**Conclusion**

The pendulum of language teaching and learning has swung back and forth dynamically, following the dictate of modern era. The current development of information technology has opened new pathways to modern language teaching and learning methodology. Globalization has replaced conventional approaches, methods and techniques with the so-called e-learning and e-library. This era is becoming more complex with the addition of the rapid changes in computer science and mobile phone technology. Language teachers and learners should be literate with such rapid development of computer science, neuroscience, and other sciences as well. Therefore, professional language teaching and learning should refer to sound and current theories of language learning as much as possible. Theories of listening, speaking, reading and writing emanating from sound and current philosophy of language should be adopted and adapted into language classrooms (MacWhinney, 1999; Ramscar, et al.,2007; Curtiss, Susan, 1977).

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**Appendix One**

**Lesson Plan**

1. Course name : Reading One
2. Course Code : Ing 2671
3. Credit Hours : 2/2
4. Lecturer : Alex Frieddy
5. Study Program : Program Strata 1 (S1) Pendidikan Bahasa Inggris
6. Faculty : Pendidikan Bahasa dan Seni (FPBS)
7. University : Universitas Pendidikan Ganesha Singaraja
8. Standard Competency: Students are competent in understanding contents of various intermediate written text in English.
9. Basic Competency:
   1. Students are competent in understanding the main idea and specific ideas of various intermediate written texts in English.
   2. Students are competent in explaining explicit and implicit information contained in various intermediate written texts in English.
   3. Students are competent in interpreting cohesive devices discovered in various intermediate written texts in English.
   4. Students are competent in giving examples of lexical meanings and usages found in various intermediate written texts in English.
   5. Students are competent in summarizing contents of various intermediate written texts in English.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Basic Competency** | **Learning Material** | **Indicator** | **Learning Experience** | **Method/Strategy** | **Time Allotment** | **Learning Resource** |
| 1-2 | 1. Students are competent in identifying the main idea and specific ideas of various written texts in English. | Texts One and Two | 1. Identify main idea and specific ideas. 2. Explain explicit and implicit information of the assigned-to read text 3. Interpret cohesive devices discovered in the assigned-to read text 4. Give examples of lexical usages found in the assigned-to read text 5. Summarize content of the assigned-to read text | 1. Skim text individually 2. Discuss text in pairs to identify main idea, specific ideas, textual references and diction. 3. Discuss in small groups to understand content of text 4. Study individually for cohesive devices. 5. Give examples of word usages. 6. Outline the general content | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts One and Two |
| 3-4 | 1. Students are competent in identifying the main idea and specific ideas of various written texts in English. | Texts Three and Four | * 1. Identify main idea and specific ideas of the text   2. Explain explicit and implicit information of the assigned-to read text   3. Interpret cohesive devices discovered in the assigned-to read text   4. Give examples of lexical usages found in the assigned-to read text   5. Summarize content of the assigned-to read text | 1) Skim text individually  2) Discuss text in pairs to identify main idea, specific ideas, textual references and diction.  3) Discuss in small groups to understand content of text   1. Study individually for cohesive devices. 2. Give examples of word usages. 3. Outline the general content | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Three and Four |
| 5-6 | 1. Students are competent in explaining explicit and implicit information contained in various written texts in English. | Texts Five and Six | * 1. Identify explicit and implicit information contained in the assigned-to read text.   2. Give examples of explicit and implicit information contained in the assigned-to read text.   3. Explain the theme of explicit and implicit information. | 1) Skim text individually  2) Discuss text in pairs to Identify explicit and implicit information contained in the assigned-to read text.  3) Discuss in small groups to understand explicit and implicit information contained in the assigned-to read text. | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Five and Six |
| 7-8 | 1. Students are competent in explaining explicit and implicit information contained in various written texts in English. | Texts Seven and Eight | 1. Identify explicit and implicit information contained in the assigned-to read text. 2. Give examples of explicit and implicit information contained in the assigned-to read text. 3. Explain the theme of explicit and implicit information. | 1) Skim text individually  2) Discuss text in pairs to identify explicit and implicit information contained in the assigned-to read text.  3) Discuss in small groups to understand explicit and implicit information contained in the assigned-to read text. | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Seven and Eight |
| 9 | 1. Students are competent in identifying explicit and implicit content of the assigned-to test text | Text Nine | Answer questions provided in the assigned-to test text | **Mid-term test** | Individual test | 2 x 50 minutes | Achievement test |
| 10-11 | 1. Students are competent in interpreting cohesive devices discovered in various written texts in English. | Texts Ten and Eleven | 1. Identify cohesive devices used in the text. 2. Understand cohesive devices as used in the text. 3. Analyze uses of cohesive devices applied in the text | 1) Skim text individually  2) Discuss text in pairs to identify cohesive devices as used in the text.  3) Discuss in small groups to understand cohesive devices as used in the text. | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Ten and Eleven |
| 12-13 | 1. Students are competent in giving examples of lexical meanings and usages found in various written texts in English. | Texts Twelve and Thirteen | 1. Identify content words used in the text 2. Understand meanings of content words in the text. 3. Understand usages of lexicons in the text. | 1) Skim text individually  2) Discuss text in pairs to identify content words used in the text  3) Discuss in small groups to understand meanings and usages of words in the text. | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Twelve and Thirteen |
| 14-15 | 1. Students are competent in summarizing contents of various written texts in English. | Text Fourteen  and Fifteen | 1. Identify whole content of the text 2. Summarize the content of the text. | 1) Skim text individually  2) Discuss text in pairs to identify content words used in the text  3) Discuss in small groups to understand meanings and usages of words in the text. | Cooperative Learning and  Meta-Cognitive Learning. | 4 x 50 minutes | Texts Fourteen and Fifteen |
| 16 | 1. Students are competent in understanding contents of various written text in English. | Text Sixteen | Answer questions provided in the assigned-to test text | Final-term test | Individual test | 2 x 50 minutes | Achieve-ment test |

**Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Evaluation Type | Evaluation Method | Instrument | Percentage |
| 1 | Home assignments | Performance assessments | Topical comprehension | 25 % |
| 2 | Mid-term evaluation | Classroom text comprehension | Achievement Test | 25 % |
| 3 | Final-term evaluation | Classroom text comprehension | Achievement test | 50 % |
|  | Total |  |  | 100 % |

# The Role of Semantics In Translation

Ni Nyoman Tri Sukarsih

[trisukarsih\_dp@yahoo.com](mailto:trisukarsih_dp@yahoo.com)

Yohanes Kristianto

Universitas Dhyana Pura

Abstract

The study of semantics has a prominent role in the study of translation. Translation is basically change the form, beside that translation is not only a matter of linguistic transfer, but it also transfers of meaning and culture. To understand how any particular language works we need to understand how its individual design works to fulfill its function as an intricate device for communicating tha meaning. Meaning is the kingpin of translation studies. Without understanding what text to be translated means for the target language the translator would be hopelessly lost. The translation scholar has to be a semanticist over and above everything else. But by semanticist we mean a semanticist of the text, not just of words, structures and sentences. The key concept for the semantics of translation is textual meaning. One of the basic assumptions of this text is that there is a valid distinction between the deep (semantic) and the surface (grammatical, lexical, phonological) structures of language: does not tell us all that we need to know about the language in order to translate. Behind the surface structure is the deep structure, the meaning. This meaning serves as the base for translation into another language. A second basic assumption is that meaning is structured. It is a network of semantic units and the relations between this unit. Types of units, the features and the relationships are essentially the same for all languages. The smallest unit in the semantic structure is a meaning component. Meaning components group together to form concepts.

Keywords: semantics, translation.

**Introduction**

Basic to any discussion of principles and procedures in translation is a thorough acquaintance with the manner in which meaning is expressed through languages as a communication code (Nida, 1964:30).

In the study of translation, the writer proposed that the study of the semantic has a prominent role in the study of translation. Reviewing some references, translation according to some experts, is a process of transferring meaning. According to Larson (1984) translation is basically change the form. When we speak the form of a language we are referring to the actual words, phrases, clauses, sentences, paragraph, etc, which are spoken or written. These forms are referred to as the surface structure of language. Beside that, he says translation is not only a matter of linguistic transfer, but it also transfers meaning and culture, and, according to Bright (1992) says that pragmatic study is also set for determining in translation, because the context-dependent assignment of meaning to language expression is used in the acts of speech and writing. The topics of discussion of this paper are:

1. The Philosophy of Semantics
2. Descriptive Dimensions of Meaning
3. The Concept of Meaning.
4. Kinds of Meaning
5. Universality of Approach to Semantics in Translation
6. The Semantic Structure of Language
7. The Relevant Semantic Features in Translation

**Discussion**

A. The Philosophy of Semantic

Semantic is traditionally defined as the study of meaning (Lyons, 1994) and this is the definition which we shall initially adopt. But do all kinds of meaning fall within the scope of semantics, or only some? What is meant by “meaning” in this context? The noun ‘meaning’ and the verb ‘mean’ from which it is derived, are used like many other English words, in a wide range of contexts and in several distinguishable senses. He further proposed that expressing meaning is what languages are all about. This above opinion implies that the study of language means observing and interpreting signs and symbols of the nature.

Semantics, the study of meaning, stands at the very centre of the linguistic quest to understand the nature of language and human language abilities. Why? Because expressing meanings is what languages are all about. Everything in a language – words, grammatical construction, intonation patterns – conspires to realize this goal in the fullest, richest, subtlest way. To understand how any particular language works we need to understand how its individual design works to fulfill its function as an intricate device to communicate meaning. Semantic competencies are a crucial part of overall linguistic competence.

Another concern of semantics is to shed light on the relationship between language and culture, or more accurately, between languages and cultures. Much of the vocabulary of any language, and even parts of the grammar, will reflect the culture of its speakers. Indeed, culture-specific concepts and ways of understanding are embedded in a language (Goddard 1997:1).

The first two selection orient contemporary discussion of meaning by criticizing the theory of meaning sourced by logical positivism. According to Hempel to which a sentence meaningful just in case it is (a) analytic or contradictory or (b) verifiable or confirmable by experience. One purpose of his view was to have criterion that exclude certain traditional philosophical problem or solution from scientific philosophy. Hempel argues the content of statement with empirical import cannot, in general, be exhaustedly expressed by means of any class of observation sentences. Further the cognitive meaning of statement in an empirical language is reflected in the totally of its logical relationship to all other statements.

There are two significant different theories of meaning to be represented in this section: a semantic and a pragmatic theory. The semantic conception of truth is expressed of Tarski’s technical paper ’The concept of truth in formalized language’ which present a way of rigorously treating the concept of truth. Donald Davidson extends Tarki’s work by asserting that the theory of truth for a language is at the same as the theory of meaning. Grice’s theory of meaning is pragmatic in the sense that he takes as his basis the notion of the utterer’s meaning. Utterance or sentence meaning is derivative in the sense that it will be analyzed in terms of the utterer’s meaning.

Since Grice is particularly interested in explicit ‘meaning’, he distinguishes between three senses of meaning and he is most interested in contrasting the first two of these.

1. Natural or non-cognitive meaning

The first kind of meaning that Grice introduces is what he called ’natural meaning’ which he prefers to call ‘non-cognitive meaning’. This is the sense that operates in sentences such as ‘smoke means that there is a fire’ and those spots mean that Jones has measles’. These sentences can be abbreviated to read ‘smoke means fire’ and ‘those spot mean measles’, but for our purpose, it is better to use unabbreviated form. What stands out in this example is the natural connection that hold between what has the meaning (smoke) and what is meant (that there is fire). Grice mentions five ways of identifying this sense of meaning, but only three of them need to be explained here. The first, if the sentence ‘x means that p’ entails ‘p’, then the natural or non-cognitive sense of meaning is operating, that is the thing that has the meaning guarantees the existence of what is meant. The second, if there is no agent or person that meant something, then the natural or non-cognitive sense of meaning is involved. Given that smoke meant fire, it is obvious that there is no one that means fire by smoke (It is even dubious whether the previous sentence is grammatical). The third if it is inappropriate to express what is (naturaly or non-cognitively) meant by using quotation marks. The sentence, smoke means ‘there is a fire’. The smoke does not have the capacity for meaning something that is equivalent to the meaning of a sentence.

2. Non natural communicative meaning

The principle reason for discussing natural or non-cognitive meaning is to ensure that it does not get confused with the sense of meaning that is most important to the philosophy of language, namely what Grice calls non natural meaning, which we call ‘communicative meaning’, reservation about Grice’s term is that it suggests that there is something unnatural about communicative meaning, when nothing is more natural for humans than communication. The communicative sense of meaning operates in the sentence, ‘Smith hand wave’ means that she is leaving and by saying her lover is a treasure, she meant that she values him highly. The mark of these sentences just the opposite the ones for natural or non-cognitive meanings. The first involves a certain lack of entailment. The sentence ”Smith is leaving’ is quite possible for a person to signal with a hand wave that she is leaving without necessarily leaving. In such a case, the person was either innocently mistaken in what she would do or was being deceptive. But that does not change the fact that she and her hand wave meant that she was leaving. Similarly, a person can mean that she values her live highly and yet not. What she said was not true, but that does not distract from its being an instance of communicative meaning.

3. Intentional or simple cognitive meaning

In the sentence “Smith meant to shoot the horse, not the dog’ and ‘Smith means to go to London’. The word ‘mean’ has the same sense as ‘intend’ and those sentences would make perfect sense with ‘intend’ substitute for ‘mean’ he says that this kind of intentional meaning is a kind of natural meaning. The problem with this strategy is that intentional meaning looks less like natural or non-cognitive meaning than like non natural or communicative meaning. First, the sentence, Smith (intentionally) meant to shoot the horse, not the dog, does not entail “Smith shot the horse’. Second, the obvious is agent who intends something. Intentional meaning like natural meaning in that equatability fails. But this fact can be construed simply as indicating that this is the specific different that distinguishes intentional meaning from communicative meaning. We can now deal more briefly with several other senses of meaning.

1. The Macrofunction of meaning

The macrofunctions, the meanings they organize, the systems they use for this and the forms which their options take. The three macrofunctions are:

1. The ideational, which expresses cognitive meaning; the fundamental ‘idea-conveying’ function of language. This draws on the systems and networks of TRANSITIVITY to create propositions which convey the user’s experience of the external world of the senses and the inner world of the mind.
2. The interpersonal, which expresses speech functional meaning by drawing on the systems and networks of MOOD to create sentences which carry the cognitive and logical content of propositions and display the speaker’s relationship with others to whom the messages are being addressed; speaker as questioner, respondent, etc.
3. The textual, which expresses discoursal meaning by drawing on the systems and networks of THEME to create and realize utterances (or texts) in actual communicative events and to organize these utterances in ways which are not only be able to carry prepositional content but are also ordered cohesively the utterances connect to each other to constitute a linguistically linked text-and coherently the communicative acts themselves are rationally linked and appropriate to the context of their use (Bell 1991:121).
4. Meaning as Significance

Literary critics often discuss the meaning of some work of art. Some have argued that the meaning of Oedipus Rex is the Oedipal complex. These arguments concern the work’s meaning in the sense of their significance. What makes this issue difficult is that the relationship of this kind meaning to the other kinds is not clear. Some critics think that meaning of a literary work must be the expression of something that the author meant (in the sense of intended) or mean ( in the sense of communicated). But there are reason to doubt that this is a necessary connection. Why couldn’t a work of art have a meaning (as significance) that the author did not intend. The artist would have meant (intended) to write the work, would have communicatively mean each world to be the result of properties it has within the context of literature and culture, because of (semantic) relationship that it sentences of other literary works further, these properties would in a large part be determined by how the work art effected its readers independently of what the author meant (in any sense).

B. Descriptive Dimensions of Meaning

There are great diversities between semantic fields and context, so it is very useful to distinguish three different dimensions of meaning, which in varying ways relate to both the semantic domains of individual words as well as to the conditioning contexts in which such words occur. They are most easily described in terms of a series of contrasts: (1) situational vs. behavioral meaning; (2) linguistic vs. extra-linguistic meanings; and (3) intra-organismic vs. extra-organismic meanings (Lounsbury, 1995). The contrast between situational and behavioral meaning involves a broad field of investigation, for this distinction includes both the stimulus-bearing parts of the context and the responses to it. For example, a particular blaze may constitute the stimulus for the verbal response *fire.* At the same time, the screaming of *fire* in a crowded building may be the stimulus for panic. In describing the meaning of *fire* we must include not only the stimulus situation involving rapid oxidation, but also the behavioral response to such a symbol. It might be argued that the reactions of the crowd are directed toward the referent of fire, not the symbol. On the other hand, announcing to a group that there is *a large, destructive conflagration in the building* will not produce the same types of reactions as the symbol *fire,* even though the former may be regarded as in some measure a valid lexical substitute for the letter. The differences between the linguistics and extra-linguistic aspects of meaning are often overlooked, since in general we tend to think only of the extra-linguistic elements. That is to say, in speaking of such words as *boy, dog, tree,* and *hill,* we tend to consider these words only in relation to certain extra-linguistic referents. In general we regard referential meanings as situational, extra-rganismic, and extralinguistic. Emotive meanings are primarily behavioral, somatic, and intra-organismic.

1. Concept of Meanings

As mentioned previously, a language consists of sign, signal, and symbol functions a signifier and signified which constitute meanings. In other words, meanings are viewed as parts of relations between signifier and signified based on the term meaning itself and the words that have meanings. The perspective of the concept of meaning every linguist to define meanings in different point of view. Ulmann (in Beratha, 2005) defines meanings as the relation between name and sense, and in translation, we are trying to find out the sense of the word. Meanwhile, Odgen and Richard formulates the concept of meaning as follows:

* 1. An intrinsic property.
  2. The other words annexed to a word in a dictionary.
  3. The connotation of a word.
  4. The place of anything in a system.
  5. The practical consequences of a thing in our future experiences.
  6. That to which the user of a symbol actually refers.
  7. That to which the user of a symbol ought to be referring.
  8. That to which the user of a symbol believes himself to be referring.
  9. That to which the interpreter of a symbol.
     1. refers.
     2. believes himself to be referring.
     3. believes the user to be referring.

If the concept of Ulmann is compared with Odgen and Richards, it appears that name is similar to symbol, and sense with reference and according to Ulmann, the relation between sense and name is reciprocal and referential. He further says that symbol does not always have referent.

1. Kinds and Types of Meaning

1. According to Larson (1984) classification of the meanings can be divided into 3 kinds, they are:

a. *Referential meaning* is what the communication is about. For example, the word ‘apple’ refers to the fruit produced by a certain tree. The people know the meaning of ‘apple’ because they have seen an apple and learned to call it apple. Referential meaning appears because the word refers to a certain thing, event, attribute, or relation which a person can receive or image.

1. *Organizational Meaning* is signaled by deictic, repetition, groupings and by many other features in the grammatical structure of a text. For example, if apple has been referred to in the text and then apple is referred to again, the fact it is the same apple is part of organization meaning of the text.
2. *Situational Meaning* is crucial to the understanding of any text. The message is produced in a given communication situation. The very same person may be referred to by various lexical items. A man named John Smith may be referred to as John Mr. Smith, Professor Smith, etc. depending on the situation. This choice carries situational meaning. It may indicate whether the situation is formal or informal. A friend who refers to him as John as he greets him in the morning may later in the day call him Professor Smith when introducing him at a university seminar. Different lexical forms will be chosen to indicate situational meaning.
3. *Contextual Meaning;* Hymes (in Fishman 1968:110) suggested that understanding the meaning of an utterance can be obtained through the analysis of its grammatical form and its context by its factor of communicative context including the addresser, the addressee, the message form, the channel, the code, the topic, and the setting. For example: *You are salt of the earth* (Matthew 5:13). The addresser of the utterance is Jesus. His role is a non-formal teacher who is believed to be the Lord by His followers. The addressees are the disciples or non-formal students who used to be fishermen and also other followers. He used to go from one place to the other followed by many people because he frequently made miracles. The setting was an open space on a high ground called the Mount of Olives where he used to deliver the sermons (Matthew 5:7). The channel was spoken and the code was presumably the local dialect of Hebrew that was used to communicate by the lower (the poor and sick) and middle class people (teachers of *taurats,* the Jews’ holy book, and the Pharisees). The topic is about a good life illustrated a parable of salt, a technique of teaching using an object that is familiar to the people in that area. Grammatically, the utterance is a declarative sentence. The salt which is a chemical substance does not have a logical meaning for a human being cannot be salt at the same time, therefore this utterance must have been used to mean pragmatically. It could be intended to mean that a person is supposed to have the characteristics of salt that is to give good feelings and behavior to others just as the salt gives good flavor to the food.
4. Leech (1974:9-12) proposes the theories of meaning by suggesting seven types of meaning that are mutually exclusive, as it is most natural that a statement may have a bundle of meanings.

a. *Conceptual meaning* is the type of meaning which is connected with semantic competence, the concept of meaning that is related to the principle of contrast in the semantic components, for example; *a woman: + human, - male, + adult,* etc.

b. *Connotative meaning* is the communicative value that a word or an expression has which is given over or above its purely conceptual meaning. For example, a woman has connotations such as frail, prone to tears, cowardly, emotional, inconsistent, hard working and so on.

c. *Social meaning* is that which has to do with the social situation in which an utterance gets its meaning according to its use, geographical or social origin of the speaker.

d. *Affective meaning* is the meaning that is affected by the personal feeling of the speaker that is also influenced by the attitude of the listener or the attitude to what is being talked about. It is associated with what is implied in the utterance as in the interpretation of a request, an assertion, and an apology.

e. *Reflected meaning* arises from several conceptual meanings when one sense of a word forms a part of the response to another sense. For example, in a religion situation, the word *Comforter* refers to God.

f. *Collocative meaning* is the one that is related to the association of a word with its environment. For example, the word *pretty* is associated with a *girl, woman, flower, garden, color, village,* etc.

1. *Thematic meaning* is the one communicatively derived from the organization of the message in terms of ordering, focus and the emphasis of the ideas, for example, the emphasis that determines whether the choice is active or passive construction.

E. Universality to Approach Semantic in Translation

Meaning is the kingpin of translation studies. Without understanding what the text to be translated means for the L2 (target language) the translator would be hopelessly lost. That is why the translation scholar has to be a semanticist above everything else. But by semanticist we mean a semanticist of the text, not just of words, structures and sentences. The key concept for the semantics of translation is textual meaning (Bell, 1991:79). On the face of it, it would seem only sensible to approach semantics with the aim of finding a universally applicable system for describing meaning wherever we find it; we seek frameworks and principles which are equally applicable to all the world’s languages. As Noam Chomsky once remarked (1965:160).

It is important to determine the universal, language-independent constraints on semantic features in traditional terms, the system of possible concepts. The very notion of ‘lexical entry’ presupposes some sort of fixed, universal vocabulary in terms of which these objects are characterized, just as the notion of ‘phonetic representation’ presupposes some sort of universal phonetic inventory.

The possibility of translation between languages, and the ability that we all have to learn understand new languages, also seem to indicate that there are some universal frameworks for understanding, which is shared by all human beings. The notion that there is a ‘psychic unity’ to human kind has a long history in philosophy, and more recently, in linguistic and anthropology. Whatever is thought of by us is either conceived through itself, or involves is again either conceived through itself, or involves the concept of another; and so on. (Goddard, 1997:9)

F. The Semantic Structure of Language

One of the basic assumptions of this text is that there is a valid distinction between the deep (semantic) and the surface (grammatical, lexical, phonological) structures of language which does not tell us all that we need to know about the language in order to translate. The surface structure is the deep structure, the meaning. It is, this meaning that serves as the base for translation into another language. A second basic assumption is that meaning is structured. It is a network of semantic units and the relations between these units. These units and relations may be represented in various ways. The conventions which will be used in this text have been chosen for practical reasons. Semantic structure is more nearly universal than grammatical structure. That is, types of units, the features and the relationships are essentially the same for all languages. Semantic propositions occur in all languages. They consist of concepts (grouping of meaning components) related to one another with an event, thing, or attribute as the central concept. Many different ways could be used to represent a proposition. The smallest unit in semantic structure is a meaning component. Meaning components group together to form concepts. Meaning components and concepts are classified semantically into four principal groups. The meaning which is chosen will be influenced by the communication situation, e.g., by who the speaker is, who the audience is, the traditions of the culture, etc. Once he has determined the meaning, he has limited to using the forms if the language in which he wishes to communicate that meaning. He may choose one form over another because he wishes to make some part more prominent than another, to add some focus to a part of the message (Larson, 1984: 29-35).

G. The Relevant Semantic Features in Translation

The relevant semantic features in translation are understood that semantic is the study of meaning. Translation, on other hand is a process of transferring meaning. According to Bell (1991) translation is the replacement of a representation of a text in one language by a representation of an equivalent text in second language. Text in different languages can be equivalent to different degrees (full or partial equivalent) in respect of different level of presentation (equivalent in respect of context, of semantic, of grammar, of lexis, etc) and at different ranks (word for word, phrase for phrase, sentence for sentence). To support the idea above Nida (1963) examines closely what happens to a document in the process of being transferred from one language to another. Beside that, he should know the proper understanding of his own role. Is translation, for example, an art or a science? Is it a skill which can only be acquired by practice in translating has far out distanced theory; and though no one will deny artistic elements in good translating, linguist and phonologist are becoming increasingly aware that the process of translation amenable to rigorous description. When we speak of the science of translating, we are of course concerned with the descriptive aspect: for just as linguistics may be classified as a descriptive science, so the transference of a message from one language to another a likewise a valid subject for scientific description. Those who have instead that translation is an art, and nothing more, have often failed to probe beneath the surface of the obvious principles and procedures that govern its functioning.

In translation we should be able to the closest equivalent meaning of a word in the source language text into meaning the target text. If a translator does not know the Indonesian expression for ‘see off’, (as the example above) the result of the translation will sound awkward; complex meaning can be explained by paraphrase, for example explaining concepts or ideas by using other ways to explain them.

**Conclusion**

The role of semantic is very important and vital because meaning is the kingpin of translation studies. Semantics, the study of meaning stands at the very centre of the linguistic quest to understand the nature of language and human language abilities. Expressing meaning is what languages are all about.

Translation is the expression in another language (or target language) of what has been expressed in another, source language preserving semantics. The meaning serves as the base for translation into another language.

The aim of translation is to produce as accurately as possible the grammatical as well as semantic features of the source language text and its equivalent in the target language. In determining of the text in translation, we should also consider the aspects of socio-cultural underlying the text. The ignorance of such aspects will result in mismatch in translation work. The translation will sound awkward and not make complete sense.

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# Adopting Democratic Approach in English Teaching

## I Gde Putu Agus Pramerta

[gdeaguzu@yahoo.com](mailto:gdeaguzu@yahoo.com)

Mahasaraswati University

Abstract

What will happen if, in this era, a teacher still applies an authoritarian approach in the English teaching? To be sure, students will feel uncomfortable and disinterested. Actually, it is believed that when a teacher applies a more democratic one, students will feel secure and enjoy the teaching and learning process. The teacher is central to students’ learning. He or she has to play his or her roles to facilitate the students to bring the world into the classroom. They need to be motivated, be engaged and be given chances to use English and spaces to offer constructive critics toward a process of teaching and learning, freely without pressure. It generates student voice and autonomous learning. Questions being raised are: What is the urgency and significance of adopting democratic approach? How do teachers implement it to build a democratic classroom? Since it can give a better teaching style which is close to real world, this paper will address these two important questions by describing and providing practical field examples.

Keywords: *autonomous learning, classroom management,* *teacher’s roles, democratic approach, democratic classroom*

*Learning is not achieved by adopting a simplistic formula of a mini lecture to the class followed by ‘drill and practice’, or by expecting students to teach themselves from books or other materials. Learning occurs because students are engaged cognitively in processing and using relevant information, expressing it in their own words and receiving feedback.*

**(Westwood, 2008)**

**Introduction**

Students need to be engaged in their learning. It can be done by creating a safe and an interesting classroom environment. The students will not learn best when they feel threatened. It is essensial in English teaching and becomes great challenge for teacher. Actually, it is believed that students enjoy learning when they start a lesson with a non-threatening classroom environment. As a result, they will feel free to speak up their ideas during English teaching and learning process. To bring it about, therefore, teacher has to play his or her roles well.

Regarding on that notion, teaching practice in Indonesia still focus on the teacher as the source (Kardiasari, N.L., Puspawati, D.W., Diarta, M., 2013). In other words, the teaching is still teacher-centered. This will generate the students to be passive in the class. One thing that should be taken into account, it actually does not meet with the goal of constructivists. As they believe that students must construct knowledge from their own activities (Westwood, 2008) - which implies that, students-centered learning must be created.

To support them, as cited in Westwood (2008), by the 1950s, teachers were already being encouraged to use a project approach and to engage students in more group work. At that time, some teachers resisted even these modest changes. However, over the next decade, slowly, more innovative approaches did appear - with activity-based methods recommended in the primary years. The importance thing was that, the teachers noticed their children showing greater motivation and interest when teaching methods were varied and involving the students during the teaching.

Then, as cited in Kesici (2008), teachers should build democratic classrooms where students' needs are met and their rights are guaranteed in a safe and active learning environment. It is in line with the recommendation from a study conducted by Tutkun and Genc (2013). It was recommended that the students need to experience democracy in formal education through collaborative activities, discussions, group work, and debates and most importantly through the democratic attitudes and behavior.

In English teaching, for instance, the students have rights to be equally involved during the process of teaching and learning. They need to be given opportunities to speak up and share their ideas. Delivering ideas in learning will strongly influence their speaking skill and also confidence. However, it often becomes a challenging thing to be done by the teacher.

The teacher has to work hard to get the students being involved actively, to motivate and to make them interesting in their learning. The absence of academic motivation and lack of interest will reflect in students’ neglect of their studies (Roth & Hsu, 2009). It means that he has to manage the classroom and understand the students’ characteristics. It is important to be considered and acted in the classroom. In line with the idea, the students work together cooperatively in a spirit of friendliness when the teacher fosters good relationships with them (Harmer, 2007). Buiding friendilness will definetly create a safe and interesting classroom environment.

To build good relationships, the teacher should understand them. As stated by Adam (2011), the teacher needs to take into account them in case of the skills they have, the skills they want, what interests and motivates them and what the teacher can and should offer them. The teacher, who becomes their “parent” in school, should concern with it. It could not be denied that without building good relationships, seemingly, the teacher will face problem to create the intended classroom environment for the sake of engaging them into the teaching-learning process. Those points are important in English teaching.

The students who are learning English (as second language) are expected to be able to speak up their ideas actively as much as they can with confidence by using English. However, since there are many grammatical roles that need to be understood, frequently, they are reluctant and hesitated to take the floor given to share ideas. They are afraid of making mistakes. They do so because they seem to be worry with their own English that is, perhaps, grammatically incorrect. That is why, then, they keep the ideas, make a silence, wait and see what will be going on.

Moreover, the students do not want to tell their mind and get the offered chances because they are not called by the teacher to participate and there are domination from some students who are as “the golden student(s)”. In point of fact, they need to be attented, even though they are average or still low in using English. Those are the problems and also the challenge for English teachers that should be solved and found solutions. It underlies that English teacher has to play the roles as best as he can.

A study conducted by Pramerta (2012) revealed that, strong students’ domination and passive class were the problems encountered by the teachers and the students. When the class was passive, because of some cases: the teacher responds his initiation respectively, it preserved the students to be unresponsive in responding the teacher’s initiation. In addition, for the strong students’ domination, they frequently raised hand as fast as they could and then chosen by the teacher. No student-wait-time was offered by him. The teacher looked like and might feel comfortable with a more autocratic teaching style.

Based on the ideas and results of studies above, the teacher is central to students’ learning in order to get them involved in the English teaching-learning process. That is the urgency. To grasp that goal, it is important to be pointed out that adopting democratic values - equality, fairness, and freedom - is worthy of it. This will give a better and significant teaching style that implicates to the students’ learning in an engaged way.

**Autonomous Learning**

A major feature of 21st Century Educational pedagogy is the notion that students can learn at their own pace and should be encouraged to develop independence and autonomy (Little, 2013). Autonomy can be seen as part of an individual process where the teacher is a mere observer or only a classroom guide, but it affects much more. It also involves raising students’ awareness of their responsibility as language learners as well as knowing themselves and understand their goals and their work inside and outside the classroom (Ladron, 2010).

The teacher, who wants to make the students learn autonomously, will create the classroom to be held by the students. They are the focus of teaching - as the core of student-oriented teaching. Essentially, it provides a broader range of freedom for students. Student-centered establishes the dynamics of the classroom and communication. It is a process of creating a student who has an active role to participate in classroom activities and take responsibility. This will provide them internal motivation, setting a safe and interesting classroom environment.

In a student-centered class, the students do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They also do not ignore each other, rather looking at each other and communicate with each other with respect (Jones, 2007). They value and respect their friend’s contributions. They cooperate, learn from each other, and help each other. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills accordingly.

A student-centered classroom is not a place where the students decide what they want to learn and what they want to do. It is a place where the teacher considers the needs of the students, as a group and as individuals and encourage them to participate in the learning process all the time (Jones, 2007). Therefore, the teacher’s role is more than just as an instructor. He leads and facilitates the students to use the language that they learn confidently. As the hope of many English teachers, they are expected to be active participants in the learning process.

When the students are working together in English, on one hand, they talk more, share their ideas, learn from each other, are more involved, feel more secure and less anxious, use English in a meaningful, realistic way, enjoy using English to communicate. On the other hand, some of them may feel nervous, embarrassed, tongue-tied, make a lot of mistakes, speak in their native language, not in English, and not enjoy working together.

**Classroom Management**

Students cannot learn and teachers cannot teach in a chaotic environment. Therefore, teachers must deal effectively with stu­dents’ misbehavior and promote student self-control so that they can meet their emotional needs and academic goals. All teachers have management challenges. How they deal with students’ behavioral choices depends on their educational philosophy and their preferred management approach.

Effective classroom teacher will create safe environments where students feel valued and comfortable. The teacher should create optimal learning environments by establishing and enforcing rules, creating caring teacher-student relationships and address­ing problem behaviors. Teacher should take control of the student’s behavior during the teaching-learning process. It will enable them to get a better learning. In addition, as stated by Fullick (2013) in her article, we need to welcome newcomers into the conversation that is developing and show that their contributions are valued, rather than discouraging them from - or chastising them for - trying to participate. This means that the students need to be engaged and valued in such way during the process of teaching-learning.

Nowadays, teaching can be difficult when students are more and more disrespectful (Wagaman, 2009). Moreover, there are many classes that consist of mixed-ability students. Even students who have studied together all the time will have varied mastery of the language or remember different things. Some will be better at different skills: reading, writing, listening, or speaking. They bring their own personalities, strengths, weaknesses, and learning styles to the class (Jones, 2007).

Generally speaking, the teacher does not want the students who are better to be held up by the weaker ones or the weaker ones to feel intimidated by the better ones. The teacher needs to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in different groups, sometimes mixing weaker and stronger students and sometimes giving students different tasks according to their strengths and weaknesses. It is in the hope that the stronger students will encourage and help the weakers. Challenges are sure to happen (weaker students may not be able to cope and stronger students may get bored, for instance).

This can be handled through providing positive tone, clear rules, and consistent consequences and rewards. The students will begin to respect the teacher and the classroom rules, as well. When setting the tone in the classroom, the teacher needs to be confident and respectful. For example, greeting the students each day with a smile and feeling excited to see each and every one of them. If the students are distracted by something (chatting, browsing or having small talk while the teacher is teaching), draw attention to it, acknowledge it and then bring them the focus back to the topic at hand.

Then, the teacher should ensure that the rules are positive for both parties – teacher and students. Telling the students everything that has already planned by the teacher will give clear expectations for students’ actions. As the result, they will follow the rules. Another point is consistency. It is one of the key elements. When a student deviates from the expected behavior, the teacher should remind him of the rules.

Therefore, through setting a positive tone, having clear expectations, and being consistent, the teacher will be able to lead the classroom so that the students will be able to learn in a safe classroom and enjoy learning.

**Good Practice in Classroom Management**

Adapted from Adult Education in Gloucestershire (2011), the following is the thing that should be taken into consideration to have a good classroom management. They are as follows.

1. Do give students an opportunity to “own” their own learning and to become empowered by negotiating with them, where appropriate. A student contract, drawn up by them is a good way of ensuring this.
2. Don’t have different expectations of students according to their background differences. Research shows that often unfair marking takes place because of differing expectations.
3. Monitor how much time the teacher gives to male/female students. Research indicates that in many learning situations males receive up to 40% more attention than women.
4. As a democratic teacher, doing a self-reflection after teaching or at the end of semester will be a great way to show professionalism and fairness in front of the students. It underlies that it is important to judge ourselves (teachers) rather only judging the students about their mistakes in learning.

**The Roles of Teacher in a Democratic Classoom**

Variety of roles can be adopted by the teacher. There are teachers who are more democratic rather than autocratic, and those who foster students autonomy by acting as a resource rather than a transmitter of knowledge. The thing that has to be pointed out is students should be engaged and be active participants in the learning process with a safe and interesting students-centered classroom environment - as the heart of a democratic classroom. As stated by Cruey (2013), teacher needs to introduce them to the process and allow them to practice it in ways that build strength in it.

Students can’t be “taught” - they can only be helped to learn (Jones, 2007). In a democratic classroom, the teacher has to help, encourage and let students to speak up their minds and develop their skills freely without pressure. Although the teacher plays this roles, the teacher’s role as a source of information, advice, and knowledge should not also be avoided. The teacher and students are a team working together. It means that, everyone benefits from the lesson and supporting one another.

Democracy is all about leadership. It is in line with Nosirjon’s ideas (2012) who states that being a teacher is inevitably connected with leading others. It points out that without having good leadership, teacher cannot build a good democratic classroom – even though there are many kinds of teacher’s roles. It means that, the teacher should be the leader who is able to lead and give direction to the students during the process of teaching-learning. A democratic teacher will take an approach that is democratic one. It will be a teaching style.

Concerning with leadership, there are two kinds of leadership, namely transactional and transformational leadership. Bass (1995) distinguished leadership over the transactional and transformational leadership (Dharmanegara, Sudarma, Noerjati & Solimun, 2013). It is defined that transactional leadership is the achievement of organizational goals through social exchange (for example the concept of reward and punishment). Meanwhile, transformational leadership is about convincing the others to look at things differently than others and responding positively to an alternative vision of the leader.

The willingness and ability of leaders to raise awareness of other people by making use of moral values and strong ideals are the heart of transformational leadership. Actually, it can be learned. In Bali, there is so-called Asta Brata leadership. Astra Brata leadership is a form of leadership which consists of eight leadership traits. They are 1) Indrabrata, the leadership traits that give priority to the welfare of its people; 2) Yamabrata, leadership traits that fair to the people; 3) Suryabrata, the leadership qualities that are always trying to improve service to the people of responsibility; 4) Candrabrata, the authoritative nature of the leader; 5) Bayubrata, the nature of the interests of the people's leader; 6) Kuwera, the nature of leadership that promotes prosperity; 7) Warunabrata, the nature of the leader who is able to eradicate pain and illness in the community and 8) Agnibrata, the nature of the leadership role as community organizer.

In relation to English teaching, when the teacher is able to learn and then adopt this teaching style (democratic approach), the problems of the students (as what are described in the introduction) can be solved. The teacher will cope that all. The golden way to learn a second language, the students have to use the language as much as they can. That is the reason why the teacher needs to provide them time to talk without pressure.

Take for example, in grammar class, there are many formulas that should be understood by them. The teacher has to explain it well and clearly. Somehow, there will be time that they do not catch the point or probably the teacher slips on a part of a rules. Without providing spaces to comment on it, they seem to be reluctant to share their ideas. Since the students are from different characteristics, some are confident and others are not. That is why, then, when the teacher understand that he is the leader in the classroom, he will give them chance (justice, equal, and freedom) and encourage them to get involved to speak. They want to speak, but because they think of the structure to speak correctly based on the grammar, they often keep in a silence and look around. That is the task for the teacher to encourage and up them to speak. Moreover, when there are critics from them, the teacher has to accept their positive and constructive comments or critics openly.

Adopting democratic approach as a teaching style in this global era is really important. The students are from different characteristic. They are a small society-like. They have to be understood. They prefer a more democratic to autocratic one. They are friend of the teacher to succeed in teaching. They are sometimes sources of knowledge. They are the teacher’s power. Thus, the teacher has to learn his roles and play them well. The teacher who adopt democratic approach will promote democratic, trusting, and caring classroom environment.

**Building a Democratic Classroom**

Teacher is the key factor in the process of building a democratic classroom, because the teacher is the one organizing the relationships in the classroom, setting rules, and preparing educational and learning activities. He has to provide shared decision-making, equality, and effective communication, establish student-centered education, give importance to the students, treat students fairly, and allow students to express their ideas freely. In doing so, it is important to adopt the values of democracy - equality, fairness and freedom.

As explained above, the teacher needs a good relationships with the students to make it happen. During the process of building a democratic classroom, he should be in cooperation with the students. In this kind of classroom, he should give students much opportunities to use their rights (reserve having good teaching, chances to speak and criticize), treat all students equally, and apply classroom rules fairly to all students. The teacher should create an effective communication environment. Effective communication established between the teacher and the students is important for a positive learning process. It will allow a safe environment for the students and build good relationship. According to Johnston (2008), the teacher-student relation is the foundation of moral interaction in language teaching.

Next, a democratic teacher should give importance to democratic values. As cited in Kesici (2008), there are batches of ideas in relation to democratic values. Shechtman (2002) stated the democratic values or beliefs that a teacher should have are freedom, equality, and justice. Then, Winfield and Manning (1992) enumerated democratic values or principles as autonomy, cooperation, shared decision-making, and a sense of community. In addition, Kincal and Isik (2003) numerated the democratic values that take place in literature as equality, respect life, justice, freedom, honesty, the search for goodness, cooperation, self-esteem, tolerance, sensibility, responsibility, acceptance of difference, safety, peace, development, perfection, and effectiveness.

It can be stated that creating a safe and interesting learning process for the students is the duty of teacher who wants to build a democratic classroom. The success of teaching-learning process thoroughly depends on an effective and a good relationship that are constructed between the teacher and the students. In order to bring it about in the classroom, through adopting a more democratic approach to build a democratic classroom with the attachment of those democratic values, this will support the hope to create the intended classroom.

Furthermore, it is the belief that everyone is equal, including students (MacMath, 2008). To be equal, means that student voices are equal. A teacher who cares about equality in the classroom gives equal opportunity to each student (whether they are categorized as strong, average, or below average students). He should respect students' differences. A democratic teacher gives equal opportunity to students in order that all students can succeed in learning. Though some students may need more help than others, some still need special help. But then, this help does not mean inequality. It means that in order for all students to be successful, the needs of the students should be met. He has to help them to meet their needs.

Another key point is treating students fairly. The teacher should be fair. When he treats students fairly, students adopt democratic values and attitudes. In order to build a democratic classroom well, he should allow students to express their thoughts freely. For this purpose, the teacher should provide an environment in which they can behave freely, express their feelings and ideas. However, it must be stressed that they should behave and express freely with a positive and constructive viewpoint. As the outcome, they may demonstrate these values and attitudes in their daily life.

Being fair to all students in the classroom is the essence of a democratic classroom. The teacher should encourage the students to participate and obey the classroom rules. He should cope them all fairly. In relation to misbehavior during the teaching-learning process, he should not make a decision without listening to and understanding the student’s point of views on it. The decision is made accordingly. He has to respect every student - no one left behind. Listening, understanding them and then giving responses in view of that is a result of showing respect toward the student.

Treating students fairly will enlarge the ranges of freedom and offer them equality of opportunity - no student left behind. It is done to show respect to differences. These values are important in terms of students' having a sense of being valuable and providing an efficient learning process. In terms of students feeling, they are valuable and meeting the need to belong. If the students perceives theirselves valuable, they will get used to their classmates more easily and also participate in classroom activities voluntarily - as the heart of autonomous learning.

Concerning on freedom, as stated by Flori (2010), students have the right to express themselves freely as long as it does not cause any fights or disruptions. The teacher should open the range of freedom in the classroom. The ranges of personal freedom include respecting one another, fair trial, freedom of speech (positive and constructive). The teacher should teach them the sense that they are free to speak for the sake of improving English speaking skill and they have the right to express their ideas. He should stimulate and allow them to express their ideas, offer them a positive freedom, and do student-oriented teaching. They can grasp the meaning of their learning. As they learn English, they have much floors to engage and be engaged. This will improve students’ active participation.

Further on, increasing students' opportunity to let them “fight back” the teacher freely without pressure (such as, angry after the student’s talk, hate them, decrasing their score, or too sensitive) needs to be considered. They need to be given think-time and talk-time. It will get them feelling that they are valuable. Additionally, it can support their learning autonomously. If those things are met by the teacher, they will not only be successful, but also they will have motivation, enjoy learning, and make value of it, in which they can implement for their daily life.

Moreover, the teacher should help students gain the knowledge of having the fight to give comment(s) on something which seems to be far from the context, unclear, or incorrect. He should let them use the chances given to fight the teacher in a good way for betterment of both parties - teacher and students. He has to allow democracy to fully operate with all its components. It allows them to enjoy equality and have faith in the equal opportunities offered to them.

Besides those ideas, giving importance to the students is another thing that should be taken into account by the teacher. The reasons are this meets their need of belonging, contributes to the development of self-confidence and allows them to discover themselves. Student's belonging to the classroom is an indication that she or he is accepted and valued by his or her friends and the teacher. The class is not only held by the strong students, rather is held by all students. This will lead to the feeling of being valuable during the process of teaching-learning. As a support to this idea, Orlando (2013) stated that a **great teacher creates a sense of community and belonging in the classroom.**

Another last point that will take those ideas to the goal is teacher’s consistency and commitment. The teacher should keep his consistency and commitment to help the students to be engaged actively in the learning to catch their success. Teacher’s consistency and commitment will be taken as a model for the student to tighten and improved their behavior, as well.

In short, equality, fairness, and freedom are the values that should be considered to build a democratic classroom. The teacher who adopts a more democratic approach as their teaching style will offer students equality of opportunity, allow all of the students to join in the learning process and classroom activities equally, and give freedom for them to speak up their ideas positively and constructively.

**Conclusion**

The students learn better when they are engaged during the teaching learning-process in a safe and interesting classroom environment. Creating a democratic classroom environment with a democratic approach as the teaching style is important to be adopted. Regarding on English teaching, democracy and English teaching are related one another. This relationship is given through certain conditions such as student-teacher relationship, approaches to error correction (to the students and also the teacher) freely without pressure and student active engagement. The students are engaged in appropriate ways, in it increases their responsibility for helping to make the classroom a good place to be and learn.

Democratic aclassroom is created to be student-centered learning with the presence of democratic values - equality, fairness, and freedom. As students become more confident in learning, they will do more and more student-centered work. However, the teacher has to consider the balance between leading the students and letting them have control of their learning. Adopting a more democratic approach as a teaching style is a better approach in this era. This will be an interactive whole-class teaching for the students so that they will learn autonomously and value their learning.

Since learning English is strongly about using it, it is a must for the teacher to lead (teacher as leader) them to get involved in the learning process and become committed to improving their English. They need to be given and got more “talking time”. Hearing the students’ different points of view, brainstorming ideas, explaining things, respecting one another’s ideas, and delivering positive and constructive critics to the teacher or students can be interesting. Thus, working together with them with adopting a more democratic teaching style is going to be exciting thing to do in English teaching.

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Red Saw Technique in Improving Writing

Ni Ketut Utami Handayani

[uthevediv@gmail.com](mailto:uthevediv@gmail.com)

SMPN 2 Kubu

Abstract

This research was aimed at improving the eighth graders’ achievement of SMP N 2 Kubu in writing recount in academic year 2012/2013 through the application of The RED SAW learning technique. The subjects of the research were the eight grade students of SMP N 2 Kubu especially class VIIIE, on their even semester in the academic year of 2012/2013. The total numbers of the subjects were 22 males and 14 females. This is an action based research, which was conducted in two cycles. Each cycle consisted of two sessions. Eeach session of the treatment, there was the application of the RED SAW technique. They were Read, Explore, Do writing, Share, Analyze, and Write for final! The questionnaires showed that the students felt fun and happy in writing. The procentage of the questionnares increased from 21.20% in Pre-test to 78.80% in Post-Test I and became 90.90% in Post Test II. Forthermore, their mean score of the test was improved. In the pre-test, the mean score was 30.50 (poor), it increased up to 68.00 (moderate) in cycle I and 72.50 (good) in cycle II. It could be concluded that The RED SAW technique was an effective technique to improve the eight grade students’ achievement in writing recount at SMP N 2 Kubu in the academic year of 2012/2013.

Keywords: The RED SAW technique, writing recount.

**Introduction**

Writing is an essential skill for the students, therefore writing should be taught since the begining level. By writing, the learners are able to express their ideas, feelings without making performance no matter how clumsy they are. Further, it is important for their self expression.

Writing English is not an easy skill to learn for foreign learners as well as the native ones. It is because they are expected to create written product that demonstrate the mastery of the elements of the new language. In addition, writing has been taught for many years as a product rather than a process, (Abu Rass, 1997).

Nunan (1999) stated that learning to write in a foreign language is an uphill strugglle for most students. Even with simple writing excercises, students often lose their interest and do not complete them. Research on this issue indicates that creating a good piece of writing is considered an extremely difficult skill, even in one’s own native language.

Writing becomes difficult because the students must balance multiple elements in writing such as the choice of words/vocabularies, structure or grammar, punctuation, spelling and organization. This problems could scrape their motivation in doing writing. Therefore enganging activities in the classroom should be managed by the teacher to bring excitement, eventful and evolving process.

The goal of this research was to help improving the achievement of the eight grade students of class VIII E SMP N 2 KUBU in the academic year 2012/2013 in writing recount. Based on the pre-observation, pre-test, interview and the questionnaire, there were some potential problems faced by the students, such as:

1. Their achievement was low. The classical mean score was only 30.50 and it was categorized as poor.
2. They have lack of knowlwdge about writing in english (no idea about what to write). Their learning focus was workbook based learning.
3. They have limited practice. Based on the questionnaire 90% of them said that they only experience in practicing writing indonesian composition.
4. Their learning focus was reading text and answering questions.
5. The activities were not engaging. There was only 21.20% of the students said that they loved writing.
6. They have no publication media.

To reach the goal, the students were expected to have prior knowledge about writing recount by providing them simple reading book in the form of printed e-books and the implementation of RED SAW technique.

**Theoritical Review**

Writing recount

There are five kinds of text which are taught in Junior High School in Indonesia. One of them is recount. A recount is the retelling or recounting of an event or a experience. Often based on the direct experience of the writer, the purpose is to tell what happened.  Daily news telling in the classroom is  a useful precursor to this particular writing genre. Recounts though often personal, can also be factual or imaginative.

Writing as a process

For some passing years writing was taught as a product not a process. Therefore, the learners should focus on some elements of writing itself, such as structure, punctuation rather than decision about the content and the organization of ideas.

Murray (1972) stated that writing is the process of discovery through language. It is the process of exploration of what we know and what we feel about what we know through language. It is the process of using language to learn about our world, to communicate what we learn about our world. We share with our students the continual excitement of choosingone word instead of another.it is an exciting, eventful, evolving process.

Cooperative learning

Cooperative learning has become increasingly popular as a feature of Communicative Language Teaching (CLT) with benefits that include increased student interest due to the quick pace of cooperative tasks, improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. The array of benefits extends beyond increased language learning to include increased self-esteem and tolerance of diverse points of view (Johnson and Johnson 1989; Kagan 1995; McCafferty, Jacobs, and Iddings 2006; Slavin 1995).

Although cooperative learning has numerous variations, Johnson and Johnson (1999) indicate five features of a successful cooperative learn­ing activity: (1) students learn that their success depends upon working together interdependently; (2) stu­dents are individually accountable while achieving group goals; (3) stu­dents support and assist one another’s success through face-to-face interac­tions; (4) students develop social skills by cooperating and working together effectively; and (5) students as a group have the opportunity to reflect on the effectiveness of working together.

When these principles are real­ized, cooperative learning creates a rich environment for students to learn language and simultaneously devel­op their capacities for collaborative twenty-first-century communication and problem solving. Students can reap all of these benefits by working cooperatively in the classroom, so it is no wonder that teachers desire to pool the resources in our classrooms, namely our students, to maximize student learning through cooperative learning opportunities, (Byrd 2009).

2.5 Integrating Reading And Writing For Effective Writing

It is important to invite the students to read before writing. They need to know the authentic material during their learning. It would help them to recognize the choice of words, situation and the culture of English.

Two other research projects were conducted at a university in Arizona to examine the usefulness of integrating language and content and exposing ESL students to a massive amount of reading (Abu Rass 1997; Ghawi 1996). In both case studies, participating students demonstrated significant gains in language proficiency.

2.6 Red Saw Technique

RED SAW technique is a learning activity in the form of integrated reading/listening and writing under the cooperative approach. Red Saw stands for:

* **R for Read** (or also could be listening activities). As pre-writing activities this step helps students to gain their prior knowledge by providing them with appropriate and authentic information about the topic. In this stage the students could be invited to read printed e-books, or other printed materials or even if the teacher wanted to tell his/her own experience he/she can use listen stage. It depends on the level of the students.

* **E for Explore**. The teacher invites the students to understand the material/topic. At the begining level, teacher can help the students to define some words meaning, but on the next activities or level the students can use question and answer in defining the events/sequences.
* **D for Do writing**. After they get necessary knowledge, then invite them to make draft. Do not worry about grammar, mechanism, or organization error. There would be next step to experience.
* **S for Share**. This technique uses the peer responses. Mittan (1989) argues that peer response gives students a sense of audience, increases their motivation and their confidence in their writing and helps them learn to evaluate their own writing better.

Written peer response was suggested here. It is because of some benefits as written by Barrels (2003), such as:

1. It creates an interrested audience for students’ writing.
2. It provides instant feedback and negootiation of meaning.
3. Every students gives and receives peer responses.
4. Monitoring peer response is easy with written feedback.
5. Assessing students’ writing is easier with written responses.
6. It saves time, especially in large class.
7. It provides material for review.
8. It is good practice for future teachers.

* **A for Analyze**. After receiving written response from their fellow students each students then examine some of the correction. In this phase s/he can ask more questions and seek for clarification about what their peers wrote.
* **W for Write** for final! In closing the process the students are expected to re-write their revised draft. The writing then collected by the teacher to be examined and preparing the next session.

**Research Methods**

This is a classroom action-based research. This study adopted Kemmis and Taggart (1998) models which carried out in 2 cycles and 4 sessions. Each cycle consists of four stages, namely: Planning, action, observation, and reflection. The subject of this research was class VIIIE students of SMP Negeri 2 Kubu academic year 2012/2013 which consisted of 22 male students and 14 female students. The focus of this research is to improve students' skills in writing recount.

The data in this study were obtained from the test results, observations, questionnaires and interviews. Subsequently analyzed descriptively. Learning outcome data were analyzed by finding the mean score which converted into the student mastery level, they are excellent, very good, good, moderate, and poor with a minimum standard of 70% mastery, individually and classically. The questionnaire was analyzed by using percentage. The data obtained from the result of observation was analyzed qualitatively.

**Results and Discussion**

Based on the problems found in the pre-test, pre-observation, questionnaire and interview, the treatment was conducted. In cycle I, the researcher started to overcome their students problem in forming background knowledge by providing a simple reading text. The text should be something attractive, containing simple sentences so their excitement were raised up. It was done to promote enjoy reading and fun activities.

Inspite of having monotonous black and white worksheets or workbook, the researcher could try colourful printed e-books to stimulate their reading habbit. After they were having enough prior knowledge then they were guided to understand the information.

Reading habbit could help the learners to gain information to produce points to write. Without collections of information in their head it was imposible to write piece of writing. In Exploration stage they were invited to answer simple questions to stimulate their motivation in oral sentences production.

As English is foreign language for the students in SMP N 2 Kubu the writing activities were never be an easy thing to do. Their frustration was started since they choose their first word or sentence on their paper. Considering on this problem, the researcher guided them with questions and leaded them to compare to the reading materials.

It worked. Their writing was far more easier. They started to write their first, second, and more simple sentences. They liked their activities. There were 78.80% of them said they felt excited and happy in writing.

All the stages in this treatment was done chronologically to support their learning habbit and their learning success. At the end of cycle I the improvement was found in their score that was from 30.50 in the pre-test to 68.00. It was a good start. Their individual scores improved however the researcher considered it was not significant enough because the improvement was just once, furthermore the standard score was not achieved yet. Then the treatment was continued to the second cycle.

To prove their further best achievement, the next cycle was conducted. The first treatment was evaluated to be more effective in making improvement. The topic complexity was then increase but not to be too complex considering on their lack experience in writing. The topic level should not erase their excitement and fun in writing. The researcher added more personal questions since it was recount writing. They made comparation on what they had to produce their writing product.

Guiding them in answering question and comparing their activities help them focus on the necessarry point to write. Within the vocabularies available in the text and discussed in the exploration process, their works were better. Almost all students looked interested in processing their writing. Their relationship with their fellow students were closer as well to the teacher because in the activities there were more cooperative works to do since there was peer response during the sharing process.

The improvement was found in their writing score that was raised to 72.50. It means that the students mastery level in writing recount by the implementation of the Red Saw Technique was improved significantly since the standard improvement score was 70 (70%). Then the treatment was stopped.

Chart A. Students’ Score Improvement

Based on the findings above, it could be evaluated that the improvement was made by the implementation of the Red Saw Technique, although in cycle one some problems still occured such as vocabulary limitation, misspelling and punctuation, and problems in chronological order of the events. However those problems could be overcame by comparing some points on the reading materials and their past experience, and more interaction in the peer response in the sharing stage, so they were assisted more in write their final project.

**Conclusion and Suggestion**

Conclusion

From the research result and discussion in a line with the purpose of the research it could be concluded that:

The ability of the eight grade students SMP N 2 Kubu in the academic year of 2012/2013 in writing resount was improved by the use of The Red Saw Learning Technique. Before the application of this research they learned in a passive way. The improvement was proved by the raising on the mean score. It raised from 30.50 to 68.00 in cycle I and 72.50 in cycle 2, which followed by the rising in motivation.

Suggestion

In relation to the conclusion, there are some suggestions that can be drawn as follows:

1. The English teachers of SMP are expected to apply the The Red Saw Learning Technique in learning, especially in writing. This technique is not only for writing but could be use in wide range of competency.
2. The students are expected to experience more in writing. Mistakes during the process consider normal so the teacher should encourage the students more to practice.
3. For other researchers are expected to continue this kind of research, it could be in different subject, theme and scope.

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# Students’ Perception of Essay Test (A Case Study at the Third Grade Students of English Departement of School of Higher Learning Pasundan Cimahi)

## Ridha Mardiani

[ridha.mardiani53@gmail.com](mailto:ridha.mardiani53@gmail.com)

School of Higher Education Pasundan Cimahi

Abstract

This paper tries to elaborate the third year students’ perception of essay test. Eventhough this kind of test has long been used in evaluating students’ achievement, there are still some interesting points to be researched in applying this kind of test for college students. This study employed a qualitative case study involving the third grade students of English Departement of School of Higher Education Pasundan as the participants of the study. Students’ questionnaires, samples of students’ essay test and focus group interview were used as instruments for collecting the data. Results of the study indicated that the students who preferred multiple choice format to essay test were in the same percentage. Some students acknowledged that essay test had more advantages than multiple-choice format. Despite of its limitation, essay test is still believed to have beneficial impacts for students evaluation, and it demands the students to generate responses that have potential to show originality and a greater depth of understanding the subject matter being taught. It also provides a written record for assessing the thought processes of the students. It was also found out that in doing essay test, the students faced difficulties in certain areas of their language skills such as, grammar, vocabulary and content knowledge about the subject. In this case, the lecturers are expected to give scaffolding with valuable writing practice and to provide the opportunity for mutual feedback between the lecturer and the students.

Key words: students’ perception, essay test, writing skills

**Introduction**

We have to acknowledge that assessment can be used as a tool to improve student learning. There are two forms of assessment that have been widely known by educational practitioners: formative and summative assessment. We can lay our hope in enhancing the students’ achievement in learning by honing our understanding of students’ perception of what assessment and evaluation are and how they understand the type of test like essay test in accordance with their disciplinary context.

The starting point for this research is triggered by the fact that students need to enhance their writing skills in academic contexts. For most Indonesian students, including university students, writing is still considered as a daunting task and the highest skills among other language skills in which the students need some efforts to accomplish the task. As it is shown in their pieces of writing, the students generally demonstrate simply their answers without understanding fully the purpose of the essay test, its technique and the way how they express particular ways of constructing their opinion in the context of the subject matter being taught by the lecturers. This perspective initiates the writer to start elaborating this research that focuses on how the students’ perceive essay test, what is involved in essay-writing and what difficulties they faced in completing essay test.

As we know that essay test is one of typical format test used to measure student understanding of a subject in the School of Higher Learning Pasundan Cimahi. All lecturers are free to choose what kind of assessment they are going to use to measure the students’ achievement after the teaching and learning process. Essay test is a useful tool for finding out a large body of information, finding out what is important, and explaining why it is important. Essay tests challenge the students to come up with key course ideas and put them in their own words and to use the interpretive or analytical skills they have practiced in the course. It should be acknowledged that despite of its weakness, an essay test measures unique aspect of English understanding, then the extra examinee time and substantial scoring cost may be justified.

**Context of Study**

School of Higher Learning (STKIP) Pasundan Cimahi is one institution which produces teacher candidates. There are three departments in this school: sport education, citizenship education and English education. This study was conducted in English education department in which the students have been frequently exposed to essay test as their assessment. In this campus, the researcher teaches two subjects in the third grade: Adolescent Development and Drama. For this study the researcher took one formative test in Adolescent Development subject as the samples of students’ essay test.

**The Purpose of this study**

This research investigated the students’ perception of essay test in the process of teaching and learning within the English Departement of School of Higher Learning Pasundan Cimahi on the third grade students. The purposes of the study were:

1. to deepen our understanding of the students’ perception of essay test;

2. to inform the difficulties that the students encountered in completing essay test, the efforts they have made to overcome the problems and their expectation from te lecturers in helping them with essay test.

These aims were pursued through a qualitative case study of essay test in formative test for Adolescent Development subject.

**Research Methodology**

Primarily this research is an exploration of students’ perceptions of essay test. Students’ perception were explored in the questionnaires, focus-group interview and analysis of their written work. A total of 28 students from III C class were involved as the participants. They were asked to fill in the students’ questionnaires, then out of five were chosen for a focus-group interview. The purpose of the interviews was to ascertain the students’ understanding of what essay tests are and the ways in which they completed the essay tests, as they understand them. Essays were used as the basis of the interviews in order to enable the researcher to analyze the students’ answer sheets and to investigate the students’ difficulties in completing essay tests.

The interview was not designed to be an assessment but rather an open conversation about the understanding of evaluation or tests, the process of preparing for essay test, the understanding of essays test, and the difficulties in completing essay tests. The interviews questions were elaborated from the research questions in a form of semi-structured interview. A focus group interview is the process of collecting data through interviews with a group of people, typically four to six (Creswell, 2008). It enabled the researcher to collect data from a lot of people very quickly, and individuals could spark off ideas in each other. The purpose of the study was to answer the following research questions:

1. What are the third year students’ perceptions of essay test?

2. How do the students complete their essay test?

3. What are the students’ difficulties in completing essay tests?

**Kind of Method**

This study used a qualitative case study in which the researcher seeks to construct description of total phenomena within the context (Maxwell, 1996; Cohen and Manion, 1989; Merriam, 1988); using purposively one research site (Nunan, 1992) combined with three data collection techniques: students’ questionnaire, students’ interview and analysis samples of students’ essay test (Creswell, 2008; Merriam, 1988). Students’ answer sheets in formative tests for Adolescent Development subject were used as documents (Merriam, 1988).

In this study, the researcher applied inductive analytical approach by searching for emerging patterns within the third year students’ perception of essay tests. The analysis of the interview data was undertaken by listening to the video tapes after interview, drawing out te key issues and themes, and higlighting commonalities and difference. In a brief, data analysis were conducted by several steps a) focusing based on theoretical framework and emerging themes; b) organizing the data; c) coding the data by themes.

**Results and Discussion**

Introduction to the findings

This section reports the findings from data analysis to answer the research questions. Data from students questionnaire and focus group interview showed the following findings. The findings are organised into two major sections: Firstly, the students’ perception of essay tests and how the students completed essay tests, and secondly, the students’ difficulties in completing essay tests and teir efforts in overcoming the problems. In this case, the students perceive what evaluation or tests are, what essay test is, what the students’ difficulties are, and what efforts have been done in overcoming the problems. Then, the researcher analyzes samples of students’ sheets on essay test and begins to understand what it means to complete an essay test in the perpective of an English student. After triangulating the data, the findings are therefore presented in section below.

Students’ Perceptions of Essay test

Perception is one of the key words in this research. One of the commonest defintion of perception is the interpretation of information provided by sensory systems (Darley et.al, 1984). Ordinarily this process of interpretation is so automatic, rapid and successful that we are not even aware of it. In addition, Garner (1969) *delineates that to perceive is to know. Perceiving is a cognitive process involving knowing, understanding, comprehending, organizing, even cognizing.* To perceive is an active process in which the person actively perceives his environment.

Perception is a part of the relationship between a person and the environment, and as such, it is determined by both the needs and activities of the individual and by the information that is actually available. In a brief, student perception in the context of this study is operationally defined as students’ comprehensions and understandings of the importance of evaluation and assessment, essay tests and their difficulties in completing essay tests.

a. Students’ Perception on the Importance of Evaluation and Assessment

Data from students’ questionnaire showed that 39.2% of the students agreed with the statement that evaluation or tests are important to measure the students’ ability after the learning process, while 60.8% agreed that evaluation or tests are important to check their own understanding on the materials.

Data from focus group interview showed one dominant idea of the importance of evaluation or assessment.

Evaluasi atau test sangat penting untuk mengetahui sejauh mana kita memahami apa yang telah diajarkan oleh dosen dan untuk mengukur kemampuan kita dalam memahami perkuliahan. (Respondents 1, 2, 3, 4, 5 Focus group interview, May, 2013).

The respondents’ answers can be taken into account as showing their understanding on evaluation or test. This in line with Woolfolk (1995) who states that evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgments about students’ learning and needs, based on values.

The purposes of assessment are: a) to provide feedback to teachers and pupils about progress in order to support future learning: *the formative role*; b) to provide information about the level of pupils’ achievements at points during and at the end of school: *the summative role*; c) to provide the means for selecting by qualification: *the certification role*; d)to contribute to the information on which judgements are made concerning the effectiveness or quality of individuals and institutions in the system as a whole: *the evaluation role* (Lambert & Lines, 2000).

Most of our classroom assessment is *formative assessment*: evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. *Summative assessment* aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit instruction.

b. Students’ Perception of Essay test

It is interesting to find out that 50% of the students peferred multiple choice tests to essay tests, which also means that 50% of the respondents preferred essay tests to multiple choice tests. In this case, the percentage was the same showing that they liked both types of tests. The students who preferred multiple choice tests stated that this type of tests gave them chances to answer the tests without knowing the correct answers (7.1%); helped them think quickly (7.1%); just chose correct answer or guessing (78.5%); and were easy (7.1%).

On the other hand, the students who preferred essay tests to multiple choice tests argued that this kind of test gave them the chance to make ‘beautiful composition’ or in Indonesia, ‘*mengarang indah’* (7.1%); they had to think and answered the questions based on their own understanding (49.7%); they developed and explored their answers (14.2%) and they tried to be more confidence in answering the questions (14.2%).

Data from focus group interview confirming the students’ perception on essay test in which we can see the commonalities and differences of this test. Here are some statements:

Kalau saya lihat sih bentuk tes yang paling sering diberikan oleh semua dosen adalah essay, dengan perbandingan 50 sampai 70% adalah essay tes. Menurut saya essay tes itu cukup bagus untuk menuangkan apa yang kita kuasai dalam bentuk tulisan (R#1).

Bentuk tes esai memang sangat berbeda dengan tes multiple choice, karena apa yang kita maksud dan yang ada di benak kita harus ditulis, sedangkan multiple choice kalaupun kita ga begitu hafal asal ingat kata kunci masih bisa menjawab, tapi kalau kita ragu-ragu pasti kita tidak bisa menjawab soal essay (R#2).

Bagi saya untuk menjawab soal essay seringkali bingung karena terbatas dengan penguasaan kosa-katanya, sehingga memang harus menguasai vocabulary, sedangkan untuk multiple choice tinggal memilih saja (R#3).

Kalau bagi saya, justru dengan soal berbentuk essay kita mendapat tambahan nilai, dengan menuliskan uraian dan jawaban mendekati maka akan diberi nilai (R#4).

Menurut saya untuk menjawab soal essay itu harus benar-benar tahu, paham, harus menuangkan pikiran sendiri, tetapi memang harus menguasai grammar dan vocabulary dengan baik, sedangkan multiple choice sudah pasti ada salah satu jawaban yang benar (R#5).

(Focus group interview May, 2013)

From the students’ answers, we may see that they understand the function of essay tests. Coffman (1971) in Cashin (1987, p. 1) describes as essay test as “one or more essay questions administered to a group of students under standard conditions for the primary purpose of collecting evaluation data.” In addition Gronlund (1965) states that essay questions should be used, primarily, for the measurement of those learning outcomes that cannot be measured by objective test items.

The students perceived the role of essays in relation to their learning improvement. There were commonalities and some differences among the students on the question of the purpose of essays: they were almost universally seen as a means for students to ‘organise themselves intellectually’ to learn how to construct arguments supported by evidence, to identify the most significant aspects of a topic, to be critical about what they read, and to develop their written communication skills.

Advantages and Limitations of Essay Questions

Gronlund (1967) argues that essay test has some advantages and limitation. The main advantage of the essay question has already received considerable emphasis-that is, it provides a measure of complex learning outcomes that cannot be measured by oter means. These includes (1) the ability to supply rather than merely identify interpretations and applications of data, and (2) the ability to select, organize, and integrate ideas in a general attack on problem. Outcomes of the first type are measured by restricted response questions and outcomes of te second type by extended response questions. In addition Cashin (1987) puts forward his opinion that essay test has some strength such as: (1) can test complex learning outcomes, (2) can test thought process, (3) require that students use own writing skills, (4) pose a more realistic task than multiple choice and other ‘objective’ items, (5) cannot be answered correctly simply by recognizing the correct answer, and (6) can be constructed relatively quickly.

There are several limitations that severely restrict their use: (1) the scoring tends to be unreliable, (2) the scoring is time-consuming, and (3) a limited sampling of achievement is obtained. Because of these shortcomings, it is suggested that essay questions be limited to testing those outcomes that cannot be measured by objective items. Furthermore, Cashin (1987) adds some more limitations of the essay test: (1) only limited content can be sampled, (2) yield unreliable scores, (3) scores can be influenced by the scorer’s impression of the students, (4) scores may be influenced by factors extraneous to the content being tested, (5) essay test often provide the students with an opportunity to exercise poor writing skills, and (6) essay tests are time consuming to score (Gronlund, 1965).

Students’ Efforts in Answering Essay tests

These findings also revealed the students’ efforts in completing Essay tests such as: they read, understand and comprehend the materials (64.2%); learn the material (7.1%); memorizing (21.3%); make important points (7.1%); summarize (7.1%) and use their own words (7.1%).

What had been done by the students as efforts in answering essay tests embraced some of the following procedures in answering essay tests, such as: 1. read through all of the questions carefully making sure you understand each question; 2. underline or highlight the key word(s) in each question and decide which questions you feel most confident in answering.; 3. write your answer as quickly and legibly as possible. 4. start your answer by re-writing the question as a thesis statement. A well-written thesis statement answers the question directly. What remains is to provide the documentation which supports your answer using the material you have studied (University of Arkansas, 2000).

From the students’ answers, we may see that they missed some improtant point in constructing good essay. They have to state their point of views formulated by critically assessing the information or ideas relevant to the essay topic. Essays are used as an assessment tool to evaluate your ability to research a topic and construct an argument, as well as your understanding of subject content. Essays are opportunity to explore in greater depth aspects of the course - theories, issues, texts, etc. - and in some cases relate these aspects to a particular context. It is an opportunity for students to articulate ideas by using formal academic style (Uni Learning, 2000).

Students’ Difficulties in Answering Essay tests

The second part of this section report the findings on how the students ecountered difficulties in answering essay tests.

a. Students’ Difficulties

Data from students’ questionnaires and focus group interview showed that the students got problems in completing essay tests because of their lack of grammar and vocabulary mastery (82.1%); and their lack of understanding on the materials (17.8%).

Data from students’ interview confirmed the findings from the questionnaire, that the students encountered some difficulties in completing essay test, as they stated below:

Kalau untuk soal multiple choice kita bisa menebak jawabannya, sedangkan essay pengetahuan kita diuji, paham dengan maksud pertanyaannya (R#1)

Ada kesulitan dalam menjawab esay test yaitu mengenai punctuation dan spelling juga (R#4).

Kalau menurut saya, untuk essay test selain kemampuan writing kita diuji, penguasaan materi kita juga diuji, dalam hal ini penguasaan grammar dan vocabulary sangat penting. Dengan begitu kita mengerti apa yang dimaksud dan ditulis dengan tepat mendekati benar (R#5).

(Focus group interview, May 2013)

Samples of students’ answer sheet on essay test for Adolescent Development subject strongly confirmed that the students haver difficulties in completing essay test. By picking up 15 students’ answer sheets, the researcher then analyzed the problem based on their writing. After analyzing the students’ writing, the difficulties arise from lack of grammar and vovabulary mastery, and their inability to answer the questions.

The questions in this test clearly indicate the task that the students are to address with respect to both content and process of writing. The students were given the topic of Adolescent development and factors influencing their development which were in the form of restricted response questions (Cashin, 1987). Most writers agree that restricted response questions are the appropriate from when we wish to test content. There were 10 questions in which the students should answer the questions.

Here are some examples of students’ pieces of writing:

1. Vocabulary Mastery and Grammar

1. Adolescence is to growth and to develop teenager by Biologis development.

2. I thin.....

3. When the person growth from teenagers to the adult.

4. Because emotional of adolescence complicated and difficult to described

5.The issue of wheather or not early adolescence is transitional or stable period .....

6. Chronological age is the number of years has lived, used especially in psychometrics as a standard against which certain variables such as behaviour and intelligence are measure.

7. If a child are use media internet as parents must notice a childs.

From the examples above, we may see clearly that the students should do some extra effort in completing their essay test. In answering essay test, the students must use define-specific vocabulary as a feature of academic language, in which they use abstract and technial terms. It is important that the students become aware of common terms and specific language practices of their discipline. In addition Ditro, et. al. (2010) state that students must learn the meaning of “bricks” (words). In contrast they must learn how to use “mortar”. In other words, they have to compile a glossary of terms and definition that they come accross in the course of their study. Make a note of new vocabulary they encounter in their readings, and make sure they understand it.

Another important thing in finishing essay writing test is that the students should check their grammar, punctuation and spelling. Whether their sentences are complete, clear and concise; whether their sentences could be read easily and without ambiguities. Then, they review their work at this point for unnecessary repetition and overuse of any words or phrases. Then, they have to check all of pronouns: *he, she, it, they, them, this,that, these, those, who, which* etc.

Steps in Overcoming the Problems

The students had tried to do their best to overcome their problems in answering essay tests. They mainly emphasized to learn grammar and vocabulary (82.1%), they read reference books (7.1%); tried to understand the questions (7.1%); comprehended the materials (7.1%); and used English particularly for their writing (7.1%).

They have tried to enhance their capabilities in improving the quality of their answer in completing essay test. Students who have difficulty writing essays often believe that it is because they cannot write. It is often the case of ‘grammar’ as their main problems in expressing their thought in written form. In reality, its is not their writing skills which are important, but also *thinking* is the core. In other words, many essay-writing problems arise because a student’s thinking is not fully worked out in relation to the question or topic. In this case, the mastery of their content knowledge is very important (Walstad & Becker, 1994; Turner et. al., 2011)

For tertiary students, they need more reading to sharpen their understanding on te subject. They need to ask their lecturers for guidance as to the number of references they use in preparing their essay. This step has been done by the students as one effort to improve their essay test. It is assumed that the more they read the better they have in preparation their essay test. Another way out in helping the students answering essay test is the guidance from their lecturers. In this case they need scaffolding from the lecturers in the form of a) giving tips to answer essay test (42.8%); giving feedback to the students (21.4%); clarifying the questions (17.8%); and practice exercises (17.8%).

**Conclusions and Suggestion**

This research set out to explore how the third year students of English department perceived essay test. What emerged was a diverse set of views with a pragmatic thread among them. Some students acknowledged that essay test had more advantages than multiple-choice format. Despite of its limitation, essay test is still believed to have beneficial impacts for students evaluation, and it demands the students to generate responses that have potential to show originality and a greater depth of understanding the subject matter being taught. Their originality was shown through their pieces of writing and their depth of understanding was shown through their content knowledge of the subject.

It was also found out that in doing essay test, the students faced difficulties in certain areas of their language skills such as, grammar, vocabulary and content knowledge about the subject. The proposed way out in helping the students answering essay test was the guidance from the lecturers. In this case, they need scaffolding from the lecturers in the form of a) giving tips to answer essay test (42.8%); giving feedback to the students (21.4%); clarifying the questions (17.8%); and practice exercises (17.8%).

The findings presented in this study constitute an insight into the third year students’ perception of Essay test. However, it can be taken into account as a preliminary study which gives empirical finding on how the students comprehend the Essay test in the School of Higher Learning Pasundan Cimahi. It is suggested that further research on this topic will be conducted to reveal some more aspects that can not be covered in this study.

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# Developing an Ethnopragmatic Script For Balinese Active Metaphor *(Beblabadan)*

## I Ketut Wirayadnya

[toetwiraajust@yahoo.com](mailto:toetwiraajust@yahoo.com)

Luh Putu Artini

[tien\_miasa@hotmail.com](mailto:tien_miasa@hotmail.com)

Ganesha University of Education

Abstract

This small research paper is an attempt to develop an ethnopragmatic script for Balinese active metaphor *(beblabadan)*. The steps used for the development is the work of Goddard (2003), for whom an ethnopragmatic theory can explain where an active metaphor is derived from and how the meaning behind it can be interpreted. In this paper, the writers attempt to present evidence of the application of ethnopramtatic theory to explain Balinese active metaphor (*beblabadan)*. To prove that *beblabadan* is active metaphor, the splitting up of the domains constitute the Balinese traditional metaphor was done and after that, the meanings are analyzed and described. Finally based on the analysis and deep understanding about *beblabadan*, an ethnopragmatic script was developed using explication process.

Key words: active metaphor, beblabadan, ethnopragmatic script.

**Background**

People sometimes do not want to express their idea directly and they prefer to use other ways that require the interlocutors to interpret what the speaker means Thomas (1994). This phenomenon becomes the core of language creativity in verbal communication. In expressing ideas, people have their own strategies, one of which is by producing in which the conveyed meaning and cannot be directly found from the literal meaning of the words used in the utterances. In this case, as a hearer, when listening to those kind of utterances we must do a kind of analysis of the real meaning hidden in the utterances uttered by the speaker.

Hiding real meaning in an utterance is one of the strategies used by people to deliver the idea. One way to do that can be in the form of metaphor. According to Microsoft Encarta Dictionary (2010), metaphor is a statement used to describe somebody or something in which the words or phrases chosen can not be literally and directly understood. However, by using a special strategy that may include a deep analysis of literal meaning and comparing the meaning to the context as well as the characteristics of the simile used, the real meaning may appear or understood. For example, in the expression of ‘John is a snake’, the analysis of meaning begin from the context in which there is something inconvenient about John in the eye of the speaker. Meanwhile, the characteristics of a snake may include dishonesty, danger, quietly attacking, may lead to an interpretative meaning that John is a dangerous man and have to be avoided.

As far as meaning in concerned, the form of metaphor is closely related to the culture or the community that uses that kind of metaphor (Goddard, 2003). In other words, every community has its own style in producing the metaphor. Many metaphors are used in daily communication, and according to this scholar, there are, at least four (Goddard, 2003) general types for metaphor: First, Fixed Metaphor (such as; *broken-hearted, quick-witted)*, thatis a common metaphor which has no other meanings, except one fixed meaning behind it; second, Polysemous Metaphor, which is built by adding some polysemies in an utterance, such as in *he demolished the breakfast, I have just cut the problem off*, third, Poetic Metaphor, in the other case, is a sublime metaphor which is only presented in literary works such as *the fog comes on little cat feet.*

In a metaphor, there is an implicit comparison between two things (Evans, 2006). It is different from *simile,* which presents a clear comparison by using comparative words like *similar to, as, like, resemble,* etc. In *simile,* X is like Y or X resembles Y, while in metaphor, X is Y. Therefore, a metaphor usually has two major structures: *target domain* and *source domain.*

For example, *Love is a journey* (Lakoff and Johnson, 1987) is a metaphor. In this sentence, *love* is the subject of the metaphor, and it is being compared by the word *journey. Love* is the target domain and *journey* is the source domain. The word *love* herein is compared to a *journey* since they are given similar characteristics, which are called metaphor system (Lakoff and Johnson, 1987).

From those phenomena above my focus about metaphor is narrowed down into metaphor in Bali or can be called Balinese metaphor. Since it is culturally specific, Balinese metaphor will be further called *beblabadan* (Simpen, 2010)which will be analyzed in this paper. The data or the examples of *beblabadan* presented in this paper are taken from the book entitled *Basita Paribasa* written by W. Simpen AB. published in (2010).

According to Goddard (2003), to interpret the meaning in metaphor, understanding the literal meaning only is not enough and in this phase an analysis is needed. Goddard (2003) stated that to understand the meaning in a metaphor, ethnopragmatics can help to interpret it. Often in daily conversations, people do not say directly what they intend to say. In ethnopragmatic study, the intention of the speaker, or what the speaker means is observed through cultural and social background. Since the metaphor being observed is in Bali, all the things about how to interpret the meaning of metaphor *beblabadan* should be analyzed by looking at its sociocultural aspects, otherwise the actual meaning can not be gained from it.

**Balinese metaphor *(Beblabadan)***

Balinese metaphor *beblabadan*, according to W. Simpen AB (2010) has special characteristics. Those characteristics are explained in details through his explanation in his book. According to Simpen (2010), *beblabadan* is constructed by using three phases. The first utterance is called *giing* or can be called the actual word uttered, then the second one is *arti sujati* or can be called as the real meaning produced by the utterance which further can be formed as proverb and the third is *arti paribasa* or can be called as the meaning of the proverb after finishing the two process previously. To give clearer understanding about the phases, the following example is presented.

*Giing* (actual word) : *Majempong bebek* [rolled up hair like the crown of a duck]

*Arti sujati* (real meaning) : *Jam****bul*** [crown of a duck]

*Arti paribasa* (proverb meaning) : *Ngam****bul*** [withdrawal behavior to get attention]

By observing the example above, this metaphor (*beblabadan*) can be defined as active metaphor. The meaning does not end after the interpretive meaning is settled but this is continued with finding a word that confirm the interpretive and the same time have the same rhyme as the interpretive word. According to Evans (2006) an active metaphor is a kind of metaphor produced by active connections of new domains derived from active synthesis of natural and social phenomena in communication. From the example above the domains are synthesized well by matching the rhyme of the utterance. The same rhyme can be found in the words *jambul* and *ngambul* which actually have different meaning but in this metaphor, which is called *beblabadan,* it is possible to do like that as long as the domains or the words being synthesized are match in terms of rhyme. If the domains are separated without the process of synthesizing, each word or each domain has different meaning *jambul* (the rounded fur on the head of the duck) and the word *ngambul* is the adjective of human being which is emotionally formed and has psychological aspect for example when the parents do not want to buy a toy for the children and the child does not want to eat or talk until special attention is given by the parents. That adjective in Balinese is called *ngambul*. So, it can be concluded that the synthesis process between *jambul* and *ngambul* formed a metaphor. In the process of synthesizing those two words, Balinese people take the rhyme as the parameter. When the two domains have the same rhyme, then they are synthesized and produce the new meaning with the share of the same culture.

According to Goddard (2003) an active metaphor is fitting these criteria.

(a) Dissonance or deviance between sentence meaning (literal meaning, etc.) and the speaker’s intended or referred meaning.

(b) An implied statement of likeness (similarity, analogy, or comparison)

(c) Recognisability by the listener, linked with a ‘colorful effect’

(d) “Freshness” or novelty

Balinese active metaphor like *mejempong bebek-jambul-ngambul* meet the cretaria of active metaphor as mentioned above since it is fresh or novelty. It has an implied statement or likeness for example similarity, analogy, or comparison. In this example that there is comparison between the adjective *ngambul* with something which is called *jambul* (rounded fur on the crown of the duck) these criteria do not always bring into a line. Particularly, there are conventionalized expressions (So-called ‘metaphorical cliches’, such as *food for thought* or *the tip of the iceberg*) which are not fresh or novel but which meet the other criteria (Goddard 2010). Discounting novelty, the remaining criteria can be linked by one more general factor, which at a first approximation we can call ‘metalinguistic awareness’. Using or interpreting an active metaphor requires that one is aware, at some level, that there is a difference between what the words say, as it were, and what the speaker actually means.

The term ‘metalinguistic awareness’ is not ideal, however, for the property which I have in mind. To see this, consider this quotation from Goddard 2003) paper on metaphor and irony.

Full comprehension of non-literal utterances entails not only constructing the speaker’s meaning, but also keeping in mind the literal sentence meaning and hearing the contrast between what is said and what is meant... Only with metalinguistic awareness does the listener recognize and appreciate the metaphoricity or irony of the nonliteral utterance. Only at this level do non-literal utterances *feel* different (and hence function differently) from literal ones.

To understand a Balinese metaphor *beblabadan*, someone must have a metalinguistic awareness, that is, an ability to understand implied meanings behind uttered meaning. Since active metaphor is produced by synthesizing certain natural and social phenomena in a particular society, a person who is going to interpret the active metaphor must have background knowledge about the society and the culture where it is spoken and also to enrich his awareness. *Beblabadan* is culturally made since the words and the thing as well as the meaning produced is based on the metalinguistic awareness of that particular society which is totally different with other culture. Like what have been discussed before, people who are going to interpret the meaning of an active metaphor in this case *belabadan* must have enough knowledge of particular culture where that particular active metaphor or *beblabadan* is produced.

**Method**

The method used in this research paper was ethnopragmatics method and the technique used to analyze Balinese active metaphor *(beblabadan)* is called explication by developing ethnopragmatics script. To give a clearer idea about the methodology of this small research, the discussion now is started with the notion of ethnopragmatics.

1. Definining Ethnopragmatics

Ethnopragmatics refers to explanations of speech practices which begin with culture-internal ideas, i.e. with the shared values, norms, priorities, and assumptions of the speakers, rather than with any presumed universal pragmatics (Goddard, 2003). To do the analysis of ethnopragmatics, we have to employ analytical tool which is called Natural Semantic Metalangue (NSM) originated by Anna Wierzbicka (1972), cited by Goddard and Wierzbicka (2002). This theory is based on evidence supporting the view that, despite each language has each differences, all languages share a small but stable core of simple shared meanings (semantic primes), for example, someone, something, say, do, want, think, because, etc, that these meanings have concrete linguistic exponents as words or word-like expressions in all languages, and that they share a universal grammar of combination, valency, and complementation. NSM is very useful to analyze the product of ethnopragmatics which is called ethnopragmatics script or cultural scripts.

b. Ethnopragmatics Script

First of all, before going further, the explanation of the ethnopragamtic script should be discussed here since the intention of this paper is to reveal the meaning of the Balinese active metaphor by using ethnopragmatic scripts and the process of revealing the meaning is called explication. The following illustration about the use of ethnopragmatics in this research is cited from Wierzbicka (2002) who analyzed **an anglo-american ethnopragmatic script which is linked with “personal autonomy”:**

Many people think like this:

    When someone does something, it is good if this someone can think like this:  
       “I am doing this because I want to do it.”(Wierzbicka, 2002).

How to build an ethnopragmatic script is also briefly explained by the writer. Based on the writer’s explanation, there are two types of ethnopragmatic script. The first type is used to draw people’s cultural (ethnopragmatic) flow of thought before (s)he produces a certain metaphorical utterance under a certain context of culture and situation. Meanwhile, the second, existing active metaphor is broken up into three aspects to catch its meanings and the background of its production. In this article, the writer presented them in two different ways as mentioned here. Here is the example:

Type 1 (Goddard, 2003):

***An anglo cultural script about active metaphorising and related speech practices***

People think like this:

Sometimes when a person wants to say something about something,

This person says it with some words, not with other words,

Because this person thinks like this:

“I know that these words can say something else

I want to say it with these words because if I say it like this, people will have to

Think about it

I want this”

It can be good if a person can say things in this way

Type 2 (Goddard, 2003):

Active metaphor: *food for thought*

Everyone knows:

If a person eats some things it is good for this person.

I say:

If a person thinks about these things for some time, this person can know some things because of this.

I think that if a person knows these things it will be good for this person.

This is like:

When a person eats some things

After some time, something happens in this person’s body because of this

This is good for this person.

In developing second type of ethnopragmatic script Acoording to Goddard (2003), firstly we have to use the semantic prime ‘say’ to specify an addressee and also a locutionary topic as this example shows:

1. A. Someone says something (using the semantic prime say)

B. Someone says something to someone (specifying the addressee)

C. Someone says something about something (stating locutionary topic)

Then, in the second step, we add semantic prime word to specify illocutionary topic:

1. A. Someone says some words (locutionary topic)

B. Someone says something with some words (or: with other words)

C. These words say something else (illocutionary topic).

Furthermore, those things above are the way how to build ethnopragmatic scripts. Then, now we will start to build a suitable ethnopragmatic script for Balinese active metaphor *(beblabadan)*. In this case, we must firstly conduct deep observations about active metaphorizing in a certain society (e.g. Balinese) before we can recognize the scripting patterns and draw it. Depart from that assumption, before developing the ethnopragmatic scripts, some example of *(beblabadan)* in the book entitled Basita Paribasa by I.W. Simpen AB.(2010) have been observed in a purpose to see clearly whether they have the same flow of thought or not. Then the ethnopragmatic scripts were built as follows.

Balinese ethnopragmatic script regarding “saving people’s negative face” by implying a request.

Rather than saying “*Wayan eda je ngambul keto?*[ Wayan, don’t misbehave and get attention like that]*”*, some Balinese prefer saying *“Wayan de je* ***mejempong bebek****.”*[Wayan, don’t roll up your hair like the crown of a duck]

Everyone knows:

If a person wants to say something to somebody else,

Often this person says this with some words, not in other words because this person thinks:

“I want to say these words to this person

But if I say these words, something bad will happen to this person’s feeling

I do not have to say these words

If I say words in some other way, this person will know what I want to say

And people think this is good if a person does this.”

This pragmatic script was built to see the meaning behind the utterance consisting of the Balinese active metaphor *(beblabadan).* The intention of making or building the pragmatics script is to see the speaker’s meaning about something. If people say it directly, it may cause offence to someone else. So, the speakers use a kind of active metaphor to express their idea. The case when the interpreter should build up the ethnopragmatic scripts is when she or he wants to understand certain active metaphor, in this case the active metaphor in Bali. Like what have been mentioned previously that in building up ethnopragmatic scripts, the interpreter first, should have enough knowledge on certain culture where the active metaphor is used, in this case *beblabadan*.

**Analysis to some Balinese active metaphors**

To proof whether the ethnopragmatic scripts which was built before appropriate or not to be applied for the Balinese active metaphor *(Beblabadan)*, we will see the next analysis to some Balinese active metaphor *(Beblabadan)*. According to Simpen AB. (2010), these *beblabadan* were used commonly in daily conversation in Balinese community for many purposes.

Exmple: *“Tumben* ***mekunyit di alas*** *ngajak I Ketut!”* (Long time no see you, now we meet here). The bold part of the utterance is active metaphor *(beblabadan* which literally means turmeric in the forest*)*.

Others (*beblabadan)* and the application in utterances

1. Wayang gadang [green puppet] = kresna [name of a character] = tresna [love]

Application: *“Jeg* ***mewayang gadang*** *keneh tyange teken luh”*

I feel the love in my heart to you Luh.

1. Makunyit di alas = temu [turmeric] = matemu [to meet]

Application: *“Ye jeg tumben* ***mekunyit di alas*** *ngajak I Made”*

It is surprising to see you now meeting with I Made

1. Mataluh Nyuh = tombong [egg like inner part of a coconut]=sombong [arrogant]

Application: *“Ipidan dugas ye nu lacur rajin sajan metakon, jani sube sugih jeg* ***metaluh nyuh*** *ajak timpal”*

In the past he was poor and very friendly, now he is rich and arrogant to his old friends.

1. Mabubuh Kladi = kulek [taro pudding] = lek [ashamed/shy]

Application: *“Ngudyang I luh jeg* ***mebubuh kladi*** *mare tepuk”*

“Why you are very shy meeting me luh”

1. Maceleng lua = bangkung [female pig]= bengkung [stubborn]

Application: *“Ne yen sube orain jeg* ***meceleng lua****, jani kene suba penadine”*

*“*Because you are not listening to me (stubborn), now this is the result”

1. Magambar gumi = peta [map] = mepeta [talk rubbish]

Application: *“I Wayan jeg* ***megambar gumi*** *dogen, nanging gaene tusing pragat”*

“I Wayan talks much rubbish, but his work is not yet finished”

1. Masok gedenan = bodag [big basket] = ngodag [disruptive]

Application: *“De je* ***masok gedenan*** *dini nah”*

“Do not be disruptive here”

1. Mebawang putih = kesuna [garlic] = mapisuna [talk slander]

Application: “*Eda* ***mebawang putih*** *dini nah”*

“Don’t talk the slander here”

1. Blulang maukir = wayang [puppet] = saying [love]

Application: *“Jeg care* ***blulang maukir*** *keneh tyange teken adi”*

“I feel the love with you, my dear”

1. Medamar bangke = angenan [illusion] = mepangenan [regret]

Application: *“I luh sube mati, de* ***Wayan medamar bangke*** *jani”*

”She has died, don’t regret now”

**Splitting the synthesis process of the domains constitute in *beblabadan***

Furthermore, why these active metaphors are called Balinese metaphor, to answer that question, first of all, the domains constitute the synthesis process of active metaphor should be split. Knowing the domains constitute the active metaphor becomes an important thing to be done. Then, to see the proof this metaphor is culturally based, splitting the domains and the term of this metaphor *(beblabadan)* is done through looking up the meaning of each domains synthesized in this metaphor. After knowing the meaning of each domain and all parts of *bebladbadan*, therefore we can draw an ethnopragmatic script and develop it because we already get the flow of thought.

1. *Wayang gadang* **synthesized with** *kresna* (real meaning) (A green color puppet for thecharacter of Kresna) **intended** **meaning** *tresna* (love, care)

Application: *“Jeg* ***mewayang gadang*** *keneh tyange teken luh”*

I feel the love in my heart to you Luh.

1. *Makunyit di alas* (Ginger grown in a jungle) **synthesized with** *temu* (Balinese term forginger which is commonly found in the jungle) **intended** **meaning** *matemu* (meet)

Application: *“Ye jeg tumben* ***mekunyit di alas*** *ngajak I Made”*

It is surprising met you just now with I Made

1. *Mataluh Nyuh* (a coconut has something like an egg inside but not common egg) **synthesized with** *tombong* (a term for Balinese term for an egg shape inner part **intended****meaning** *sombong* (selfish/arrogant)

Application: *“Ipidan dugas ye nu lacur rajin sajan metakon, jani sube sugih jeg* ***metaluh nyuh*** *ajak timpal”*

In the past he was poor and very friendly, now he is rich and arrogant to old friends.

1. *Mabubuh Kladi* (a description of Balinese traditional porridge made of taro)**synthesized with** *kulek* (Balinese traditional taro pudding for the **intended meaning** of *lek* (shy)

Application: *“Ngudyang I luh jeg* ***mebubuh kladi*** *mare tepuk”*

“Why you are very shy meeting me luh”

1. *Maceleng lua* (A female pig) **synthesized with** *bangkung* (Balinese term for female pig) **intended meaning** *bengkung* (Stubborn)

Application: *“Ne yen sube orain jeg* ***meceleng lua****, jani kene suba penadine”*

*“*Because you are not listening to me, now this is the result”

1. *Magambar gumi* (A draw of the earth) **synthesized with** *peta* (map) **intended meaning** *mepeta* (Balinese term for who are talkative)

Application: *“I Wayan jeg* ***megambar gumi*** *dogen, nanging gaene tusing pragat”*

“I Wayan is very talkative, but his work is not yet finish”

1. *Masok gedenan* (A big woven container) **synthesized with** *bodag* (Balinese term for bigwoven container) **intended meaning** *ngodag* (Arrogant)

Application: *“De je* ***masok gedenan*** *dini nah”*

“Do not arrogant here”

1. *Mebawang putih* (Balinese description for garlic) **synthesized with** *kesuna* (balinenese term for garlic) **referred meaning** *mapisuna* (Slander)

Application: “*Eda* ***mebawang putih*** *dini nah”*

“Don’t talk the slander here”

1. *Blulang maukir* ( a curved skin ;usually animal skin for art) **synthesized with** *wayang* (puppet) **referred meaning** *sayang* (love)

Application: *“Jeg care* ***blulang maukir*** *keneh tyange teken adi”*

“I feel the love with you adi”

1. *Medamar bangke* (Crops’ lamp) **synthesized with** *angenan* (Balinese term for crops lamp; usually used for traditional ceremony “ngaben”) **referred meaning** *mepangenan* (regret).

Application: *“I luh sube mati, de* ***Wayan medamar bangke*** *jani”*

”She has died, don’t feel regret now”

From those explanations above, it can be seen that there are new domains from the natural phenomena that are synthesized so that they produce an active metaphor. When the terms or the domains are separated then the meanings are also separated, they will have their own meaning and there is no connection between one another. If they are synthesized they will produce another meaning. Therefore, to interpret the meaning of an active metaphor in Balinese Metaphor *(Beblabadan)* we need to build up an ethnopragmatic scripts since this kind of metaphor is culturally based. Some terms in Balinese may not be found in other cultures. Those who use and produce it can understand the meaning since they have and share the same culture.

It is not unusual that when an outsider comes to Bali and listens to someone else using *beblabadan*, he or she will not understand either the literal or the implied meaning produced by the person. With regard to the process of synthesizing the domains into active metaphor *(beblabadan)*, it is hardly possible that someone else from outside of Bali to understand the meaning since this kind of metaphor is produced by using Balinese authentic culture and the term or the domains are also produced by Balinese people. Like what have been discussed before, to understand about *beblabadan* we need to understand the flow of thought of the *beblabadan’s* producer by building up ethnopragmatic scripts.

**Building up the pragmatic scripts for Balinese Active Metaphor *(Beblabadan****)*

The steps on how to develop pragmatic scripts have been explained before. Now, a comprehensive ethnopragmatic scripts is developed for Balinese active metaphor *(Beblabadan)*. By considering a deep observation to *beblabadan* in the book entitled *Basita Paribasa*, the semantic primes of Balinese people can be understood and added to our metalingusitic awarenes since the writers are original Balinese who have the interest to study the classical Balinese Active Metaphor. Then, by considering all the aspects of how to develop an ethnopragmatic scripts, now we try to make a comprehensive ethnopragmatics scripts for this kind of metaphor.

Rather than saying “*Eda mapisuna dini nah”* (“Don’t talk the slander here”), some Balinese prefer saying *“*“*Eda* ***mebawang putih*** *dini nah”.* (“Don’t make use of garlic here”).

Everyone knows:

If a person wants to say something to somebody else,

Often this person says this with other words, not in explicit meaning because this person thinks:

“I want to say these words to this person

But if I say these words, something bad will happen to this person’s feeling

I do not have to say these words

If I say words in some other way, this person will know what I want to say

And people think this is good if a person does this.”

This ethnopragamatic script can represent the flow of thought of Balinese people in *beblabadan* and this flow of thought will help the interpreter to understand the *beblabadan* and also can help to reveal why Balinese people tend to produce the *beblabadan* and insert it in their utterances in the daily conversations.

**Conclusion**

Metaphor, especially in Bali which is called *beblabadan* is difficult to understand if someone does not have enough knowledge about the culture where this *beblabadan* is produced and used. This kind of metaphor can also be called Balinese active metaphor since it is produced in Bali and it involves new domains. These new domains need to be further synthesized to become~~s~~ an active metaphor. Active metaphor produces other meaning beyond the domains being synthesized. To help someone understand the *beblabadan*, one should be able to follow the flow of Balinese thought. This action can be done by developing an ethnopragmatic scripts by considering the culture and enriching the semantics primes. By doing so, *beblabadan* the implied meanings may be easier to understand.

**Suggestions**

Research in analyzing active metaphor needs to be conducted since this topic is very interesting topic within the pragmatics area. This article was written based on a limited data set so that the interpretation of the findings may be potentially bias. However, it is obvious that the use of metaphor in Balinese is unique in a way that interpretation can not only be judged from literal meanings or the characteristics of the entities the meanings are compared to. Ethnopragmatics is one of the methods which are very useful when a researcher wants to see the phenomena in particular culture deeply. This method needs to be developed so that it will be easier for an outsider to synthesize meaning.

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**Appendix**

***Beblabadan* and its application.**

**Taken from a book entitled Basita Paribasa written by W. Simpen AB 2010**

**Beblabadan:**

1. Wayang gadang = kresna = tresna
2. Makunyit di alas = temu = matemu
3. Mataluh Nyuh = tombong = sombong
4. Mabubuh Kladi = kulek = lek
5. Maceleng lua = bangkung = bengkung
6. Magambar gumi = peta = mepeta
7. Masok gedenan = bodag = ngodag
8. Mebawang putih = kesuna = mapisuna
9. Blulang maukir = wayang = sayang
10. Medamar bangke = angenan = mepangenan

**Application in utterances:**

1. *“Jeg* ***mewayang gadang*** *keneh tyange teken luh”*
2. *“Ye jeg tumben* ***mekunyit di alas*** *ngajak I Made”*
3. *“Ipidan dugas ye nu lacur rajin sajan metakon, jani sube sugih jeg* ***metaluh nyuh*** *ajak timpal”*
4. *“Ngudyang I luh jeg* ***mebubuh kladi*** *mare tepuk”*
5. *“Ne yen sube orain jeg* ***meceleng lua****, jani kene suba penadine”*
6. *“I Wayan jeg* ***megambar gumi*** *dogen, nanging gaene tusing pragat”*
7. *“De je* ***masok gedenan*** *dini nah”*
8. “*Eda* ***mebawang putih*** *dini nah”*
9. *“Jeg care* ***blulang maukir*** *keneh tyange teken adi”*
10. *“I luh sube mati, de Wayan* ***medamar bangke*** *jani”*

# Jazz Chants, Drills and Total Physical Response In Teyl

## Ni Made Ratminingsih

[made\_ratminingsih@yahoo.com.au](mailto:made_ratminingsih@yahoo.com.au)

Ganesha University of Education

Abstract

This paper is targeted to share pedagogical and empirical perspectives of the utilization of Jazz Chants, Drills, and Total Physical Response (TPR) to enhance young learners’ communicative competence. The result of a classroom action research conducted to 43 students of SD Lab Singaraja in 2007 revealed that the implementation of Jazz Chants, Drills and TPR could improve the students’ communicative competence. It was assessed from their ability to speak, measured from five dimensions, vocabulary, grammar, pronunciation, fluency, and comprehension. Thus, teachers are recommended to employ these teaching strategies to help young learners optimize their communicative competence.

Key words: *jazz chants*, *drills,* *TPR, communicative competence*

**Introduction**

Teaching English for young learners (TEYL) in elementary schools in Bali has been recommended since 1994. This policy is in accordance with the promotion of Bali as an international tourist destination in Indonesia. Since that time, the adoption of English in the school curriculum as the local content subject has been flourishing to almost all elementary schools in urban and rural areas, and government as well as private schools.

Considering the most current curriculum which is competency-based, teachers are required to have standardized competence, in this case professional competence to handle a good instruction. However, based on Ratminingsih’s survey (2010) to 185 teachers in 132 elementary schools in Buleleng district and Sukasada district in Buleleng regency who handled the English instruction in their schools, 105 teachers (56.75%) had English education background, while 80 of them (43.25%) did not possess it. These data show that many schools employed teachers who did not have relevant competence to conduct English instruction. The result of informal interview to some teachers indicated that they realized they were not eligible to teach English and actually unable to speak English fluently. However, they were willing to help to provide English instruction as the school necessitated it. As a consequence, when they taught English they mainly emphasized the teaching of vocabulary and pronunciation, of course with limited ability in pronouncing the English words. The strategies of teaching they mostly implemented were more conventional ones, mainly through translation and explanation in Indonesian language. They were hardly able to make variations in their teaching as they mainly used the workbook sold by a certain publisher.

In order to make the English language instruction more challenging and interesting, there are many things can be utilized, such as realia, pictures, photos, cards, games, songs, Drills and Total Physical Response (TPR) which give more focus on forming a new habit in the target language. Drills can provide the habitual activity of listening to strengthen the comprehension of concept and TPR which is characterized by the use of movements is able to actualize the words, which further sharpen the comprehension before the learners are able to produce the words themselves.

Klein (2005:12) states that children generally have high motivation to study when their teachers are inventive in selecting the interesting activity for their students. The teachers should be able to make variations in their lesson, so that the students are interested to learn. Klein introduces the techniques of teaching which combine Audio-Lingual Method (ALM) and Communicative Language Teaching Method (CLTM). Those are by using DrillsandTPR. Being inspired by Klein, the writer was interested in assisting English teachers in SD LAB Undiskha Singaraja to improve the students’ oral communicative competence.

According to Brown (2001:131), drillis a technique of teaching which focuses on one or two language forms (grammatical structure or phonology) through several types of repetitions. Drillis generally handled classically or individually. There are several forms of drills, namely repetition drills, substitution

drills, and moving slot substitution drills. Brown (2001:133) further expresses that in a communicative-based language instruction, the use of drills can still be utilized. Drills are normally brief and for those students who have low level of language proficiency, drills are very suitable to help them to recognize structural patterns, rhythms, and certain elements of pronunciation. Senel (2006) adds that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Yonathan (2009) used drilling in her research. The final result of her study showed three advantages when the drilling technique was applied. The first advantage was motivating the learners’ confidence in practicing the English language. The second advantage was that drilling technique could make the learners feel comfortable. The last advantage was the learner-centeredness.

In order that learners are not seriously attempted to focus on grammar which is usually frightening, jazz chants variation can be used as a prior drill. Peralta (2010) emphasizes that jazz chants are Graham’s poems that use jazz rhythm to illustrate the natural stress and intonation patterns of everyday American English. Graham (as quoted by Klein, 2005:15) states:

“...jazz chant is highly motivating because of their rhythms and humors. In addition, the young learners need not patiently remain in their seats. They can move, clap their hands, snap their fingers, or tap their feet. They are involved both mentally and physically. Songs, poems, chants, and similar activities reduce anxiety and increase the personal involvement of second language learners”.

Graham (2010) emphasizes that the most important in using Jazz Chants is that teachers should use real language, useful language and appropriate language. Real language means language which is used in daily life, useful language refers to the language which is meaningful, and appropriate language indicates the language which is suitable with the students’ level. Peralta (2010) also affirms that jazz chants provide an innovative and exciting way to improve students’ speaking and listening skills while reinforcing the language structures of everyday situations. Nagata et al. (2011) in their experimental research found out that jazz chant was an effective method for teaching ESL learners in predicting stressed words in chant texts. Additionally, Zhang (2011) pointed out that Jazz chant is a perfect method to make the students engaged in language lesson, especially for young learners and those with learning difficulties.

TPR was firstly introduced by James Asher (1977, in Larsen-Freeman, 2000; Richards and Rodgers, 2003; Brown, 2001) with a concept that comprehension is the most important part for language learners. They should be given as much chance as possible to listen to the target language before being able to produce it orally. In assisting the learners to comprehend what is being heard, they can be helped by giving physical responses, such as reaching, grabbing, moving, looking and so forth. Asher further gives attention to the use of right hemisphere of the brain as a physical activity, which precedes the process of language learning, which actually becomes the activity of left hemisphere (Brown, 2001:30). The other crucial concept of TPR is that teachers should be able to create a stress free atmosphere of learning. The way to do so is by not forcing the learners to speak when they are not yet ready. The use of humorous expressions and fun activities can improve their motivation to study (Richards and Rodgers, 2003; Brown, 2001). The result of research by Sariyati (2013) proved that TPR was effective to improve vocabulary mastery of first grade students in elementary school, suitable with the children’s characteristics of moving around and able to motivate them to learn.

Research Method

The subjects of this research were the fifth graders of SD LAB Undiksha Singaraja in the academic year 2006/2007 and the total number was 43 students. This is an action-based research which was conducted in two cycles. In each cycle there were 4 phases taken, (1) planning, (2) action, (3) observation, and (4) reflection. In each cycle, there were 3 teaching sessions, thus within two cycles there were 6 teaching sessions.

The steps taken in the planning phase were: (1) collaborating with the English teacher in SD LAB Undiksha Singaraja to make teaching scenarios, and (2) designing instruments of research. The action taken to optimize the teaching of English in SD Lab Undiskha Singaraja was through the utilization of Drills, Jazz Chants, and TPR*.* Through these techniques, the students were guided to participate actively in the classroom by following various activities which integrated all language skills and aspects of language, such as grammar, vocabulary, and pronunciation. Additionally, their fluency and comprehension of the tasks were also evaluated. The students were involved in a number of activities, such as (1) listening to jazz chant and following the drills instructed by the teacher, (2) doing the imperatives to show the action of certain activities, (3) working in pairs to give question and answer by using flashcards provided by the teacher, and (4) working in groups to discuss and describe the activities in the card and write the result of group work on the board.

The observation was conducted 7 times, once was prior to the research and six others were during the teaching learning sessions. In this phase, the researcher observed the implementation of the combination of Jazz Chants, Drills, and TPR. Furthermore, the evaluation was conducted during and after the action. During the action, the evaluation was done due to the accomplishment of the tasks, namely questioning and answering activity in pairs and writing the sentences on the board.

The evaluation at the end of each cycle was in the form of oral test in order to gain data about the students’ progress in their competence to use English orally. The students were instructed to speak and in their speaking they had to construct around 5 sentences in line with the pictures or flashcards shown by the evaluator.

At the end of the cycle, the students’ oral communicative competence was tested by the researcher with 3 assistants in doing the recordings. The students’ oral production of speech was recorded in order that the researcher could evaluate their speech more objectively. The criteria of evaluation used the scale (1-5) by Harries (1984), that the students’ speaking was valued from 5 variables, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The minimum criterion of success which is required in this research is 70%, in which the achievement of the lesson using the proposed techniques is categorized as good.

**Score Interpretation**

|  |  |
| --- | --- |
| **Score** | **Achievement/Category** |
| 5 | 85 - 100/very good |
| 4 | 70 - 84/good |
| 3 | 55 - 69/sufficient |
| 2 | 45 - 54/insufficient |
| 1 | 0 - 44/very insufficient |

The mainly used instrument was speaking test. In the pre-test, the students were given certain topics to be spoken orally. Before speaking, the students were allowed to prepare written concept. Their ability to communicate was then evaluated using the above criteria of evaluation. The post-test was conducted after the treatment which aimed to identify whether there was improvement or not on students’ communicative competence by the assistance of pictures or flashcards. Observation sheet was also used to observe the teacher and students’ activities during the lesson. The questionnaire was distributed to the students to know their response towards the teaching learning activities using the combination of Jazz Chants, Drills, and TPR.

The tape recorder was used to record the students’ oral communicative competence with the assistance of pictures or flashcards at the end of the cycle, so that the evaluation of their speaking could be made more objective.

The obtained data were analyzed descriptively. The data gained from the test were calculated to determine the mean score which assessed 5 variables mentioned by Harries (1984). The formula used is as follows:

Mean = the total scores of all subjects

the number of subjects

The result was then interpreted qualitatively to determine their communicative competence. Furthermore, the data obtained from the questionnaire were analyzed to determine the percentage of the number of students to select a certain statement. Below is the formula used.

Percentage = the number of subject selecting an item x 100%

the number of subjects

**Research Result And Discussion**

Research Result

The following table shows the result of research from pre-test to post-test 2.

Table 01: The Mean Score of Oral Communicative Competence

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect** | **Pre-Test** | | **Post-Test 1** | | **Post-Test 2** | |
| **Total**  **Score** | **Mean**  **Score** | **Total**  **Score** | **Mean**  **Score** | **Total**  **Score** | **Mean**  **Score** |
| **Pronunciation** | 2338 | 54.37 | 3223 | 74.95 | 3396 | 78.98 |
| **Grammar** | 2433 | 56.58 | 3743 | 87.05 | 3884 | 90.33 |
| **Vocabulary** | 2463 | 57.28 | 3462 | 80.51 | 3695 | 85.93 |
| **Fluency** | 2507 | 58.30 | 3432 | 79.81 | 3506 | 81.53 |
| **Comprehension** | 2794 | 64.98 | 3599 | 83.70 | 3711 | 86.30 |
| **Total Mean Score** | 2498.2 | 58.10 | 3420.8 | 81.20 | 3638 | 84.62 |
| **Category** | **Sufficient** | | **Good** | | **Good** | |

The table above shows that the students’ oral communicative competence before treatment was categorized as sufficient which can be seen from the total mean score of 5 aspects, that is 58.10. Thus, all aspects of evaluation needed to be improved.

**Chart 1: Result of Pre-Test**

Taking a close look from the result of each student, only 5 students (12%) got score 70 to 84 (good), 24 students (56%) obtained score 55 - 69 (sufficient), and the rest 10 students (23%) gained score 45 - 54 (insufficient), and 4 students (9%) got score 0 - 44 (very insufficient) in Pre-Test. Thus, the total number of the students who had problems in their communicative competence was 40 students (88.89%).

The result of post-test 1 further proved that the students’ oral communicative competence at the end of the cycle I gained significant improvement, which could be seen from the mean score 81.20, which was under good category. In regard to the mean score obtained, it can be concluded that the strategies implemented, Jazz Chant, Drill, and TPR, are effective to improve the students’ communicative competence, especially their speaking.

From 5 aspects of evaluation, the ability of students in using grammar improved significantly well, which was under a very good category. However, the other four aspects were categorized as good. From the analysis of test among 43 subjects, 8 students (19%) gained score from 85.0 to 100 (very good), 34 students (79%) gained score from 70.0 to 84.0 (good), meanwhile only 1 student gained score 67.8 (sufficient). Below is the chart of the students’ score in Post-Test 1.

**Chart 2: Result of Post-Test I**

Considering the criteria of success (minimum score 70 with good category), in fact the study could be finalized at the end of cycle 1. However, since there were still 7 students (16%) got score below 70 (sufficient) in pronunciation, 2 students (4%) got problem in fluency, and 1 student (2%) got problem in grammar, thus the study was continued in cycle 2.

Regarding the result of post-test 2, it can be seen that the students’ oral communicative competence was good with the achievement of mean score, 84.62. From 5 aspects of evaluation, grammar achieved the highest score (90.33), comprehension and vocabulary gained mean score 86.30 and 85.93 respectively. These three aspects were categorized as very good. Two other aspects, fluency obtained 78.98 and pronunciation got 81.53, which were categorized as good. Below is the chart of students’ achievement in post-test 2. From the chart, it can be seen that after post-test 2 of cycle 2, none of students obtained score below 70, 18 students (42%) could reach score from 70 to 84 which was categorized as good, while 25 students (58%) could even reach score from 85 to 100 with a very good category.

**Chart 3: Result of Post-Test II**

**Discussion**

The topics of the material which had been taught before the pre-test were *weather, pets, days,* and *months.* Thus, in the pre-test, those topics were tested. From 43 subjects under study, the result of pre-test proved that they had problems in oral communication, so that their communicative competence should be improved. The data show that their prior oral communicative competence was regarded as sufficient, which could be seen from the obtained mean score, 58.10. In details from all of the five aspects evaluated, it could be seen that the lowest mean score was in pronunciation, 54.37 (insufficient), they achieved 56.58 in grammar, they obtained 57.28 in vocabulary, their achievement in fluency was 58.30, and in comprehension they got 64.98, which were categorized sufficient respectively. Hence, it can be concluded that the majority of students (88.89%) still had problems and were essentially assisted to improve their oral communicative competence.

Below are the samples of mistakes the students conducted in all language aspects under evaluation taken from the result of pretest.

**Table 02: Mistakes of Pronunciation in Pretest**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | bird /bәr:/ | /bз:d/ |
| 2 | Saturday /’sΛtәrde/ | /’sǽtәrdi/ |
| 3 | color /kolor/ | /’kΛlә(r)/ |
| 4 | likes /leks/ | /laik/ |
| 5 | today /todai/ | /tә’dei/ |
| 6 | giraffe /giraf/ | /jI’ra:f/ |
| 7 | fishes /fises/ | /fiſis/ |
| 8 | green /gren/ | /gri:n/ |
| 9 | goat /got/ | /gәυθ/ |
| 10 | tiger /tigәr/ | /’taigә(r)/ |

From the above samples, there were still many words which could not be pronounced correctly by the students. There was a tendency that the students pronounced the words in English the way they did in their mother tongue. In line with the mistakes of grammar, below are the examples:

**Table 03: Mistakes of Grammar in Pre-test**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | It was sunny today. | It is sunny today. |
| 2 | I am has a pet. | I have a pet. |
| 3 | My rabbit color is white. | My rabbit’s color is white. |
| 4 | It like to jump. | It likes to jump. |
| 5 | It is Wednesday and weather sunny. | It is Wednesday and the weather is sunny. |

From the above table, it is shown that the mistakes often conducted by the students were related to tenses and word order.

The examples of mistakes on the use of vocabulary are presented below:

**Table 04: Mistakes of Vocabulary in Pre-test**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | He have catch fish. | He catches fish. |
| 2 | My cat is color white and orange. | My cat’s colors are white and orange. |
| 3 | It is month sunny. | It is sunny this month. |
| 4 | Yuda give breakfast has a hen corn. | Yuda gives the hen corn for breakfast. |
| 5 | In the color black. | The color is black. |

In the first example, the students used double verbs *have* and *catch*, and its structure was also wrong, which was supposed to use the suffix *–es.* Meanwhile, in the second example, the students

made mistakes in the use of possession and plurality, and in terms of structure, it was also wrong which was shown from the use of *to be*.

In accordance with fluency, almost all students were not fluent in their speech, even some of them were frightened to speak. Their fluency was hindered by their inability to express their idea. They spoke with several pauses which made it difficult to understand. Regarding the findings in the pre-test, the researcher made use of the combination of Jazz Chants, Drills and TPR to help the students to improve their oral communicative competence.

In cycle I, the theme of the teaching content was *Things around School*, there were two kinds of words which had to be introduced, nouns and adjectives. The nouns consisted of words, such as *book, pen, ruler, pencil case, box, pencil sharpener,* and the like, while the adjectives included the words, such as *long, short, tall, big, small, thin, thick, old,* and *new*. The classroom activities dealt with were (1) listening to *jazz chant* and doing the *drill* instructed by the teacher, (2) doing the imperatives to show the actions of some action verbs, (3) working in pairs to ask and answer questions by the assistance of *flashcards* provided by the teacher, and (4) working in groups to discuss and describe activities shown in the cards and writing the result of group discussion on the board. After the treatment, the result of post-test 1 shows a significant progress that was proven by the students’ mean score of their oral communicative competence which increased to 81.20, which was categorized as good. Things supported this improvement can be seen from the five aspects under evaluation. The grammar gained the highest mean score, 87.05, which was categorized as very good, comprehension gained mean score, 83.70, the other three aspects, namely pronunciation, vocabulary, and fluency also underwent improvement, 74.95, 80.51, and 79.81 respectively, which were all categorized as good.

The improvement from the result of pre-test 58.10 into 80.21 proved that the techniques of teaching implemented were effective to improve the students’ oral communicative competence. This signifies that the combination of Jazz Chants, Drill and TPR was effective to help students in improving their communicative competence. The use of Jazz Chants and Drills significantly helped students to develop their grammar via the inductive strategy of learning of pattern practice through rhymes and rhythmic activities in the Jazz Chants which were further intensified in the Drills, such as repetition drill and substitution drill which could have an impact to their ability in using and pronouncing the words and sentences more accurately, and in speaking more fluently. TPR also helped them much in their comprehension which further helped their speaking ability when they gave commands to their friends.

The students’ communicative competence in post-test 1 shows a significant improvement. Almost all of the students (98%) have reached the criteria of success. However, since there were still some students (16%) got score below 70 in pronunciation and 2 students (4%) obtained score below 70 in fluency, and 1 student (2%) got score below 70 in grammar, then the research was continued in cycle 2. Regardless of the improvement, few mistakes were found after the treatment in cycle 1 as presented below:

**Table 05: Mistakes of Pronunciation in Post-test 1**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1. | pencil /pensil/ | /’pensl/ |
| 2. | case /kes/ | /keis/ |
| 3. | thick /tik/ | /θik/ |
| 4. | dictionary /dikәnәri/ | /’dikſәnri/ |
| 5. | book /bok/ | /bυk/ |
| 6. | tall /tal/ | /to:l/ |
| 7. | small /small/ | /smo:l/ |

The table above shows that the students still conducted some mistakes in pronouncing some words, such as *thick* /θik/, pencil /pensl/, book /bυk/, tall /to:l/, and small /smo:l/. In accordance with the achievement on grammar, it gained the highest score. The majority of students, 31 from 43 students (72%) obtained score from 85.0 to 100 and the rest, 11 students (26%) got score from 70.0 to 84.0. Only 1 student (2%) got score 68.0. This means that the students’ ability to use grammar was effectively assisted by the combination of Jazz Chants, Drills and TPR. However, there were still some mistakes conducted by the students as follows:

**Table 06: Mistakes of Grammar in Post-test 1**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1. | This is thin book. | This is a thin book. |
| 2. | This is short pencil. | This is a short pencil. |
| 3. | This is big bag. | This is a big bag. |
| 4. | This is long ruler. | This is a long ruler. |
| 5. | This is small chalk. | This is a small chalk. |
| 6. | This is a brown and black dustbin. | These are brown and black dustbins. |
| 7. | It is a short ruler and small pen. | These are short ruler and small pens. |

The table above shows that some mistakes conducted by the students in terms of grammar were mainly on the use of article “*a*” in singular noun. Meanwhile, the mistakes in examples 6 and 7 were on the use of plural demonstrative noun “*these*”.

Additionally, the ability of the students to use good and correct vocabulary was regarded as good with the mean score 80.1. This achievement was supported by the findings that 35 students (81%) achieved score from 70.0 to 84.0, 8 students (19%) achieved score from 85.0 to 100. However, few mistakes done by the students in terms of vocabulary can be seen as follows:

**Table 07 : Mistakes of Vocabulary in Post-test 1**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | This is a smaller rubber. | This is a small rubber |
| 2 | This is a big tas. | This is a big bag. |
| 3 | This is a small pencil. | This is a short pencil |
| 4 | This is a tall pencil. | This is a long pencil |

From the table above, example 1 shows that the student was not able to use the correct vocabulary. He had to use *small* instead of *smaller*. In the example 2, the students was unable to provide the English noun, meanwhile in the examples 3 and 4, the students used the inaccurate words.

In line with fluency, the mean score in post-test 1 was 79.81, 32 students (74%) achieved score from 70.0 to 84.0, 8 students (19%) achieved score from 85.0 to 100, and 3 students (7%) achieved score from 55.0 to 69.0. Their fluency was still problematic since some of the students sometimes paused to remember the words that should be spoken up. They used the *filler “em, ee"* while thinking.

Regarding the comprehension of the theme, the students’ achievement was categorized as good with the mean score 83.70. This finding was supported by the findings that 26 students (60%) achieved score from 85.0 to 100, and 17 students (38%) achieved score from 70.0 to 84.0.

On the basis of the findings in cycle I, important things that can be reflected are: (1) The students experienced improvement in their oral communicative competence which was shown from aspects under evaluation, (2) The students were enthusiastic to work on dialogue activity done in pairs and to describe the flashcards in groups, (3) Some of the students still had problems in pronouncing English words accurately, (4) Some students often forgot the rules of certain grammar, and (5) High achiever students got bored when the teacher repeatedly drilled the words.

Regarding the above reflections, in cycle II the researcher planned activities such as: (1) The combination of Jazz Chants, Drills and TPR was still used, (2) Pronouncing activity was intensified and the students who were able to pronounce the words correctly were instructed to give example to their friends, (3) The teacher gave emphasis on the grammatical concept and asked the students to make example of sentences individually, and (4) The teacher gave the responsibility to the students who had mastered the words to drill their members of the group.

The theme being taught in cycle II was *Things in the House*. The nouns which were the focus of the lesson were *bed, television, sofa, radio, clock, refrigerator*, and others which were in line with different rooms found in the house. Meanwhile, the concept of grammar under consideration was *singular* and *plural* of demonstrative nouns: “*this is, these are*”.

In accordance with the treatment given, the result of post-test 2 in cycle II shows an improvement which can be seen from table 01 above. The improvement can be seen from the gained mean score 83.84, which was categorized as good. This achievement was supported by the achievement in each aspect under evaluation. Grammar gained the highest score 90.33, followed by comprehension, 86.30, vocabulary, 85.53, fluency, 81.53, and the last pronunciation, 78.98. Students’ grammar and comprehension were categorized as very good achievement. Their grammar improvement was much assisted by the use of Jazz Chants and Drills and their comprehension was also much improved by the use of TPR. In regard to the theories presented earlier it was true that Jazz Chants could reduce the students stress to learn grammar by the activities which made them subconsciously learn the grammar patterns and pronunciation (Klein, 2005; Graham, 2010; Peralta, 2010). They were also able to intensify their pronunciation, vocabulary building, and grammar through repetition and substitution drills (Brown, 2001; Senel, 2006; Yonathan, 2009). Their comprehension of words, sentences can be increased through TPR which could be applied later when they practized giving commands one another (Larsen-Freeman, 2000; Richards and Rodgers, 2003). However, few small mistakes which still appeared in post-test 2 are shown as follows:

**Table 08: Mistakes of Grammar in Post-test 2**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | This is a old ruler. | This is an old ruler. |
| 2 | These are a big bag. | These are big bags. |
| 3 | These are a clock. | These are clocks. |
| 4 | This is table. | This is a table. |
| 5 | There are two plate. | There are two plates. |

Example 1 above shows that the student’s mistake lies on the use of indefinite article “*a*” which was supposed to be “*an*”. In examples 2, 3, and 5 the students used singular nouns which should be plural, meanwhile in example 4 the student deleted the use of article.

In terms of comprehension, the students mastered the lesson about *Things around the House.* This is proved from the mean score achieved, 86.30. This finding was supported by the achievement of each student. There were 38 students (88.37%) gained score from 85.0 to 100 and 5 others (11.63%) obtained score from 70.0 to 84.0.

The students’ achievement in vocabulary was regarded as very good which was shown from the mean score 85.93. The students could use accurate diction when speaking. It can be reported that 32 students (74.42%) obtained score from 85.0 to 100, and 11 others (25.58%) gained score from 70.0 to 84.0. However, there were still some mistakes conducted by the students, which can be seen below:

**Table 09: Mistakes of Vocabulary in Post-test 2**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | This is fit | This is …….. |
| 2 | These are seven tens | These are seven …….. |
| 3 | This is a long book. | This is a thick book |
| 4 | This is a short dipper. | This is a small dipper. |

In examples 1 and 2, the two words used by the students could not be interpreted by the researcher, while in examples 3 and 4 the students’ use of the words was less accurate.

In line with fluency, the mean score achieved by the students in cycle II was 81.53. Some students still had problems in fluency as they paused during speaking using the fillers “*em, ee”*. While, pronunciation underwent improvement from 74.95 in post-test 1 to 78.98 in post-test 2. Below are some examples of mistakes in pronunciation:

**Table 10: Mistakes of Pronunciation in Post test 2**

|  |  |  |
| --- | --- | --- |
| **No** | **Mistakes** | **Correct Forms** |
| 1 | these /des/ | /’ði:z/ |
| 2 | three /tri/ | /Өri:/ |
| 3 | vase /vas/ | /va:z/ |
| 4 | refrigerator /refrijiretor/ | /ri’fridјәreitә(r)/ |
| 5 | televisions /telivesions/ | /’teliviſns/ |

In example 1, the students could not accurately pronounce the sound “*th”* and “*s”* for the word “*these*” /’ði:z/. The sounds of /ð/ and /Ө/ are problematical for most Indonesia students because they do not exist in Indonesian and Balinese. So, students need a lot of practice to pronunce them.

Finally, the analysis on the result of questionnaire at the end of the treatment of Cycle II proved that the majority of the students (76.74%) stated that they agreed to the focus of teaching on speaking ability. Most of them (86.05%) declared that they were happy being given speaking activity using dialogue with the assistance of flashcards. Additionally, almost all students (93.02%) affirmed that the use of jazz chants, drills and actions in imperatives could help them to improve their speaking ability. Furthermore, 37 students (86.05%) admitted that the lesson was easier to comprehend using jazz chants, drills and acting out teacher’s pronunciation in TPR. The students (88.37%) also felt that their courage and creativity in speaking increased, and almost all of them (90.70%) stated that the use of flashcards helped them to speak. In terms of motivation, most students (88.37%) said that they became highly motivated in following the lesson.

This result indicates that the combination of Jazz Chants, Drills and TPR were able to solve the students’ problem. In the learning process, it could be proved that the students were eager to speak as they enjoyed the oral production practices through Jazz Chants which helped them repeat sounds of English in a rhythmic way accompanied with movement and clapping hands. This is in line with what Graham pointed out (as cited in Klein, 2005) and Peralta (2010) that Jazz Chants are highly motivating and reduce the students’ fear of learning new pattern and pronunciation by providing an exciting way of learning because of the rhythmic and humors that emerge in an inductive approach of learning the language.

The use of drill further reconfirmed their accuracy in pronunciation and understanding of the grammatical pattern of sentences which could strengthen their oral competence. This finding was in accordance with Brown’s theory (2001) and Senel’s (2006) which state that drills are very suitable and useful to help language learners to recognize structural patterns, rhythms, and certain elements of pronunciation.

Moreover, the TPR could strengthen their understanding of the grammatical patterns and pronunciation by doing commands and further develop their speaking ability when they instructed commands to other friends. Students’ fear of learning the new language in the beginning can be reduced by giving more chance to the students to listen and comprehend first, then when they are ready to speak, they can instruct commands to others. This is in accordance to Asher’s theory of reducing students’ stress which can impede learning. Thus, the use of humorous expressions and zany commands can create fun learning atmosphere which stimulate them to learn (Larsen-Freeman, 2000; Richards and Rodgers, 2003; Brown, 2001).

In terms of the empirical perspective, it could be stated that the result of this research supports the finding of the previous researches that the promoted techniques of teaching which combined Jazz Chants, Drills, and TPR could improve the students’ communicative competence. Thus, it strengthens the findings of Nagata et al.’s (2011) that Jazz Chants are effective to teach stressed words, Yonathan’s (2009) that drills are good to build up students’ confidence and comfort to practice which provide a more student-centered learning, and Sariyati (2013) that TPR could improve vocabulary mastery of first grade students in elementary school, is suitable with the children’s characteristics of more kinesthetic activities, and could also encourage them to learn.

**Conclusion and Recommendation**

Based on the results of the research being discussed above, it can be concluded that the application of Jazz Chants, Drillsand TPR can improve the oral communicative competence of the fifth grade students of SD Lab Undiksha Singaraja. The improvement can be observed in 5 aspects namely pronunciation, grammar, vocabulary, fluency, and comprehension.

It is suggested for the English teacher in the elementary schools to: 1) optimize the use of the combination of Jazz Chants, Drills, and TPR with the assistance of flashcards for integrating the four skills in English (e.g. speaking, listening, reading, writing), for aiding visualization by using flashcards, and for increasing the fun atmosphere in the learning process; and 2) pay attention to language aspects related to language skills, such as vocabulary, grammar and pronunciation.

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**Appendices:**

Apendice 1: Learning Material and Techniques Used in Cycle I

**Jazz chants**

In a Big School

In a big, big school there are big, big classrooms

In a big, big classroom there are small, small chairs

In front of the small, small chairs there is a tall, tall, table

On the tall, tall table there is a thick, thick book

Oh, what is in the book?

I want to know it

In the thick, thick book there is a lot, a lot of magics

**List of Vocabulary for Repetition Drill:**

**Noun:**  **Verb:**  **Adjective:**

classroom - point - long

door - show - short

window - take - thick

blackboard - thin

chalk - tall

eraser - short

ruler - old

table - young

chair - big

bag - small

book - dirty

pencil case - clean

rubber

pen

sharpener

**Substitution Drills**

**Expressions:** This is a long ruler. .

This is a short ruler.

What is this? This is a ruler.

How is it? It is long.(etc)

**Instructions/Commands in TPR**

Point the thick book.

Take the long pencil.

Show the dirty blackboard. (etc)

Apendice 2: Learning Material and Techniques Used in Cycle II

**Jazz chants**

**This and These**

This is a table and these are tables

A table, a table, a table

This is a table

Tables, tables, tables

These are tables

This is a cupboard, these are cupboards

A Cupboard, a cupboard, a cupboard

These are cupboards

**List of Vocabulary for Repetition Drill**

**Cupboard (s) this**

**Table (s) these**

**Television (s) those**

**Telephone (s) that**

**Carpet (s)**

**Chair (s)**

**Plate (s)**

**Spoon (s)**

**Fork (s)**

**Stove (s)**

**Glass (s)**

**Fridge(s)**

**Fan (s)**

**Etc.**

**Substitution Drill**

**Expressions:**

This is a cupboard.

These are two cupboards.

This is a small chair.

What is this? This is a chair.

How is it? It is small (etc)

**Instructions/Commands in TPR**

This is a cupboard.

These are two cupboards. Point the cupboard

This is a small chair. Take two cupboards

What is this? This is a chair. Show the small chairs (etc)

# Inventing Character Values in Prose Fiction Creative Process

## Kadek Sonia Piscayanti

[sonia\_pisca@yahoo.com](mailto:sonia_pisca@yahoo.com)

Ganesha University of Education

Abstract

The main goal of education is to build character. Education shapes the character, develop it, and grow it. Literary education is one of the ways to achieve the goal through character development in prose fiction. Prose fiction is a verbal work of art which has many values that builds the story. Character development in prose fiction creative process covers two things namely character development within the story and character building within the writer. These two things happen simultaneously along the process of prose fiction creation. Character development within the story covers characters and characterization (direct and indirect characterization) meanwhile the character development within the writer covers character building such as honesty, responsibility, independence, creativity, and logical thinking. These two combinations of character development within the story and within the writer uniquely create an experience which will be the basic of human character development. In short, it can be said that the creative process of prose fiction will ensure the character building of human character.

Keywords : prose fiction, character values, character building, creative process

**Introduction**

Character is the goal of education. Education runs through the stages of learning, analyzing, criticizing and creating (producing). Learning involves an ability to absorb the knowledge using five senses, while analyzing and criticizing involve critical and logical thinking. The most challenging stage is creating (producing) stage which involves five senses experience, critical, logical and productive skills. This last stage of creating or producing is the most important part in education since it involves the character building process.

Literature builds character in so many ways. First of all, literacy construct meaning in children’s worlds. It builds the meaning and comprehension (Cooper, 2000). Literature shares enjoyments, knowledge, inspiration and motivation. The story affects the readers when it builds experience inside and outside the readers. Inside experience means the inner process when readers analyze, synthesize the story and relate the story with their own background knowledge. While outside experience when the readers create such a new story by combining their own knowledge and new knowledge they create by themselves.

Reading and producing literature are two interrelated process which sometimes run simultaneously. Reading a literature art work is a productive process since it involves four stages; absorbing the knowledge of literature, experiencing the knowledge, expressing the responses, and finally producing the responses. The creative process is built within the reading stage leads through the writing stage. It would help the reader thinks, responds and creates. This is the so-called creative process. Creative process alows the writer, as well as the reader to explore, develop, broaden and deepen the knowledge of the prose fiction. There is a process of internalizing, influencing and finally responding. This is the basic of character building.

Character building in prose fiction creative process, in this paper can be defined as a character development which is built within the creative process. There are two character development which happen simultaneously during the creative process, namely character values built within prose fiction and character values built within the writer. These two processes will be discussed in the following discussion.

**Discussion**

The point of discussion is to explore the meaning of creative process in prose fiction writing, character values built in prose fiction creative process, character values built in the writer’s creative process, and the role of character building in prose fiction towards student’s character building.

Creative Process In Prose Fiction Writing

Where does the creative process start? That is the question. Creative process in prose fiction starts from nowhere or everywhere. The point is whether there is a creative atmosphere precedes the creative process. Creative atmosphere can be created through some media such as story book, movie, social networks or discussion. The creative atmosphere will build the creative process. It means that creative process is built by creative atmosphere. Creative literature environment will motivate the students as well as the beginner writers to produce a creative work, to read and write in a better way (Piscayanti, 2010). Creative atmosphere happens when the situation enables the writer to respond something to create something new. The literature atmosphere stimulates the writer to give a critical and creative thinking to produce a new work of literature. In this case, internal and external experience happens simultaneously. Internal experience means the psychological process which happens when a reader (also writer) is reading literature. Meanwhile external experience means the productive process which combines the writer’s inner and outer experience. The combination of both experience will produce a prose fiction work.

Creative process is different depends on the writer’s style and preference. Some writers tend to sit down and write. Some tend to watch movie and write. Some read books then explore it, write it and publish it. Some discuss their ideas, some perform their ideas. The different ways are resulted from the writer’s background.

However in general, creative process in literature production starts when writers read literature works then get inspired to produce new works. In literary world, Piscayanti (2012) stated there are some stages of reading literature namely:

* Reading for pleasure, when the readers tend to read only for temporary enjoyment
* Reading for information, when the readers tend to read only for getting some information
* Reading for exploration, when the readers tend to read to explore or search a certain topic as a basic foundation on research development
* Reading for literature production, when the readers tend to work on literature basis that help them producing new work.

This paper will discuss only the last stage of reading which is called productive reading. The productive reading of literature will end in a production of prose fiction. Reading here does not mean literally reading texts, but also reading discourse, context, situation, process, and new culture. In productive reading, the psychological involvement will create an inner response. This includes the understanding of the concepts of story and the involvement of background knowledge to create a creative atmosphere. This two processes blend in a creative process in making a story. Then, it will lead to the character building.

External experience covers the responses towards the story and the writer’s immediate responses on the issues in politics, social life, trends, and new culture. This external experience will affect the story where it will result in a new prespective on seeing the story. Some examples of creative process are as follows.

* The topic of interest is friendship. The context that will be built is the friendship among four girls in a high school. The creative atmosphere can be built when the moment of friendship is captured through the real experience or imaginary experience. It can also be done by evaluating the friendship style of the teenagers, then compare and contrast them with the idea of prose fiction.
* The topic of interest is love. The context that will be built is the relationship between a girl and a boy which has different social status and religion. The creative atmosphere can be built when there is a problem about the issue of love in different status and religion happen in real life. It can be combined with the imaginary ones.
* The topic of interest is woman’s power. The context that will be built is the relation of woman’s power with the world’s power. The creative atmosphere can be built when the writer reads news, political issue involving woman’s power. It can be easy news such as the news about the power of Queen Elizabeth who rules the British kingdom, news about Aung San Suu Kyi, a Burmese opposition politician and Megawati, the former president of Indonesia.

Those topic of interest will be broaden and deepen along with creative process which goes under circumstances and factors of development. Some methods of development in creative process involve:

1. Five senses experience, where sight, smell, touch, taste and hearing experience are explored with ideas of the writer to build the strong atmosphere of the story.
2. Background knowledge, where writers enrich their knowledge with the knowledge of the topic they choose and relate them with reality to compose a story.
3. Social issue, where writers are respectful towards the society issue and influenced by them, in a creative and positive way to compose a new story.

The first experience in creative process is called a free writing. In free writing, the writers can write anything and in any style. The example of free writing is as follows.

***Pianist***

***By Ria Rarasati***

*I guess I think about it too much. I always think that I’ll*

*regret it in my whole life. I want to watch it. Watch him. Then*

*I come to that concert. His concert. God, this auditorium is*

*so big. There he is, in front of organ wearing black suit. He*

*is so handsome. I know he is a little bit short and this is the*

*first time I see him in one year. We were apart too long. I miss*

*him but I cant meet him that’s maybe the reason why I dream*

*about him.*

*Before I see him on the stage I met him in the back stage.*

*He was getting ready. I saw him from afar. Then step by step*

*my foot took me to him. He turned his head.*

*“Hey? You come!” He shout with excitement. I just smile*

*and nodded my head. He walked toward me. Hugged me. I*

*freeze. I didnt know what to do. There in the backstage was so*

*crowded. But I only heard his voice. The only voice that I wish*

*to hear. I only felt his existence. The only existence that I want.*

*I can’t even feel my own existence. Just him. I cant remember*

*what I said to him I cant remember how my voice come out. I*

*just remember his voice, his only voice.*

*I remember he said, “I’ll play Pavanne for a Dead Princess*

*for you”. I cried, I cant stop my tears. He’ll play Pavanne for a*

*Dead Princess, that piece was written by Ravael the musician*

*who lost his memory but write a piece about an endless love.*

*I dont know how hurt it was for not to be able to remember*

*anything just music. He wrote it, he wrote his endless love, Pavanne*

*for a Dead Princess. And, this person in front of me said*

*that he’ll play Pavanne for a Dead Princess for me. What it*

*does not mean. He trying to say that ‘ll love until the end of te*

*world? Even when he reborn he’ll always love me his only one.*

*Really. I dont know, I’m just crying. And he huugged me once*

*again.*

*“I’m sorry. I know it is too hard for you. But I’ll take you.*

*I’ll be the one who always stay by your side. We’ll be together,”*

*he whispered in my ear.*

*Then everything turns dark. I’m sitting on the audience*

*seat. There he was in front of the organ. He bowed to the audience.*

*And look at me. I felt hi warmth around me. He is my sun.*

*I’m the moon. The cold moon. I want to be the moon who embraces*

*the sun. I cried again. And he started to play Pavanne*

*for a Dead Princess. I see his fingers walking around on the*

*organ, producing is confession to me. And i woke up. And cried*

*again. I miss him.*

What is next stage, that is the question. The next stage is drafting, reviewing, editing and finally publishing (Piscayanti, 2012). From the mentioned process, it is believed that creative process needs a period of time, needs deep knowledge, and deep understanding of life. It would be a challenging process for the beginner, to search and to explore things to be written down. They should pursue a real life and imaginary life to be the basic of the story. The creative process will simultaneously build the character within the story and within the story writer. Each of them will be discussed in the following discussion.

Character Values Built In Prose Fiction Creative Process

There are two kinds of character presentation in prose fiction works namely direct character presentation and indirect character presentation.

Direct Presentation

Direct presentation is the way how character is presented through direct statements or description. To make it clear, let’s take a look on a story part as follows.

The story is entitled *“What The Dead Man Can Do”* by Chandra (2011).There is an introduction of character here. By using “I” as the point of view, the character explains himself directly as follows.

*I am an old man. I, since I was still young and strong, have*

*not let myself serve something for any dead-men, for any those*

*frozen bodies. What is that for? What is that for? Those frozen*

*bodies will never get up to thank me. Those frozen bodies will*

*never whisper their children to give me something as a reward*

*to the service that I’ve given. Sssh, they will only give me nothing.*

*They give me nothing. Nothing. What can a dead-man do?*

That statement represents the way the man defines himself, that he was an old man. Since he was young, he had no doubts, no care, no hesitation to hate a dead man ceremonial activity in his village. We can understand that the man is in the opposite side of the culture believers, that he ignores the culture and stands alone. There might be a difficult position, but only he is too selfish to understand reasons. So he keeps believing what he believes.

The other example of direct presentation showed by the short story “Ni Luh” by Sari Dewi (2011).

*Ni Luh is 3 years old. It was a first time for me to let her*

*playing alone in the yard. I could hear her voice at that time*

*while I prepared the breakfast for her. I could hear her voice*

*while she was laughing. I could hear her voice while she was*

*greeting anyone who walking in front of our house. But I could*

*hear nothing else after that.*

By reading it, we know that the character named Ni Luh has cheerful characteristic, friendly to others, and active. The direct presentation leads us to understand the character better.

Through direct presentation of character, the writer should know what the character thinks, feels, and does. Building the character in the story means building the values within the writer since it helps the writer to create a new character which comes from the combination of the writer’s background and the story’s character background. They grow together, the character in the story and the character of the writer. They are united, twisted and collaborated to work together. There is a way when they meet together and composed in a story. This is where the character is built both in the story’s character and in the writer’s character.

Indirect Presentation

Indirect presentation can be done in various ways. First, through narration. Second, through conversation. Third, through thoughts, insights, and motives. Fourth, through setting atmosphere.

First example through narration in *“What The Dead Man Can Do”* by Chandra (2011) can be seen as follows.

*Why did they do those all things? Whereas, what actually*

*happened was just another man died again on that day. Nothing*

*was special, I thought. People are born, sick, and finally*

*died. Those things are only ordinary things, natural things.*

*I observed these all strange people. One by one, I was observing*

*them in detail. Mom was crying, Dad was staying in his*

*own silence, and my sister was trying to calm my Mom down,*

*while she was crying, too. I thought, I was the only one human*

*who was still on earth.*

This indirect presentation gives the readers clue that the character is selfish and stubborn. He does not care about what people feel. He does not care about the death. He thinks that it is natural, and nothing to worry about. This clue is supporting the character as an ignorant person. Our belief is being confirmed through the narration.

The second one is the character revelation through conversation*“What The Dead Man Can Do”* by Chandra (2011). We can take a look at the example follows.

*“Don’t you make a visit of condolence, Pak Tut?” a neighbor,*

*who I thought was too care of my life, asked me. I shook*

*my head.*

*“No, I don’t. I have something to do at my office. Please,*

*let me entrust this to you.” I inserted an amount of money between*

*her hands. I didn’t know whether that money was delivered*

*to the dead-man or was ended in the wallet of that toocaring-*

*neighbor. I didn’t care of it. What I only knew is that*

*money is enough to lock her mouth.*

The conversation happens between the character and the supporting character conveys meaning that the character refuses every attempt offered to him if it is related to dead-man ceremony. This strengthens the idea of making the character as a stubborn character. And after the conversation there is also a narration following that has function to support the character. This is a combination between a conversation and narration in a character revelation. It happens to strengthen the character in the story. There are also some other ways to reveal character

through indirect presentation such as the description of character’s thought, insights, motives, values, and action he/she takes. Those description also supports the vividness of the character presentation in *“What The Dead Man Can Do”* by Chandra (2011) as follows.

*Fire is flaming up right before my eyes. It is hot, unbelievable*

*hot. It is burning my face. The Fire, which is said to be*

*at the mercy of Betara Agni2, is totally showing His indefinite*

*power. He is dancing arrogantly. I am trying to conquer His*

*defense. The Fire is hiding a figure behind His shadow, behind*

*His burning dance. That figure is frozen, with no offense. He is*

*letting himself lying in the power of The Fire.*

The followings are examples of character presentation through the setting atmosphere.

***The City of Zombie***

***By Ida Bagus Putu Kusuma Adi* (2011)**

*I have a dream about a city where there were many*

*zombies. That was a nerve-racking adventure in my dream.*

*In my dream, I become a soldier. Everyday in my life, I fight*

*with many zombies. They were very dangerous. They eat many*

*people in the city. The people who have been eaten by the zombies*

*become zombies. I fight them with my team. But a half of*

*my team were dead. The zombies were very strong. One night*

*three persons left over in my team. The zombies kill my friends.*

*We are out of bullets. We ran along the street to avoid the zombie.*

*We just only have a knife a few bomb. We were hunted*

*by the zombie. But there were no way to run. The zombies*

*surrounded us. One of my friends said, “We gonna die”. Then*

*I said,”No we still have a few bombs. Let’s throw it to make a*

*way. My friend said, “But it is so impossible, it is too dangerous*

*for us!!”*

*“Left it at me, you better run and find the other base.”*

*Said me. “But you gonna die.” “Dont worry I am ready for this.”*

*Then I run and fight with the zombies to give my friends a*

*chance to run. My friends have been running. I am alone with*

*a few bombs on my hand. Finally I exploded the bomb where it*

*causes a lot of damages for the zombies. I died in that battle.*

*And I woke up from my sleep.*

The second example goes like this.

***The Magic Tree***

***By I Gede Erlan Cahaya (2011)***

*The place where I can sleep forever, eating forever, or*

*whatever I want to do. Foerever, it is where the wind is blowing*

*slow down, the leaves very beautifully falen down and moved*

*by the wind. There I can take whatever, I want from a desire*

*tree call Kompavriksa. Under that tree I can be lying in comfort.*

*The branch that is full of leaves protects me from the sunlight,*

*when I want food, that tree gives me food, when I want*

*a friend, that tree gives me a friend. When I want chocolate,*

*that tree gives me also.*

Given the example as above, there are so many values that are built within the indirect presentation of character in a story. Some of them are: insights, thoughts, self-reflection, motives, creativity, and independence. The story’s character is developed simultaneously with the writer’s character. They develop together and influence each other in a way that it builds the story.

Character Values Built In The Writer’s Creative Process

There are some characters which are built during the creative process of prose fiction. Some of them are as follows.

1. Curiosity   
   Curiosity is the first requirement before the others. Without curiosity, there will be no questions of all. While the best stories start from a question. A question will lead to other questions. The answers will lead to other answers. These series of questions and answers will be linked together to create a new story. The question will start from what, who, why, how, when and where. The story will grow and develop from these questions. Writers, beginner or professional, will lead their curiosity to a productive skills, producing literature works.
2. Creativity   
   Creativity is the process of exploring something to be something new. It can also be defined as inventing something new to be collaborated with something existed. While writing, the character values are built and developed. Creativity values are the most significant values in writing. Creativity keeps the minds working and developing. The new story is built, based on the creativity. Creativity runs through the ideas and the development of ideas.
3. Responsibility

Creativity without responsibility is impossible in prose fiction. A writer should always be responsible to face the challenge, the process and the final stage. Responsibility is built within the process of inventing ideas, developing ideas, and composing ideas. Without responsibility, the story will never be finished.

1. Independence   
   Writers should be independent. They can not decide something without independency. Ideas, plot, and character should be developed by the writers themselves. They could have worked with some others but they should decide the story by themselves. Without independence, the story is never built and composed. They might never been worked through the process.
2. Discipline   
   Discipline is the most challenging thing in prose fiction. Discipline is very broad in meaning and in implementation. Discipline covers the root meaning from the words, how they are used and implemented in a certain context. Discipline also deals with the time management, the deadline and the rules. Some publishers require different rules to different types of writing. For writers who want to send the works to media such as newspaper, they must fulfil a certain requirement. Without discipline, a writer can’t be a successful writer.
3. Honesty   
   Honesty is the best way to start writing. Honesty will go through the idea composition and development. A writer must not cheat or steal the other’s idea to be written. The honesty values grow when a writer choose the original topic, original story, and original characters. Honest writers will be respected and honoured in the literary world. Honest writers present a good character which will inspire others to be honest writers too. There is no plagiariasm accepted in literary world.
4. Sensitivity   
   Sensitivity is built through the creative process of prose fiction writing. Being sensitive means being prepared for something to happen in the future. Sensitivity means the ability to sense the world, the changes, the situation and context. Being sensitive will lead the writers to be aware of the things happen around.

The Role Of Character Building In Prose Fiction Towards Student’s Character

There are (18) character dimension that is developed by government to be implemented in schools. The characters are:

1. Religious
2. Honest
3. Tolerable
4. Discipline
5. Hardworking
6. Creative
7. Independent
8. Democratic
9. Curious
10. Nationalistic
11. Patriotic
12. Respect on achievement
13. Friendly
14. Peace lover
15. Book lover
16. Environment lover
17. Social life lover
18. Responsible

All those values have been explored in creative process of prose fiction, in a more general way. In prose fiction reading and producing steps, the character values are inserted in the process.

These following stages show the creative process in a prose fiction production and how they work with character values.

1. Pre-production stage

It covers reading literature of knowledge, literature of imagination, escape literature, interpretative literature. This process enables the students to explore as much as possible the need of literature. In this process, the growing characters are: book lovers, creative and productive.

1. Free writing stage. In this stage, the character development in the students are curiosity, honesty, independence and creativity.
2. Character development stage. In this stage, the theme developed is character sensitivity, self-awareness, creativity, independence, and responsibility.
3. Conflict and climax development. In this stage, the characters built are persistence, patience, creativity and curiosity.
4. Suspense and surprise in a story production will build the character of curiosity, respect, dynamic, persistence and patience.
5. Flashback and foreshadowing in a story will build awareness, sensitivity, curiosity and honesty.
6. Conversation is a stage where character develops the story through direct dialogue. The character built honesty, creativity, responsibility and independence.
7. Reviewing stage is a stage where the writers review the story and make a drafting of the mistakes. The characters built are patience, persistence, honesty and responsibility.
8. Editing stage, in this stage the writers need to edit their work and the characters built are honesty, independence, responsibility, discipline, and independence.
9. Publishing stage, is the final stage when the students as well as the writers publish their works. The characters built are honesty, independence, responsibility, discipline, and independence.

**Conclusion**

In conclusion, the characters built within the prose fiction stage are significant to build the student’s character development. It is built through the creative process of prose fiction, where all the stages have some characters building inserted. In conclusion, prose fiction builds character of the students (as well as writers) in so many ways that it helps the students to be better. In this way, character education works well to produce good characters.

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# You Just Can’t Understand until I Tell You: Conflict Naratives and Identity

## Irfan Rivai

[rifai\_irfan@yahoo.com](mailto:rifai_irfan@yahoo.com)

Universitas PGRI Adi Buana Surabaya

Abstract

This study is aimed at getting an understanding of how school conflict is seen from the disputants’ perspective that is how disputants orient, understand and reflect on conflict they experienced. This includes their perspectives on conflict and its relation to their identity construction. The study of conflict from the emic that is the disputants’ lenses is needed to get an insight what conflict means to them. Through narrative and discourse analysis, the disputants’ perspectives on conflict and their identity construction is uncovered. The writer argues that the disputants can actually voice their own perspective and this perspective is different from the adult’s views about gang membership and their inhuman behavior. This study is conducted at a metropolitan school in Jakarta where mostly students coming from rich family and school conflict has been a long tradition within this school. (adolescent conflict, narrative, identity)

**Introduction**

According to media reports and government sources, the number of fights between students of different schools in Indonesia has been increasing recently and, surprisingly, the fights not only occur among students at secondary school level but also at primary school level. This condition forces the government to take serious measures in an effort to reduce the conflicts among these students. It has been reported in several national newspapers that the Minister of Education has issued a warning that third year students involved in student fights will not be allowed to take the national exam. The consequence of not taking this exam is that they cannot graduate from the related education level and therefore they are strongly recommended to re-take the exam in the following year or to take other possible alternative that is called as “Paket A”, which is equivalent to the national examination. As a result of not taking the national exam, the students will not be given the certificate of graduation which is usually used to apply for jobs or to pursue higher education.

As the government is taking action, school conflict is clearly a serious issue in Indonesia. This concern is also obvious from the efforts that have been taken by the government to reduce the number of school conflict for example, by merging two schools which are often involved in conflicts. However, the number of conflicts is still increasing; perhaps school conflict has been perceived as a school tradition, as it is reported that the school conflict has happened for many years ([www.pelitaonline.com](http://www.pelitaonline.com)). Birch (2009), Samovar and Porter (1991) assert that pervasive different goals among participants and different socio-economic statuses, religions and inequality tend to be triggers of conflict, Smith further explains that the factors commonly contributing to the school violence are “nationality, socio-economic, type of school, and pupil characteristics such as age, sex, ethnicity, social class, and family background” (2003:6).

Although there has not been any research conducted on the causes of students fights in Indonesia, it can be said that the common reason for the fights is a case of misunderstanding among students as a result of mocking each other and dispute. This is what directorate general of secondary education’s view when he was interviewed in one of the national English newspapers (<http://www.thejakartapost.com/news/2012/10/29/on-importance-english-language-education-students.html>) that the limited space for students to interact with others and the lack of communication skills is positively linked to the increase of brawls.

The media reports and the adults’ view often tend to position themselves as the experts who know much about school conflict including its motivation and the causes of the conflict. They forget that the actors-students who involved in conflict-‘ voices are far more natural in depicting and voicing what actually happen in conflict and the aspects which lie behind the actions that the students have taken. This seems that the insiders’ voices are often neglected that in many cases the solutions and actions taken by the government and stakeholders are not always effective to reduce school’s brawls. The study on conflict that focuses on the disputants’ views are accordingly in need of analysis.

This study is aimed at getting an insight of conflict from the disputants’ lenses. What is conflict meant to them and how identity is constructed through the narrative they use about conflict they have experienced. This includes positioning and categorisation. Numerous studies have used narrative as a tool to uncover the aspects to which identity is apparently described through the story of the tellers. However, relatively little research that concerns on narrative and conflict among adolescent or what is the writer called it adolescent conflict narrative and its relation to identity.

Adolescent and Conflict

Before going onto further discussion, the question should be posited as to why adolescent has been of a particular interest among researchers? Eckert (….) says that adolescent is mysterious and horrifying and they are often regarded as at the stage of “trying on identity”. The language used by adolescent for example has attracted sociolinguists such as Eckert (2000) to explore language and its social practices what she calls Jock and burnouts, Rampton (2006) with his research and published book entitled “language and late modernity: Interaction in an urban school”, Georgokapoulou (1997) studies small and big stories among Greek teenagers. Then what is adolescent? Eckert defines adolescents in its relation to their community as

“Adolescent are people who are becoming adult, but they systematically denied adult roles. Societies confines them for long hours to institutions of secondary education, where they are crowded into a small space with hundreds or thousands of age mates, and virtually isolated from the adult sphere”.

She then points out that secondary school students are the best to portrait the condition of adolescent where conflict, fellowship and any other related dynamic activities are salient. Therefore, adolescents often use conflict as a means of representing their identity and existence to the outer world.

Based on the information on the media, the students’ brawls commonly occur among high school students. Just last year, the incident of school brawls in Jakarta where one student killed has attracted government and stakeholders to put serious efforts to handle the conflict. This indicates that students and conflict are inextricable, both shapes and reshapes each other.

Narrative and Identity

Language and identity are two inextricably linked (Joseph, 2004) as they both characterise and re-characterise each other. Language is an instrument used to convey identity and identity is expressed through language use. In this sense, according to McCall and Simmons (1966:69-70) identity involves “the way people see themselves and others and determines the individuals’ perception and interpretation of the situations, events, and other people”. Identity is a complex phenomenon (McKinlay & Dunnett, 1998:50) which refers not only to “who they are” but also to “who and what you are” (Blommaert, 2005:203).

Antaki and Widicombe (1998:3) explain that having an identity is inevitable in relation to communication activities. They categorise the relationship between talk and identity.

a. For a person “to have identity” -whether he or she is the person speaking, being spoken to, or being spoken about- is to be cast into a category with the associated characteristics or features

b. Such casting is indexical and occasioned

c. The identity is made relevant to the interactional business going on

d. The force of “having an identity” is consequently in the interaction

e. All this is visible in people’s exploitation of the structures of conversation

This indicates that identity is visible in every interaction whether it is intentionally or unintentionally expressed through the use of language (Riley, 2007). Riley then argues that “identity is a quality which is ascribed or attributed to an individual human being by other human beings” (pp: 86) as individuals can “make inferences about self and other, construct display of group membership” (Zimmerman, 1998:87). In this sense, to construct identity the existence of others is required - people will view our identity and we will see their identity.

In addition, based on Blommaert’s (2005:203) argument that identity refers to “who and what you are” depending on the occasion and purpose, identity in conflict is closely related to the positions in the conflict such as superior-inferior, dominant-subordinate, powerful-powerless. In order to achieve such positions, disputants compete with each other and have the options of challenging or withdrawing themselves from the confrontation. To Briggs (1996) constructing identity here is associated with whether the disputants choose a new alliance or not, as it is common that conflict often forces the disputants to take up a position either as an opponent or a member of the alliance. Choosing the alliance, for example, may mean adjusting and altering his identity to reflect his membership. As stated in the previous paragraph it seems that achieving higher status and maintaining this position are the principal aims of most male conflict.

Gee (2010:101) mentions that identity is linked to the question, “Who am I?”. The implication of this question in relation to identity can be seen from the use of pronouns “I” or “we”. Waisman (2010) indicates that the use of pronouns “I” and “we” gives the speakers a particular position which can be seen as a reflection of a strategy identity management {when the higher rank wants to take a stance over the lower rank and to show his higher position and status, the use of pronoun “I” might be preferable as the use of pronoun “I” here is functions as a partition (Banks, 1989)}. However, when they use “we” rather than “I” it demonstrates they are trying to conjoin rather than partition. Following Baynham (2011)’s argument that stance is closely related to positioning and alignment, the identity of the disputants will be indexed from the way they take up stances and their alignment towards the interviewer and their stories. By positioning ourselves in a particular place we will know what we know (Clandinin and Connelly, 2000:17).

McCall & Simmons (1966: 64) distinguish between personal and social identities, where “personal identity refers to the unique individuals”, while “social identity is positioned in wide broad of social categories”. According to Abrams & Hogg (2004:154) a concept of the self “contains knowledge of one’s own attitudes, traits, feelings and behaviour” and “the collective self contains affiliations, group memberships, and connection to collective of all types”. However, both self and social identities are co-constructed through social interactions.

The relevance of narrative, conflict and identity

Labov defines narrative as “one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events which (it is inferred) actually occurred” (1977:360). While Abbott (2002:12) states that narrative is “the representation of an event or a series of events”. From the definitions above, it is clear that one way to understand an individual’s perspectives, identity and ideology with regard to particular events in the past is through verbal stories expressed in the form of narrative.

Research has been done to highlight identity through the use of narrative. Cheshire & Ziebland (2005) point out in their research that patients can display and construct their identity as patients in relation to their sickness through their stories. Marra & Holmes (2008) demonstrate that narrative can serve to construct the self and social identity of the narrator and her group in workplace stories in New Zealand. Brockmeier & Carbaugh (2001:15) claim that narrative is an “appropriate means for the exploration of the self...the very possibility of human identity”.

The intimate link between narrative and identity is also shown under the notion of the function of stories as stated by Thornborrow and Coates

“To entertain (jokes, folktales, anecdote), to justify and explain (accounts and descriptions of events), to instruct (the cautionary tale, fables), and to establish social norms (gossip)...stories tell us who we are; they are central to our social and cultural identity” (2005:7).

Narrative that is used for entertainment is called artificial narrative, while narrative that is used for human reflection on factual experience is called natural narrative (Van dijk, 1975).

In this study, narrative about conflict and narrative aiming to examine the identity construction and disputant’s perspective regarding conflict are covered. This is based on the writer understanding that narrative is bound up with identities, issues and perception. Baynham & De Fina (2005) assert that narrative is a fruitful source for investigating identity construction through discourse. Moreover, narrative is one medium in which to present disputants’ perspective and interpretation when they encounter conflict situations which include the way of the narrators to justify behaviour, the categorisation of himself and others, and set values.

**Data**

The data for this study come from my pilot interviews of two male disputants and part of my current ethnographic research at an “elite” school in Jakarta. The subjects of the study are two disputants who have involved conflict. One is a third year student (Doni), and another one has graduated from the school (Anton). Both have experienced conflict and school brawls. The third year student is the person who usually leads and manages the fight and has to stay at the front when the fight occurs. Whilst another one has experienced in conflict whether conflict which involved many people or personal conflict. The chosen participants in this study based on the criteria of the research subjects, they are the participants who have involved conflict. Narrative is employed to reveal disputants’ experiences about conflict they experienced or what is called autobiographical narrative.

Adolescent’s perception of conflict

To get a clearer understanding of conflict, the voices of the actors who have involved in conflict are powerful to generate natural data and this will give a different perspective to media and government reports which often focuse on the adults’ views. In order to illustrate perception of conflict from insiders, lets us consider a story told by two respondents, Doni and Anton (both are anonymous). In the following transcribed interaction/story, Doni presents a story to describe conflict based on his experience where he says that conflict is closely associated with dignity, power and compactness. Doni told his narrative during an interview focused on his experiences as an actor of the conflict as well as his role as the “bos’ in every conflict. He points out that conflict for students as well for himself is perceived as seeking their existence and is merely in the name of school gate. This can be seen from the excerpt in the following:

|  |  |  |
| --- | --- | --- |
| (a)  (b)  (c)  (d)  (e)  (f)  (g)  (h)  (i)  (j)  (k)  (l)  (a)  (b)  (c)  (d)  (e)  (f)  (g)  (h)  (i)  (j) | Irf  Do  Irf  Do | Apa sih sebetulnya…tawurab bagi mereka itu apa ya? Maksudnya tawuran pelajar?  …setiap singkatan selalu diakhiri dengan dengan anti STM. Hinggga pada akhirnya mungkin kesininya anak-anak mencari gengsi, ajang kekuatan, adu kekuatan, adu kekompakan, adu membangga-banggakan atas dasar nama gerbang sekolah. Antara gengsi-gengsinya itu tinggi mereka tidak, seolah-olah liar, muda, dan berbahaya. Young wild free, gitu pak.  Bermulanya tawuran dari situ, awalnya karena pingin adu kekuatan ya…ingin cari eksis. Bapak tahu sendiri kan anak selalu ingin di pandang. Selalu ingin dipandang. Termasuk saya dulu waktu saya tawuran. Saya masuk sini tidak tahu apa-apa. Masuk sini dari SMP Batik (anonymaous) yang dimana adalah sekolah belajar termasuk sekolah unggulan untuk ukuran SMP. Nah, tetapi saya tiba-tiba terperangkap di lingkungan ini.  What does conflict mean to them? I mean students brawls?  …Every abbreviation is always ended with anti STM. Gradually, they (disputants) are looking for dignity, fight for power, fight for compactness and fight for pride in the name of school gate. As if they are wild, young and dangerous, young wild free, sir.  The initial conflict is from, initially from wanting to fight for power, wanting to get existence. You know that children always want to be valued. Wanting to be seen. When I was get involved in conflict. I know nothing when I entered here. I graduated from SMP Batik which is known as one of the best school, suddenly, I trapped within this environment. |

Doni also said that children (students) need to be seen or valued by others and conflict is a means to convey their existence to others. He also said that environment plays an important role in provoking students to get involved in conflict and this is often occur that seniors “kidnapping” their juniors to passing down their doctrine about conflict and identity. Another story from Anton about the inextricable link between conflict and dignity is salient when telling his experience about conflict and prestige particularly when describing the criteria of truly man. He said that conflict is the man world where prestige and dignity is the priority in his life.

|  |  |  |
| --- | --- | --- |
| (a)  (b)  (c)  (d)  (a)  (b)  (c)  (d) | Irf  Atn  Irf  Atn | Kalau bisa saya perjelas lagi itu masalah harga diri,  oh betul Pak, betul, gengsi.  Betul-betul, betul sekali pak. Gengsilah , apalagi cowok, bener tadi kalau kita semisal ditantang ga berani lanang **opo** kan gitu.  If I may say, it’s all about dignity, about prestige.  Right, that’s absolutely right. Of course it’s about dignity, especially for guys. Like I said, if we get scared when we’re challenged by others, then what kind of guys are we |

Positioning

According to Bamberg (2003) positioning refers to how autobiographical narration can position narrators in a certain way. Whilst Lopez (2006:295) points out that positioning refers to “how people are located in discourse or in conversation when they are engaged in meaning construction with others”. This relates to what personal or social identities are constructed in narrative practices. The following excerpt shows how the teller construct himself as a member of a particular group and according to him, his group is “everything”. Means if there is someone or other group is interfering and make a trouble with his group, he is willing to keep fighting for it. He positioned himself to the interviewee as a person who cares with his group other than his own. Line c-g indicates how he is more humiliated when his group is insulted than he himself is insulted.

|  |  |  |
| --- | --- | --- |
| (a)  (b)  (c)  (d)  (a)  (b)  (c)  (d)  (f)  (g)  (a)  (b)  (c)  (d)  (a)  (b)  (c)  (d)  (f)  (g)  (a)  (b)  (c)  (d)  (e)  (a)  (b)  (c)  (d)  (e)  (f) | Irf  Atn  Irf  Atn  Irf  Atn  Irf  Atn | Itu berarti sebetulnya kayak (apa) penggunaan kata itu untuk sumpah serapah terhadap yang lainnya gitu ya? (betul-betul) Kaya misuh gitu?  Betul. Jadi..betul. jadi kalau saya ngga apa. Memang beda sih tempatnya. Jadi karena saya jalan-jalan waktu saya di Jakarta itu *“anjing lo”* kaya gitu itu-tu. tapi kalau di tempat lain saya ngga suke kelahi sih tapi di tempat saya perkataan-perkataan kaya gitu yang sumpah serapah yang menghina-hina saya itu( oh gitu ya) he’e apalagi yang sudah, kalau yang menghina saya mungkin saya bisa terima tapi kalau kadang **ngenyek** *kelompok saya atau* **ngenyek** *apa temen-temen saya , saya biasanya lebih marah gitu..(hahaha)*  Aneh gitu lho....(oh gitu ya) daripada ngenyek saya  So the actual use of that “f” word is to curse at others, right? It’s just simply a curse?  Yes, that’s right. So... That’s right. If it happens to me, it doesn’t matter. It also depends on the location. When I went to Jakarta , they cursed by saying “You’re a dog” and so on. In other places like that I prefer not to fight. While in my place words like that are used to curse at me like what used to happen before. It’s still acceptable for me when people insult me. But when people start to insult my gang or my schoolmates, I tend to feel more humiliated. It’s a strange fact… (I feel more humiliated when people insult my schoolmates than) when they insult me.  Jadi sebetulnya ini kepedean ini lebih kearah menjadi anggota geng daripada sendiri?  Ya betul-betul. Kalau sendiri ya **ga wani** (ga berani ya hahaha), makanya kalau dulu habis lulus SMA, kalau saya mau berkelahi itu saya tantang sendiri-sendiri dan banyak yang ga muncul-muncul.  So actually you only had the confidence when your status was a gang member?  Yes, that’s right. When we didn’t have the status, we were not that courageous, that’s why after graduation from Senior High School when I wanted to fight, I challenged my foes to come on their own but many of them didn’t have the courage to show. |

From the segment above, Anton also voices himself through the quotation (c)-(f) that he and his friends are actually coward since they are not with their friends. However, when he refers to status that they are not courageous if they are separated from their group, he used “we” rather than “I”. This shows that he wanted to represent the weaknesses as a member of the group whilst at the same time he also wanted to be recognised as a brave man who dare to fight personally by using “I” in his story.

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# Printed Advertisment Analysis

## Ni Ketut Dewi Yulianti

[dewiyulianti37@gmail.com](mailto:dewiyulianti37@gmail.com)

Institut Seni Indonesia Denpasar

Ni Made Diana Erfiani

Universitas Dhyana Pura

Abstract

Talking about discourse, a printed advertisement is really interesting to be analyzed. One of interesting printed advertisements is about a hotel. The words constructed in it are expected to attract the attention of the readers and make them choose it, since it is intended for increasing the sale of the company in this case the hotel itself. This paper will discuss about a printed advertisement of St Regis hotel with the focus of discussion about the text organization, text structure, coherence, cohesiveness, and also about the Hallidayan approach. The discourse will be analyzed with the three aspects that proposed by Halliday, namely field, tenor and mode. Field refers to what is happening to the nature of social action that is taking place (the subject matter), tenor refers to who is taking part, to the nature of the participant, their status and roles, and mode refers to what part of language is playing, what it is the participants are expecting the language to do for them in that situation : the channel (spoken or written), the rhetorical mode, what is being achieved by the text in term of such categories as persuasive, didactic, expository and the like. In terms of coherence, the text will be analyzed from the unity of the messages or ideas, and in terms of cohesiveness it will be analyzed from the interrelation between or among sentences or paragraph that form the text. This interrelation is related by cohesive devices, both grammatical and lexical cohesive devices.

Keywords: Printed Advertisement, Coherence, Cohesiveness

**Introduction**

Discourse analysis is sometimes defined as the study of language 'beyond the sentence'. This contrasts with linguistic analysis chiefly concerned with the study of smaller bits of language, such as sounds (phonetics and phonology), parts of words (morphology), meaning (semantics), and the order of words in sentences (syntax). Discourse analysts study larger chunks of language as they flow together.

When we talk about discourse, a printed advertisement (AD) is really interesting to be analyzed. The language of advertising, according to Crystal (1987), is generally laudatory, positive, unreserved, and emphasizing the uniqueness of a product. Typically, it emphasizes why one product stands out in comparison with another. Advertising which is defined as “any paid form of non-personal communication through the mass media about the product by an identified sponsor” (Wells, Burnett & Moriaty: 2003) has become part of our everyday life. The function of advertising can be viewed into basic ways: as a tool of marketing and as a means of communication (Wright, Winter & Zeigler: 1982) thus, advertisements which are the products of advertising are delivered to different kind of societies in order to convey these two basic ways of function.

There are three general forms of advertising which close to human’s life either in the form that simply use sound (radio advertising), vision (printed advertising), or both sound and vision (television advertising). Printed or electronic (radio and television advertising) advertisement is one of media in communication which grows as the developing of technology. According to Susanto in Mulyawan, at first, people advertise their products by shouting or producing sounds to gain consumers’ attention. This kind of advertisement is called direct advertisement in which the sellers advertise using spoken language that simple and advertise their product directly to the target market.

In nowadays, advertisement is presented in various kinds of media such as printed media and electronic media with interesting, creative, attractive, as well as persuasive appearance. As a media of communication, every advertisement has message to be delivered to the customers. Leech (1996) stated that in general, every advertisement has five structures; headline, illustration(s), body copy, signature line, and standing details. Advertisements have a lot of signs or illustrations which have meaning behind it. Advertisements use a sign system which is comprised with verbal or non-verbal signs. In advertisements, language is the verbal signs, while illustration, color, etc is the non-verbal signs.

A successful advertisement, according to Vestegaard and Shrodder (1985) is expected to accomplish five functions: (1) attracting attention; (2) commanding interest; (3) creating desire; (4) inspiring conviction; and (5) provoking action. All these five function are related each other and serve to promote the selling power of the advertised product.

Discourse of advertisements has shown the development of an extraordinary language phenomenon. A copywriter is able to exploit the language to be used as the media of communicative ads, which is very interesting and persuading. This exploitation of language, especially the mixture of verbal and non-verbal signs, makes discourse of advertisements an interesting subject to explore and analyze.

This study is aimed to examine an advertisement about a hotel that is The St. Regis Bali, Indonesia, the chain of St. Regis Hotels and Resorts, which is contained in a brochure of St. Regis Hotel Bali. The analysis is done based on the Hallidayan approach, the text organization, the text structure, the text coherence, and the text cohesiveness.

**Theoretical Background**

In analyzing a discourse, we can not go beyond the three aspects that proposed by Halliday (1985:14), namely:

* The field of discourse refers to what is happening to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component?
* The tenor of discourse refers to who is taking part to the nature of the participants, their statuses and roles: what kinds of roles relationship obtain among the participants including permanent and temporary relationship of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved.
* The mode of discourse refers to what part of the language is playing, what it is that the participants are expecting the language to do for them in that situation: they symbolic organization of the text, the status that it has and its function in the context, including the channel (is it spoken or written or some combination of the two) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic and the like.

Advertising language has been described as a ‘functional dialect’, which refers to the result of the process where language is chosen to be used for a particular purpose, and consequently the product becomes a variety of its own (Kelly-Holmes 2005: 8). Moreover, the language used in advertisements is described to be colloquial and simple rather than formal and complex. This implies that advertising vocabulary is fairly concrete and comprehensible. (Leech 1966). Further, standard advertising English is a concept which can be defined as a loaded language, i.e. it aims to change the will, opinions, or attitudes of its audience.

The choices concerning language in market-driven discourses, such as advertising, are rarely made without careful consideration, as Kelly-Holmes (2005: 8) claims. Consequently, language can have various functions in advertising, for instance informational, expressive and vocative ones. The informational function of a language refers to its aim to inform or to report, to describe and to emphasize in an advertisement. Moreover, feelings or emotions can be expressed through language and thus it can have an expressive function. (Kelly-Holmes 2005: 8). Advising, recommending and persuading are considered to act as language’s directive or vocative function. In advertising discourse, the informative and the directive functions, that is informing and advising, might be considered the most common purposes of language (Kelly-Holmes 2005: 8).

Leech (1996) stated that in general, every advertisement has five structures; headline, illustration(s), body copy, signature line, and standing details. Advertisements have a lot of signs or illustrations which have meaning behind it. Advertisements use a sign system which is comprised with verbal or non-verbal signs. In advertisements, language is the verbal signs, while illustration, color, etc is the non-verbal signs.

In addition to it, a successful advertisement is expected to accomplish five functions: (1) attracting attention; (2) commanding interest; (3) creating desire; (4) inspiring conviction; and (5) provoking action. All these five function are related each other and serve to promote the selling power of the advertised product (Vestegaard and Shrodder,1985)

**Research Methodology**

Data Source

This study focuses on the analysis of an advertisement, namely a printed advertisement of St Regis hotel. The primary data utilized in this paper were the text structure which can be examined by the verbal message and the visual message of the advertisement. The verbal message consists of all the headings or the headlines, the body text, the slogan, and the logo, while the visual message displayed by the advertiser is the ocean views with some trees, white sand, a seat with a red big umbrella by the sea under the blue sky which is decorated with a slight beautiful cloud.

Data Collection

The method of collecting the data in this study was observation method as proposed by Sudaryanto (1988). The observation method was applied by observing thoroughly the printed advertisement. This method was implemented by note-taking technique to collect the relevant data. The note taking technique was of use to identify and classify the data. Firstly, the data were classified in order to analyze the heading, the body text, the slogan, and the logo. After that, the visual message is observed one by one for gaining the message intended. These two steps lead to the finding of text organization, text structure, the coherence, and the cohesion of the advertisement.

**Data Analysis**

The method applied in analyzing the data in this study was the qualitative one proposed by Djajasudarma (1993). This study used a text as the qualitative data sources which was observed attentively. The data were classified in accordance with the theory of discourse analysis applied in this study. Then the analysis was presented through informal method, a method of presenting the analysis by using words to describe the finding (Sudaryanto, 1988).

**Result**

The Text and Its Analysis

The Text

A LIVING LEGACY

1.Born of a distinctive legacy and crafted for modern connoisseurs who desire the fines experiences imaginable, The St. Regis brand established luxury with the opening of the St. Regis New York over a hundred years ago as a vision of John Jacob Astor IV to “make the finest hotel in the world.” 2.Today, its portfolio includes The St. Regis Bali Resort, as one of its most sought after addresses across the globe.

BEYOND EXPECTATION

1.The St. Regis Butler Service has been the signature of the St. Regis experience for over one hundred years. 2.From a perfectly pressed suit ready for an important meeting to a favorite book at hand for an evening read, or a thoughtful, last minute gift for a loved one, no requests is too small or unattainable, no matter the hour of the day.

FAMILY TRADITION

1.In the lineage of the St. Regis Family Traditions, The St. Regis Bali Resort created an extraordinary experience with thoughtful welcoming attentions and captivating activities tailored for youngest guests and their families. 2.The Children’s Learning Center provides children from 4 to 12 years old a safe and nurturing environment that will enhance their innate talents through art, cuisine, and literally enjoyment with half and full day programs. 3.Reservation is required for guests not staying at the resort.

CULINARY EXCELLENCE

1.The resort promises an epicurean journey and with its 4 discerning restaurant venues and 2 bars spread across the expansive property. 2. As an additional option, guests will have the chance to explore the sister property’s venues, located less than a kilometer away through the Dine Around Service. 3.Your St. Regis Butler will be delighted to assist you with your restaurant reservations at the Laguna, a Luxury Collection Resort and Spa.

4.(\*) Lunch or dinner reservation is required for complimentary transfer service. 5.Pools and beach facilities are reserved for registered hotel guests only.

REMÈDE SPA

Immerse in relaxation with the finest treatments and traditional techniques at Remède Spa or unwind at the state of the art 24/7 Fitness Center.

A. The Hallidayan approach

In analyzing a discourse, we can not go beyond the three aspects that proposed by Halliday, namely: Field, Tenor and Mode.

1. Field

It refers to what is happening to the nature of social action that is taking place. (The subject matter).

1. Tenor

It refers to who is taking part, to the nature of the participant, their status and roles.

1. Mode

It refers to what part of language is playing, what it is that the participant are expecting the language to do for them in that situation : the channel (spoken or written), the rhetorical mode, what is being achieved by the text in term of such categories as persuasive, didactic, expository and the like.

In this text (a printed advertisement of a hotel), this approach can be applied as follows:

Field: English printed advertisement of a service (The St. Regis Hotel, Bali, Indonesia).

Tenor: The advertiser and the target audiences or the readers.

The advertiser of this advertisement is The St. Regis Hotel Bali, Indonesia, and the target audience or the readers are all tourists both domestics and foreign tourists who come to Bali as well as travel agents and they are supposed to be in the high middle class, the educated ones, so that they must at least understand English.

Mode: Since it is a printed advertisement, the mode is written language with persuasive and descriptive categories, printed in a brochure of St. Regis Hotel.

B. Text Organization.

Text organization is how text is organized in term of the text appearance. The text organization of this printed advertisement can be described from its verbal message and its visual one.

1. Verbal message

The verbal message of the printed advertisement can be analyzed from four aspects, namely: the heading/the headline, the body text, the slogan, and the logo of the advertisement. The followings are brief description of each.

* 1. The Headline

The headline is the most important of an advertisement. It is the very first thing read and should arouse the interest of customers. Headline usually appears in the top of an advertisement and printed in the bold types.

The headlines or the headings of this advertisement are:

***A LIVING LEGACY, BEYOND EXPECTATION, FAMILY TRADITIONS, CULINARY EXCELLECE, and REMÈDE SPA***

There are many different types of headings such as the news headline, the guarantee headline, the how to headline, the benefit headline, the question headline, the reason why headline, the testimonial headline, the command headline, etc. The ones used in the St. Regis Hotel advertisement are types of the news and guarantee headlines such as the following explanation:

a. A Living Legacy

This heading is a type of news headline as it is used to introduce the product which is one of the branches of the famous, luxury and legendary St. Regis Hotel, New York. This type of heading is the perfect one to unlock customer insight about St. Regis Hotel. Through the word *legacy* the advertisement maker wants the customers to know that the product offered is of high value as already experienced in proving services because handed down from an ancestor or predecessor from the past.

b. Beyond Expectation

After opening the customer insight to the product which is offered the advertisement maker then tries to increase customers and readers sight by moving from the news headline to the guarantee headline. This type of headline uses propaganda that can be seen from the choice of words “Beyond Expectation” which try to convince the target audience that the product offered has desirable benefits and guarantee results.

c. Family Traditions

Through this heading the advertisement makers keep trying to convince readers by providing assurance that the product they offered not only give satisfaction to the whole family. The impression of guarantee on a complete and comprehensive service to the customer family is raised through the choice of the word *tradition* which means a mode of thought or behavior followed by people continuously from generation to generation.

d. Culinary Excellence

The assurance of product quality is again shown by the writer in this heading text which talks about culinary at St. Regis Hotel. The choice of the word *excellence* gives the impression to convince the target audience that the culinary served in this hotel is of the first class standard. Why is culinary chosen as a heading of the advertisement? It is simply expressing that everybody needs food and loves to eat.

e. Remède Spa

The word *remède* which is still retained in the French language was chosen to show the target audience that the spa offered at St. Regis Hotel is an exclusive one that is only available in the entire St. Regis branches around the world.

* 1. The body text.

The body text of this advertisement is appeared in a nice composition. It consists of 5 paragraphs which are built by some sentences of persuasive dictions. Each paragraph is displayed under special heading that each of which gives a complete overview of the topics that being promoted in each paragraph.

* 1. The slogan

The slogan of the hotel is: ‘More Luxury, More Destination’ is displayed under the map of the hotel. This slogan means that the hotel is a luxurious place to stay in order to find more splendor and beauty.

* 1. The logo



The logo of the company is shown in the cover of the brochure above the company’s name , . Its logo is characterized by three letters “S’ ‘t’and “R” which stand for St Regis, and these three letters are surrounded by a carved figure that shows elegance and luxury. The advertiser’s intention is to promote the luxury which is certainly coveted by the readers. It is designed like a diamond that shines brightly.

2. Visual Message



The illustration of this AD is presented by a picture which is really relevant to the topic that is advertised. The advertiser displays the ocean views with a seat and a red big umbrella by the sea, some trees, white sand, under the blue sky decorated with beautiful slight cloud. The advertiser is trying to attract the attention of the target audiences by showing what the most fantastic thing that admired by them, that is the blue sky and the blue ocean. The ocean and the sky which are in blue give a sublime attraction to the audience for choosing this hotel for staying. This visual message clearly performs tranquility, splendor, peace, and beauty that will brings mind to magnificent moment. The blue color which is dominant in the picture also plays a significant role in building the message, that is to say blue is the coolest color - the color of the sky, ocean, sleep, twilight. A pure blue is the color of inspiration, sincerity and spirituality. It is the calming color, so soothing. Blue is also color of truth and moderation, gives a feeling of distance. This is a good way to understand the energy of the color blue - it allows us to look beyond and increase our perspective outward. It contains a cool vibration that is helpful to communication and peace.

In addition to blue color, white is also dominant in the picture which is the color of the sand in it. The advertiser aims at inviting the audience to feel purity, and it symbolizes kindness and loyal love. It stands for wholeness and completion. In many cultures it represents openness and truth. White has a cold quality. It can provide clarity as its energy is complete.

Overall, the text organization of this AD is really interesting. The body of the text is displayed in special page, the visual message is displayed clearly in the middle of the brochure, the company’s name is in the cover of the brochure under the logo. The slogan of the hotel ‘More Luxury, More Destination’ is displayed under the map of the hotel.

C. Text Structure

Text structure is how the language is structured. And in this text structure we are going to talk about language function and clause structure.

How the text is structured can be described as follows:

1. Language function

As we had mentioned in the previous section that this advertisement is a printed text which is using informative and persuasive language, so the language function of this text is to inform and persuade the target audience about the service of the St. Regis Hotel

1. Clause structure

The clause structure of this advertisement is quite interesting. The use of parallelism in the text helps in building the persuasive message of the text properly, such as: “Born of a distinctive legacy and crafted for modern connoisseurs’(in heading 1), “welcoming attentions and captivating activities (in heading 3), ‘the finest treatments and traditional techniques’ ( heading 5). The lexical variation also plays an important role in developing the aim of this advertisement that is to attract the target audience to buy the product or the service in this case. The persuasive message of this text is carried by almost all of the lexical choices.

D. Coherence

Coherence means the unity of the messages or ideas. This printed advertisement shows us the unity of the message that the advertiser wants to deliver. And it is also sufficient in cohesive devices, so we can say that this advertisement is coherent.

E. Cohesion

Cohesion is the interrelation between or among sentences or paragraph that form(s) one single text. This interrelation is related by cohesive devices. There are two kinds of cohesive devices, that is to say grammatical and lexical cohesive devices.

1. Grammatical Cohesive Devices

Grammatical cohesive devices includes reference, ellipsis, substitutions, conjunction, and parallelism.

a. Reference.

In advertisement, using reference must be avoided in order to make the target audience interested in the product or service. Repeating the key words is the best choice rather than using reference. This advertisement uses no reference.

b. Ellipsis

There is no ellipsis in this text.

c. Substitutions.

There is no substitutions, either in this text.

d. Conjunction.

There are two additive conjunction in this text, namely : ‘or’ and ‘and’

e. Parallelism.

Parallelisms is found in the some sentences of this text as mentioned in the previous section (the section of Clause Structure).

2. Lexical cohesive devices.

Lexical cohesive devices includes reiteration and collocation.

a. Reiteration.

This is the repetition of a lexical items or the occurrence of a synonym of some kind, in the context of reference.

Repetition.

The word ‘experience’ occurs three times (heading 1,2,&3).

Synonym.

* The word ‘luxury’ and‘finest’ very close in meaning.

b. Collocation.

There is no collocation in this AD.

**Conclusion**

This study is aimed to examine an advertisement about a hotel that is The St. Regis Bali, Indonesia, the chain of St. Regis Hotels and Resorts, which is contained in a brochure of St. Regis Hotel Bali. The analysis is done based on the Hallidayan approach, the text organization, the text structure, the text coherence, and the text cohesiveness.

This printed advertisement is so attractive and attention getter. It also has reached its aim that is to attract the target audience, even though the logo of the company or the hotel is too small.

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# Teaching Japanese English in Bali: Integrating Balinese and Japanese Cultures within English Language Teaching

## Putu Nur Ayomi, S.S., M.Hum

[nurayomi@gmail.com](mailto:nurayomi@gmail.com)

STIBA Saraswati

Abstract

Worldwide, English is now commonly used as a language of communication between non-native speakers of English. In Asia, the primary role that English plays is as a lingua franca. It is the language of communication between Asians themselves; when Japanese, Thai and Indonesians meet to discuss something, they will probably speak in English. This has some implications for the teaching of English in the region. If English is used for communication between non native speakers of English, then the information about cultures and backgrounds of those people becomes important, in order for them to be able to communicate in a knowledgeable and courteous way. It is also important that students be prepared to be able to use English to talk about their own cultures and issues which are important to them. This paper will explore the issue of integrating cultural knowledge into the General English short course for a group of Japanese university students who want to learn English in Bali, in this case in STIBA Saraswati Denpasar within Balinese cultural context. This paper will propose a course design that can promote cross cultural understanding between Balinese, Japanese and the culture of English native speakers.

Keywords: EFL, Intercultural language learning.

**Introduction**

English has now gained the new status as an international language; it is spoken more by non-native speakers as lingua franca instead of among native speakers.(McKay,2002) This has led to significant changes in the practice of teaching and learning culture in ELT. Rather than relying on the paradigm of native speaker competence and target culture, the culture teaching in ELT now aims at preparing the language learners for intercultural communication in an increasingly multicultural world. Language has no function independently of the social contexts of its use. In the case of English, as a lingua franca, such contexts are various and numerous. If English is used for communication between non native speakers of English, then the information about cultures and backgrounds of those people becomes important, in order for them to be able to communicate in a knowledgeable and courteous way. It is also important that students be prepared to be able to use English to talk about their own cultures and issues which are important to them. The biggest questions to follow are which culture to teach and how to teach it.

Smith (1976: 17) in McKay (2002) was the first to define International language, as ‘one which is used by people of different nations to communicate with one another’. He made several points regarding the relationship between an international language and culture

* There is no necessity for learners of international language o internalize the cultural norms of the native speakers of that language.
* An international language becomes “de-nationalized”
* The purpose of teaching an international language is to facilitate communication of learners’ ideas and culture in an international language medium

However, separating English from its native culture in language is still in debate because language cannot be separated from culture and it would be a big loose for students for not teaching the culture in the classroom. However, since that international language serve people from different culture, therefore there should be a so called “international culture” to facilitate or bridge this intercultural communication.

**Intercultural Language Learning**

The importance of one’s cultural and social identity and its relationship to one’s language has been highlighted by Kramsch (1998). She defines language as ‘the most sensitive indicator of the relationship between an individual and a given social group’. She states that language besides expressing and embodying the cultural reality of a social group; it also symbolizes that reality because speakers identify themselves and others through their use of language. ‘They view their language as a symbol of their social identity’.(Kramsch, 1998)

Liddicoat et al. (2003) also claim that language and culture interact with each other in a way that culture connects to all levels of language use and structures; i.e. there is no level of language which is independent of culture (Figure 1). Moreover, the fact that language ex-presses, embodies and symbolizes cultural reality clearly shows that language and culture are bounded together (Kramsch, 1998). The relationship between language and culture is made meaningful in language learning as “the person who learns language without learning culture risks becoming a fluent fool” (Bennett, Bennett & Allen, 2003, p. 237).

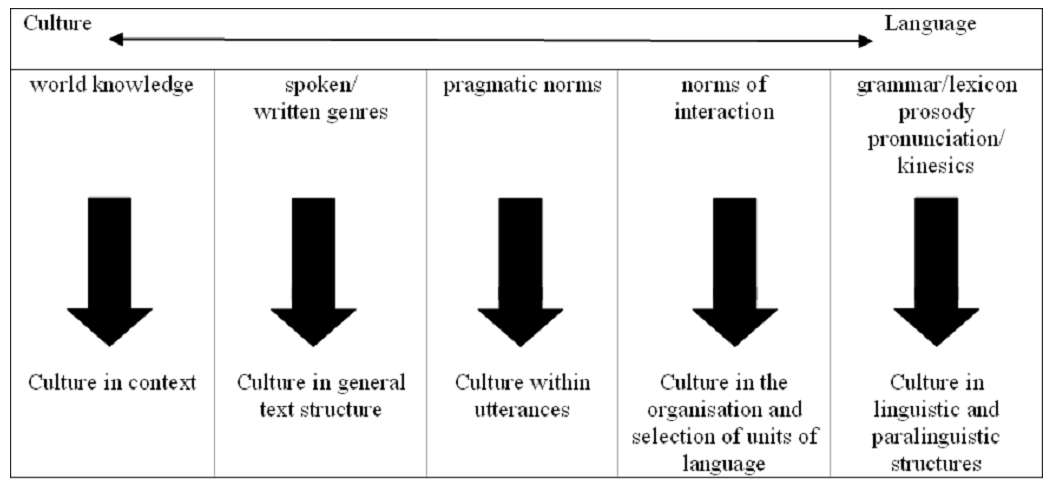


Fig. 1. Points of articulation between culture and language (Liddicoat, et al. 2003, p.9)

The importance of developing intercultural communicative competence alongside linguistic competence has resulted from learners’ needs for acquiring intercultural skills for cross-cultural communication in which they may encounter linguistic and cultural barriers. Teaching from an intercultural perspective involves developing in learners critical cultural awareness of their own culturally-shaped world view and behaviours as well as the skills and attitudes to understand and successfully interact with people from other cultures, that is, to become interculturally as well as linguistically competent. EFL teachers therefore need to shift from a traditional stance to an intercultural one to develop both linguistic and intercultural competences of learners.

The concept of “intercultural communicative competence” (Byram, 1997) has refocused the goal of language education with culture integrated into language study. The use of the term “intercultural” reflects the view that EFL learners have to gain insight into both their own and the foreign culture (Kramsch, 1993). Intercultural communicative competence refers to the “ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality” (Gribkova & Starkey, 2002, p. 10). This competency emphasizes the mediation between different cultures, the ability to look at oneself from an ‘external’ perspective, analyze and adapt one’s own behaviours, values and beliefs (Byram& Zarate, 1997). An intercultural competent learner therefore displays a range of affective, behavioural and cognitive capacities (Byram, 2006, pp. 22–26):

1) Attitudes/Affective capacities

- Acknowledgement of the identities of others

- Respect for otherness

- Tolerance for ambiguity

- Empathy

2) Behaviour

- Flexibility

- Communicative awareness

3) Cognitive capacities

- Knowledge

- Knowledge discovery

- Interpreting and relating

- Critical cultural awareness

In Intercultural language learning, culture is seen as sets of practices or the living experience of individuals. Liddicoat (2002) in Ho (2009) propose a core set of principles for learners’ language and culture acquisition which involve,

• Acquisition about cultures

• Comparing cultures

• Exploring cultures

• Finding one’s own ‘third place’ between cultures

Intercultural language learning engages learners in the process of exploring their own and the target culture in the process of acquisition about culture. Liddicoat (2002) proposes a pathway for developing intercultural competence as a model of learner’s internal processes of *noticing, reflections* and *language production*. These noticings are important as they can be positive or negative evaluation of the new cultural practices. The last part involves intercultural negotiation in action to bridge the culture gap which is in cyclical process. This ongoing learning process will help learners develop intercultural communicative competence in language learning. This pathway therefore requires them to interpret and construct their own model of culture learning through cultural exploration.

Intercultural language learning encourages learners to look for cultural similarities and differences with the target culture in comparison with their own culture. Comparison with one’s own culture and the target culture draws on learners’ own knowledge, beliefs and values and leads to increased cultural knowledge, understanding and acceptance, which provides a basis for successful intercultural communication. (Ho, 2009)

The last process involves learners in “the turning inward of cultural information through self-reflection leading to enhanced understanding of the role of culture/language in the construct of worldviews” (Crozet, 2007, p. 5). They infer, compare, interpret, discuss and negotiate meaning (Liddicoat et al., 2003) through this process that is referred to as the finding of a “third place” (Kramsch, 1993). Kramsch indicates that this third place is the one where L2 learners synthesize elements of different cultures and establish their own understanding of the cultural differences between those cultures. It is on this unbounded and dynamic space where language learners bridge the gap between cultural differences and achieve their personal and communicative goals (Crozet & Liddicoat, 2000).

**The Course Design**

The course is designed for a group of Japanese university students, not majoring in English who would like to improve their English fluency through an intensive two weeks course, emphasizing on speaking and listening skills. There are at least three cultures involved in the course; Japanese culture as the native culture of the learners, English native speaker’s culture and Indonesian culture, especially Balinese, and the Japanese culture. The students may have different background knowledge as they study different major such as economy, law and engineering. The students would also be exposed to the Balinese culture during their homestay in Bali. The material is designed for the upper-intermediate level of English proficiency, since these students have already had good command of English grammar and structure.

The intercultural communicative tasks should then be designed appropriately for the target group of students so that they can actively engage in the discussion of cultural issues in the units that require both their knowledge of home and target cultures and skills of culture learning.

**Topic Selection**

The first task to design culturally appropriate EFL materials is to compile a list of topic that are considered important for or of interest to students. However the topic design should be made systematical. Hasselgreen (2003) suggests a list of categories that serve as the basis for selecting culturally appropriate topic. Adopting Hassegreen (2003, 48-52) the topic proposed can be presented as follow:

1. Ability of coping with daily life activities, traditions and living conditions (e.g., home, school, festivals etc.)

* Everyday family life: meals, variety of food, daily routine, housing, family size, housework, pets and other animals, TV, Internet.
* School: system, class size, grades, routines, meals, breaks, uniform, social needs.
* Leisure time: going out with friends, sport, keeping fit, holidays.
* Festivities (focus on food and rituals, occasionally costume): national festivals and feast days, other international feast days, youth festivals.
* Country generally-living conditions: locations, demography, occupations, farming activities, nature, geography, climate, language, urban-rural communities, regional differences, social classes.

1. Ability to deal with social conventions (e.g., good manners, dressing and meeting people)

* Roles and relationship: boys-girls, men-women, younger-older generation, family-society, family circle and cohesion, women’s working situation, helping each other.
* Visiting and hospitality: punctuality, introductions, sharing, gifts, washing hands, taking off shoes, sitting down, leaving early.
* Social occasion: funerals, weddings, expressing emotions: degree of noise, excitability, flamboyance
* Going out: smoking and drinking etiquette and habits, table manner
* Clothes: dress code-general-formal for going out.

1. Confidence with the values, beliefs, and attitudes of the foreign language users (e.g., what they are proud of, worry about and find funny)

* Concerned with family, life, friends, school success, economy, prices, unemployment, sport, keeping fit, diseases, pollution, housing problems, and gossip.
* Characterization: friendly, simple, polite, sincere, caring, open minded, tolerant, rude, bad-tempered, hypocritical, and conservative.
* Religion: mosque/church-going etc.
* Beliefs: superstitions, physical appearance, skin-hair colour
* Cultural heritage: national history and independence, country, nature, population, national heroes, athletes, sportsmen, singers
* National stereotypes and reality: ethnic identities and conflicts, war, terrorism and emigration
* Sense of humor: direct humor, irony, telling jokes about other people and nations, own and other’s misfortune

1. Ability to use verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment and love)

* Addressing people: degrees of politeness and distance, greetings, apologizing
* Striking up conversation: talking to friends and strangers, being noisy, quiet, turn talking, interrupting, talking to small children-adults, using thank you, please
* Saying proverbs: animal references (i.e. as stupid as)
* Emotion-feelings: expressing love, impulsiveness, shyness, embarrassment, taboos.

1. Ability to use non-verbal language (e.g., body language and facial expressions)

* Body language: shaking hands, kissing, hugging, nodding, gesticulating-hand signals.
* Body contact: touching, standing too close, too far.
* Facial expression: eye contact, winking, smiling, crying, showing anger.

However, given that the course duration is only two weeks, or ten weekdays, with time allotted 4 hours a day, not all of the topics presented above can be included in the course. Teacher can decide which topic is more suitable with the student’s need and more interesting regarding to the three cultures involved.

**Developing Cultural Components.**

In this paper I will choose one topic to be developed in the course by using the approach of intercultural language study.

Visiting and Hospitality

Activity 1, Exploring Self

One of the aims of this activity is to make learners’ invisible culturally-shaped knowledge visible in culture learning so that they can explore their self. (Tomalin & Stempleski, 1993) To do this, for example, learners can engage in group discussion activities about what they do when they visit families, friends, co-worker or even their boss or a newly acquaintance, starting from making appointments, where and when is the preferred time, whether or not they bring any gift and how they behave in the visit. This task can increase awareness of the diversity within learners’ own culture as well as their individual concepts of politeness and hospitality when making a visit.

Learners can also develop their cultural awareness through cultural connotations of vocabulary by making list of words associated with visiting and hospitality in order to know which words reflect the learners’ own culture or the target culture. For example, the word visiting a friend or family produces words such as (making appointment, gifts, bowing, taking off shoes, sitting on the floor) in Japanese culture, whereas the picture might be different in English-speaking cultures. In Bali someone may come unexpectedly or without prior appointment and go directly to the kitchen. An awareness of such cultural connotation can help learners avoid misconceptions about other cultures.

Activity 2. Creating an Authentic Environment

Video is used as a means of expanding learners’ ability to observe the cultural behaviours of people of the target culture. For example, a video clip about some Americans persons coming to a friend’s party can help learners identify American people’s cultural norms in this social activity, self-reflect on those in their own culture and discuss cultural similarities and differences. Similarly, watching a video clip about visiting a wedding ceremony in Bali can help learners notice how Balinese people behave socially in the traditional occasion. By observing cultural behaviours of people from the English speaking worlds and Balinese culture, learners will “become aware of the ways in which their own cultural back-ground influences their own behaviour, and develop a tolerance for behavioural patterns that are different from their own” (Tomalin & Stempleski, 1993, p. 82).

Learners can also bring some authentic materials about the hospitality and manner in visiting someone in the English speaking people culture, as well as in Balinese culture. They can also share their own experience with the whole class. Such activities will make the lessons more interesting and learners will feel more motivated in learning about the target culture.

Activity 3. Cultural Exploration

Learners can explore more about the culture of the English speaking people and the Balinese people by conducting “ethnographic interviews” with native English speakers and Balinese people. This can be done outside the classroom or with native speakers invited to the classroom. Learners are then asked to present an oral report about what they have known from their interviews. As Bateman (2004) in Ho (2009) argues, learners engaging in ethnographic interviews enhance not only their attitudes towards the speakers and the target culture, but also their communication competence with people from other cultures and awareness of the influence of their own culture in their lives. Another efficient way for language as well as culture learning is by making cultural simulation inside or outside the classroom, for example by organizing a dinner in which the students are invited to a native English speaker house, or visiting a native Balinese family. This activity can enable students to experience the different cultures first hand and be able to develop their understanding about cultural norms of interaction with Balinese and English speaking people.

Activity 4. Comparisons and Reflection

In this part students are expected to have an understanding of their own culture including the invisible values that underlies the visible behavior of their culture. Later students are expected to participate in a group discussion where they can make comparison by finding out similarities and differences of their own culture and the other cultures. They can also develop their critical thinking by making reflection of their culture and other cultures, finding the value and reason behind the differences. Such comparison and reflection can develop learners’ critical thinking, increase their consciousness and understanding of cultural similarities and differences in values and attitudes of the people. As the final activity learners can discuss any potential situation that may result in a misunderstanding or dilemmas in the cross-cultural communication, they can also propose their solution for the problems.

**Conclusions**

Cross-cultural communication is an understanding and sharing of meaning between people from different cultures in a verbal and non-verbal context. Therefore, as English now gains its status as international language, the EFL program should not only center in the teaching of the English native speakers’ culture. It has to prepare the learners with the ability to cope with cross cultural communication via English with communicative competence as well as cultural sensitivity. This paper propose an intercultural English course design for Japanese college students who would like to learn English as well as learning Balinese culture. There are three cultures involved in the course which are English, Japanese and Balinese. Understanding of foreign and native culture through a target language is an essential part of the course by developing a lifelike and dynamic cultural content. The task and activities are set to engage students actively in exploring their own and other’s culture in the cognitive, behavioral and affective aspects of culture learning. The course are expected to develop a linguistically and intercultural competent learners.

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# Taking Reading Into Active Skill: A Research On Reading-Class Activities

## Tribuana Sari, M.Si

[saritribuana@gmail.com](mailto:saritribuana@gmail.com)

Aidatul Chusna

Jendral Sudirman University

Abstract

This action research is aimed to support students’s confidence in paraphrasing and summarizing in the reading class in which the passive reading skill is shifted into the ‘active’ one. Generally, reading is considered as a passive/receptive skill indebted to the fact that all of the information and answers is ‘already there’. The word ‘active’ refers to the activities students do in the reading 4 class, that they have to produce new version of the text they have read. Reviewing the students’ score, their activities in class and interview, I found that they are not confident in producing new text on their own words. After evaluating the teaching-learning process, I and the reading team tried to revise the syllabus of the reading subject by putting paraphrasing, organizing text, making inferences, note taking and summarizing. The previous was still lack of any of those skills needed in doing paraphrasing. In paraphrasing, students learn to express the same idea they found in the text in a different and shorter version. To do that, they can employ their grammatical skills. By knowing the types of text organization, students will be easier in making note-taking, either in forms of listing, cause and effect, sequence or contrast and comparison. Next, they can use any advanced techniques in making note-taking namely graphing, mind-mapping, and marginal glossing. Making inferences, as an academic guessing, is used to sharpen students’ ability in doing analysis. The final activity to do is making summary. In order to build students’ self confidence in ‘being out’ from the sophisticated words of the source text, they are ‘forbidden’ to look at the source text. The only aid they have is the note they have taken. Based on the logical relation among data in the note they have, the students have to produce a new composition.

*Keywords****:*** reading, active skill, students’ confidence, classroom action research

**Introduction**

Action Research is described as activities involving spirals of identification, data collection and analysis, reflection and action (see Burns, 1999). This requires a planned teacher research to improve the teaching learning process. The case study I present unfortunately is not one of what should be a planned and discliplined one to improve my teaching. I describe what I did in overcoming my problem in teaching Reading in an advanced class which focuses on taking reading into active/productive skill. The problem I face is how to make my students confident in producing a new text from the previous text they read in forms of note and summary.

I am concerned about the ability of students in my classroom to be able to produce a new version of the text they have read before in their reading class. This skill is given to prepare their thesis writing which requires a thorough reading activities. As a thesis writing supervisor I also find that students tend to copy-paste any materials they get from internet and take it as their own. They do not paraphrase and even do not give credit to the writers from whom they have taken materials. In our in English department, citation techniques will be discussed in writing class while paraphrasing becomes the focus in reading class. Both are advance materials arranged for fourth-semester students.

I teach fourth-semester students and feel that in teaching I have emphasized more to resorting the number of texts students read than to aiding them detail reading skills in order that they can be confident in producing the new text, as the objective of learning in our advanced reading class. I have been teaching this class for two terms and I guess that by the time students come to my reading class I have taken for granted that they already know how to read and already have reading skills needed in note-taking and summarizing. As the final scores and in-class activities indicated, that students were not confident in producing new sentences and new text, I and my teaching partner need to revise the syllaby by putting more reading skills namely recognizing main idea and supporting details, doing scanning and skimming reading, paraphrasing, organizing text, making inferences, and differentiating fact from opinion. Graphing, mind-mapping, and marginal glossing are note-taking techniques students should learn to make the learning outcome, a summary.

By giving them more skills preparing them in taking note and making summary, I hope that students will be more confident to be out from the source text’s sentences and are able to produce new sentences on thier own words. Therefore, the purpose of this study is to describe the effect of this new syllaby on their achievement in reading as an active/productive skill.

**Framework**

a. Reading as An Active/Productive Skill

Experts commonly cathegorize reading and listening into receptive skill. It assumes that readers will extract meaning from the discourse they see or hear (Harmer, 2001: 199). But the passivity of readers in reading is questionable because the meaning is almost impossible to be merely lying in the text waiting to be passively absorbed by the readers (see Nuttall, 1988). However, both productive and receptive skills are bound together up that we can not have students practices those in isolation. In terms of reading and writing activities, what we write often depends upon what we read. Students can apply the style and information they gain from their reading material to their writing. That is why it is possible to combine these two activities into integrated skill sequences where the practice of one skill leads on to other linked activities (opcit, 251).

Meanwhile, most reading skills and strategies students develop are trained by studying details in short texts but others must be developed by using long texts and books. The first is described as intensive reading while the second is extensive reading. Those have different procedures. The first approach which aims to come to a detailed understanding of the text is conducted under the guidance of teacher or task which makes the students pay great attention to the text, while the second promotes reading a wide range of long texts and books. From the focus of each procedure, intensive reading is also labelled as reading for accuracy and extensive reading as reading for fluency (see Brumfit, 1977).

Moreover, in drawing meaning from texts, communicative aspect becomes the main concern of any reading methodological discussion which lie focus on learners’ needs, textual properties and recognition of the psychological and cognitive mechanism associated with the complex skill of reading (see Dubin and Olshtain, see Nuttall). Related to the learners’ need, teacher should pay attention on second language learner-reader characteristics including their linguistic competence, the potential of cultural misunderstanding in the thematic content of the selection of reading materials, the element of personal background knowledge and the degree of reading facility the learner-readers possess in their native language. Concerning with textual properties, teachers’ responsibilities are providing a variety of material to read, selecting texts appropriate for second language learner-readers, and also developing workouts bringing about interaction with the text. Complex skill of reading can range from the format in which the material is presented to actual workouts that are created for their appropriateness to a particular reading material discussed. A wide variety of coping strategies that can be used are from the often mentioned skimming and scanning, guessing and predicting, to using internal and external clues to derive meaning from texts (Dubin and Olshtain: 148-149). For details, Robinson’s SQ3R formula (1976) whose letters stand for Survey, Question, Reading, Review and Recite becomes a guidance in arranging appropriate workouts.

Therefore, based on those theories I try to formulate a syllabus for the fourth-semester reading class which covers what my students need especially in preparing their thesis writing. The focus will be intensive analytical reading of academic texts which are later to be used as the basis for writing.

b. Students’ Confidence

From their age, fourth-semester students belong to adultswho can engange with abstract thought and they come to class room with rich range of experience to draw on so that teachers can use a wide range of activities. They already have a clear undestanding why they are learning and are often prepared to struggle on despite boredom. (Harmer, 2001: 41). This basic principle, along with the targetted instructional skills, becomes the consideration in arranging teaching material and method.

In reading, students engage with abstract thoughts expressed through words in certain logical relations. Paraphrasing and summarizing require this sorts of skill. Students are not only demanded to be able to find the location of the answers of certain questions in the text but they should also re-tell them in their own words. Producing new version of the text they have read put them into complex challenge which it means they have to employ all reading techniques/strategies they have gotten since the basic reading class.

Confidence takes a very beneficial role in this process. Students will be confident if they can apply all reading strategies they had to understand the logical relation among the abstract thoughts they read and at the same time express them into a new-version text involving wide-range of vocabulary. This challenge comes together with other characteristics of adult learners that sometimes make the learning and teaching problematic. Their previous learning experienced may have predisposed them to particular teaching methodological style which makes them uncomfortable with new teaching pattern. They may also have experienced failure or criticism at their previous educational careers which makes them under-confident (see Harmer). Teachers should have sensitivity over this matter. Under-confident students will be difficult to cope with this demanding class.

Considering adult-learner characterictics dan reviewing my students’ scores in the last reading class, I try hard to improve my teaching performance in order that I can help my students. Since Action Research aims to empower teachers and give teaching solutions at school. This process should be bottom up that it means any data for improvement coming from the students (see Rogers in Edge, 2001). Along with the students’ scores, interwiew with the re-takers were done to collect data for improvement.

c. Class Action Research

The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occuring settings, primarily using methods common to qualitative research such as observing and recording events and behaviours (Burns: 24). Its approaches are essentially ‘participatory’, in that they are conducted by and with meembers of the actual community under study. Because of its practical function and focus on immediate concern, it appeals classroom teachers and contributes a direction for the building of theories related to teaching and learning (see Bailey in Burns).

Generally, class action research consists of identififying, planning, data collecting, analyzing and reflecting, and hypothesising, that those are sustaining activities linked in a spiral form. Therefore an action teachers did in a certain setting can be an object of fact finding in the next term to get a better quality of teaching-learning process.

**Identififying**. It is a kind of fact finding. A short perod of time is spent to record document got from observation.

**Planning**. It involves developing a plan of action for gathering data. In my case, as a result of my preliminary observations of the previous class, our reading team through discussion realized that the materials we designed did not cover the detail skills students need in taking note and summarizing. In the meeting that was held in 21 January 2013, we decided to improve our syllabus.

**Data collection**. We considered that as a way of increasing students’ confidence and encouraging them to be able to take note and summarize. We also set procedures and put it into action. We felt that those were not only gathering events, but we could go deeply into students’ confidence issue being researched.

**Analysing** **and Reflecting.** A close data analysis is also the stimulus for reflection. Therefore they are not separated. The data are analysed using a systematic process of analysis and interpretation on the activities the students do each meeting..

**Hypothesising.** It is an activity of drawing predictions about what is likely to occur, especially the students’ confidence progress in paraphrasing. This is based on the result of the analysis. This hypotheses become the basis for further action to test them out.

**Intervening.** It is a prosess of monitoring students’ progress in an assessment. The result will be valuable for the future observations.

Glanz (1998: 67) formulated the process of research as follows:

**Measurement/M1🡪 Treatment/T 🡪 Measurement/M2**

In this research, M1 is the scores students got last semester, T is the process they do after getting new materials in the new syllabus, M2 is the scores of this semester.

As I have stated before, the purpose of this study is to describe the effect of the new syllabus we arranged on students’ achievement in reading as an active/productive skill. Their confidence are defined as the activities they do each meeting and the scores children earn on the assessment test at the end of semester.

The intervention we made as result of fact we found is arranging new syllabus. Through the activities of paraphrasing, organizing text, making inferences, note taking and summarizing, students learn to produce a new text that is different from the source text they have read. In paraphrasing, students learn to express the same idea they found in the text in a different and shorter version. To do that, they should employ their grammatical skills. By knowing the types of text organization, students will be easier in making note-taking, either in forms of listing, cause and effect, sequence or contrast and comparison. Next, they can use any advanced techniques in making note-taking namely graphing, mind-mapping, and marginal glossing. Making inferences, as an academic guessing, is used to sharpen students’ ability in doing analysis. The final activity to do is making summary. In order to build students’ self confidence in ‘being out’ from the sophisticated words of the source text, they are ‘forbidden’ to look at the source text. The only aid they have is the note they have taken. Based on the logical relation among data in the note they have, the students have to produce a new composition. This new syllabus was applied in advanced reading class of 2012/2013 academic year.

Deborah South in Mills (2000) said that action research is conducted by teachers at school or classroom, using qualitative research methods to describe what’s happening and to understand the effects of some educational intervention. It aims at taking action and effect positive educational change in the spesific school environtment. Reflecting the scores in the previous reading clasess, intervention in form of revising syllabus was done. The effect of this intervention on students’ academic confidence is evaluated during the classes and from the their scores at the final test.

**Discussion**

Reviewing the scores my students got in my previous reading class gave me an alert that there should be something improved in my teaching method. There were 48 out of 103 students in my two reading classes got C/D. I was thinking of many possibilities to be the potential problems in my next reading classes. From the way my students answered the questions in the final examination, I found some general facts that they tended to rewrite the sentences the got from the source texts without any reconstruction**.** Having big classes for skill-subject is another issue to discuss, but finally after having interviews with students getting C/D I concluded that the problems my students had were related to skills required in doing paraphrase and making summary. What they needed was steps in doing paraphrase.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic year | Number of students | Score in percentage | General review | Reflection |
| 2011/2012 | 103 | 47% C/D  50% B  3% A | not a balanced composition because  C/D > 20% | Something to improve |

After reviewing the score, in the academic consultation session I asked my colleages to ask their PA-students who got C/D in reading subject, about the difficulty the had. I have categorized their answers as follows:

|  |
| --- |
| Finding based on interviews between academic supervisors and students:   * Be afraid of making mistakes * Do not know how to make sentence shorter * Have problem in signal words that are important to understand the text organization * Have problem in recognizing the predicate of the main sentence * Have problem in recognizing the main sentence of a long complex sentence * Have limited antonims and synonims important to paraphrase |
| Finding based on class my observation:   * Tend to be passive: being shy to show their paraphrase |

Based on that preliminary observation, I asked to our head of English Department to make team-teaching for all skill-subject classes. Our reading team through discussion identified that the materials I designed did not cover the detail skills students need in taking note and summarizing. In the meeting that was held in 21 January 2013, we decided to improve our syllabus.

|  |  |
| --- | --- |
| Previous syllabus | New syllabus |
| Targetted out-put: paraphrase and summary  Skills: heading & details, graphing, mind-mapping, parralelism, paraphrasing, summarizing  They were conducted through various-topic reading materials  **Note:**  **Need more technical reading skills**  **need more explanation on steps in doing paraphrase**  **need to follow Robinson’s SQ3R formula** | Targetted out-put: paraphrase & summary   1. Scanning reading & vocabulary strategies 2. Topic, Main idea & supporting details 3. Differentiating facts from opinions 4. Recognizing main clause and subordinate clause   Recognizing the *Predicate* of the main sentence  Referring pronouns   1. Paraphrasing: words game 2. Paraphrasing: noun-clause & prepositional and participial adjective phrases 3. Paraphrasing: signal words and conjunctions 4. Making inference 5. Defining text organization 6. Taking note: linear and graphing 7. Taking Note: mind-mapping and marginal glossing 8. Reading diagram 9. Summarizing 10. Summarizing   **Note:**  Students are provided with various reading materials that are presented following Robinson’s SQ3R formula |

Through the activities of paraphrasing, organizing text, making inferences, note taking and summarizing, students learn to produce a new text that is different from the source text they have read. In paraphrasing, students learn to express the same idea they found in the text in a different and shorter version. To do that, they can employ their grammatical skills in derivational words, for example. By knowing the types of text organization, students will be easier in making note-taking, either in forms of listing, cause and effect, sequence or contrast and comparison. Next, they can use any advanced techniques in making note-taking namely graphing, mind-mapping, and marginal glossing. Making inferences, as an academic guessing, is used to sharpen students’ ability in doing analysis. The final activity to do is making summary. In order to build students’ self confidence in ‘being out’ from the sophisticated words of the source text, they are ‘forbidden’ to look at the source text. The only aid they have is the note they have taken. Based on the logical relation among data in the note they have, the students have to produce a new composition.

The problem identification and action plan that we did above reflected what Dubin and Olshtain (1986) categorized as learners’ needs, textual properties and recognition of the psychological and cognitive mechanism associated with the complex skill of reading. To know the effect of the revised syllabus into students’ confidence in paraphrasing, taking note and summarizing, I then collected data through the activities of interview with students in class, observation during reading activites and regular collection of student work.

**Data Analysis and Interpretation**

In the fourteen meetings we had, my students had 35 texts (30 passages, 2 diagrams and 3 articles) to discuss. The passages were used in the first 10 meetings, while diagrams and articles were used in the rest of meetings. The texts were taken from various sources namely scientific books, newspaper/magazine’s articles and TOEFL/IELTS test books. I also developed a formal data collection plan that included **Cloze Procedures** (see Steward in Mills) in which students had to supply missing words from the texts with the words having closest meaning which complete the meaning of the the passage. **Second**, paraphrasing in which students were challenged to make as short as possible version of the sentences provided. **Third**, taking note where students had to make notes either in form of graphing, linear, mind-mapping or marginal glossing. **Fourth**, summarizing. It is the application of all skills they had learnt in class. They were not allowed to look at the source text and the only aid they had in producing the new text was the note they had taken. They had to retell it in their own words. Those four kinds of data collction helped me to evaluate whether the revised syllabus gave a positive impact on students’ confidence.

During the semester I observed that my students in this class tended to be more active in participating the class discussion. They were not afraid of making mistakes and learnt from them. When children were having discussions, asking the questions, and making the clarifying statements each other, the teaching learning process was effective. I also used teaching-partner discussion to review the teaching process each meeting. My partner in handling reading classes A and B is Indriati Hadiningrum, M. Pd. In the first half semester I handled A and bu Indri B, and we changed the chasses the second half semester. We made this following form to communicate about our teaching process in each class.

|  |
| --- |
| PERSONAL REVIEW (REFLECTION-ON ACTION)  Meeting : 4  Date : 3 March 2013  Topic of discussion: main-subordinate clauses, predicates of main sentence, refering pronouns  Point missing : how if the subordinates are not in clauses but in phrases  Special Note of the day: some students were still difficult in defining the predicates of the main sentences  Colleague to share with: bu Indri  Her/his suggestion : provide students with sentences firt. Not directly a paragraph |

We did this discussions regularly that it was beneficial to control both the materials and our methods of theaching.

From the interview I knew that some students were not convinient with the way I asked them to write down their answers on the whiteboard. They preferred to have a group conssting of 3-4 students first before the representative of the group came forward to write down their groups’ answer. It is about insecurity feeling of making mistakes, but gradually they were secured enough in writing the answer on the whiteboard individually.

From how my students learnt to increase their confidence, I have something to share with my colleagues. If our students asking no questions in the class or giving no answer to our question, teachers should find a way to dismantle what difficulty they still have. Teacher should not be discouraged when students do not give any responses, because sometimes their silence comes from their getting confused on the instruction we gave. Why it happens is because what they need are detail instructions and detail theories with examples. Unconsciously, teachers sometimes demand students to be able to understand what the teachers want without giving any ‘step-by-step’ procedures. It might happen because teachers use their own standard of ability in measuring their students’. That is what I reflected from my reading class this semester.

From what my students did I predicted that most of them would get good scores in the final test. This was the result of it:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic year | Number of students | Score in percentage | General review | Reflection |
| 2012/2013 | 48 | 17% C/D  72% B  11% A | A more ideal composition because C/D < 20% | Need more recorded learning process |

Still having 17% students getting C/D is not happy thing, but it has been an improvement compared to the last year’s result.

**Conclusion**

This case study captured what I did during my research on the effect of revised syllabus on my students’ achievement in the reading class. From the result of students’ final reading test this semester I saw that after learning some reading techniques needed in paraphrasing and summarising, they became more confident in producing new text based on the text they have read. Evaluating at the way I did in getting information on what they felt and thought about the learning process, next semester I am going to apply log/journal that will keep written record of their learning process in reading class. I think it will be more reliable in data-recording and also useful for students to have reflection on what they have done during one semester in their reading class. Video recording with a given situation to make the purpose of making summary clear will also be valuable for their porto-folio as well as as the way to increase their confidence.

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# Types Of Teacher Questions In Efl Classroom Activities

## Ilham

[Ilham\_Mataram@yahoo.com](mailto:Ilham_Mataram@yahoo.com)

University of Muhammadiyah Mataram

Abstract

This paper will report types of question the teachers usually use in EFL classroom. This study adopted a qualitative approach as it involved the collection and qualitative analysis of data. This study also has a characteristic of case study because it was carried out in “a small scale, a single case” (Stake, 1985:278 as cited in Emilia, 2005:74). This study was conducted in English Deparment students Muhammadiyah university of Mataram. There were two main techniques used to collect data in this study namely observation and video recording. The observation was conducted to identify teachers’ question, while the video recording was utilize to capture many details of lesson that cannot easily be observed. In analyzing the data the researcher made the description, transcription, and classification of the utterances into teacher question category. This study reveals that epistemic questions are more dominant than echoic questions.

*Keywords: types of teacher questions, EFL classroom*

**Introduction**

In classroom, teacher plays very important roles. The teacher can be as controller, director, facilitator and resource (Brown, 2001: Harmer, 1991, 2001, 2007). The teacher roles will affect the quality and the quantity of input, output, and interaction in the classroom. Input can be provided in good quality and sufficient in amount if the teacher contribute maximally in the role of resource from teacher talks (Ellis, 1986; Chaudron, 1988; Nunan, 1991) in explaining, commenting, or even questioning during the classroom activities. Language production as the intended output can also be triggered by teacher when he/she carrying out the role of controller by giving commands or questions to the students in the classroom. Interaction as the core of teaching and learning process and through it acquisition can be maximized through the conversation between teacher and students in which questioning-answering dialog pattern is commonly adopted (Long, 1981;Ellis, 1986;Johnson, 2001;Brown, 2001).

Questioning has always been acknowledged as the stock-in-trade of classroom teachers and fundamental to outstanding teaching (Klein, Peterson, &Simington, 1991 in Hussin, 2006). Effective questioning by the teacher is believed to focus students’ attention to understand lesson content, arouse their curiosity, stimulate their imagination, and motivate them to seek out new knowledge (Durham, 1997 in Cakmak, 2009). Moreover, questioning is a skill which enables one to discover the hidden treasure of knowledge (Farmer, 2006 in Nisa & Ahmad Khan, 2012; ). Therefore, if used well it can make a significant contribution to improve teaching and learning.

Regarding the importance of teacher questions in language learning, teacher should know what kinds of questions which are potential to support students in learning a target language. The emergency of knowing types questions are based on the reason that certain sort of questions will likely trigger the students to respond in more complex answer, provide more comprehensible input, and create more genuine interaction.

However, being familiar with the type of questions only is not sufficient to conduct effective teaching. Students as the addressee of teacher questions sometimes or even very often do not understand what the answers of the questions are. Hence they cannot give response. To overcome this problem teacher usually will modify their questions through negotiation of meaning in form of simplifying, redirecting, paraphrasing (Chaudron, 1988), or even translating the question into students’ first language (L1) in such way the students are expected to give responses more easily.

In EFL classrooms, by giving students questions teachers are able to elicit utterances from students and provide opportunity to keep students talking during the classroom activities. In this regard, teacher’s questions will both provide important exposures to support student familiarity on English usage and chances to test their understanding on certain features of English they have learnt. In this context, teacher’s questions functions as medium of interaction between students and teacher verbally in which they share and exchange information about English based on the materials used during the learning process. This verbal exchange plays an important role in classroom language learning for students to acquire the language faster and more natural.

There is a wide range of research on types of teachers’ questioning in the teaching process. First, Hassan Qashoa (2013 ; Behnam and Pouriran (2009), for instance, investigated types of teacher questions and their impact on classroom interaction. Both studies revealed that display question are used more frequently than referential one, and high frequencies of wh questions were found in the three investigated classess. Second, Adibah (2011) did analysis of questions used by an english teacher in classroom. The finding showed that the teacher performed six out of seven question types proposed by Brown (2007), including: knowledge, comprehension, application, inference, analysis, and synthesis questions. In this study, knowledge questions were used to elicit factual answer, recall tests, recognize information, and check students understanding. Comprehension questions were utilized to translate words from Indonesian to English, and vice versa. Application question were employed to ask the students to spell and pronunce words so that the students understood the differences.

The next researchers is Ruby Yang (2012) investigated the types of question asked by the three NN pre-service English teachers teaching in three different bands of secondary schools. This study shows that in all the three lessons, yes/no questions, and closed and display questions were frequently asked by the teachers, while open and referential questions were rarely or even never asked. In addition, Roostini (2011) analyzed questioning types used by three teachers of general English classes. The result showed that referential questions were more frequently used than display questions at higher levels. Moreover, Inan & Fidan, (2012) also explored the questioning practices in a lower secondary co-education social studies classroom. The finding of this study indicated that the majority of the questions in the data set belong to epistemic questions and under the title of epistemic questions; the most commonly used question type is display questions and under the title of echoic questions; the most commonly used question type is confirmation checks. Another researcher in teacher questioning is done by

All mentioned above indicates that effective questioning is a skill that every teacher should develop as also stated by Capel et al (1996) in Cakmak, (2009). Teacher can sharpen btheir questioning skills by becoming familiar with different types of questions in order to help students think more crtically ad creatively.

Realizing the important role of teachers’ questions, the types of questions and their essential functions, this study aims to investigate the type of questions provide by teacher or lecturer in the second semester of English Department UM Mataram.

This study is conducted to find out the answer of the following research questions:

1. What type of question do the teachers usually use in EFL classroom?

**Review Of Related Literature**

This section will discuss the theories underpinning the study, especially in analyzing the purpose of questioning, the function of questioning, teacher questions and classroom second language learning, and types of teacher questions

The Purpose of Questioning

In classroom, teacher ask questions are based on several purposes. They ask questions on the purposes of managing the class, engaging the students with the content, encouraging participation and increasing students’ understandings (Darn, 2008). Similarly, Brown and Edmunson, 1984:100 cited in Cakmak, 2009) states that teacher ask questions to arouse interest and curiosity concerning a topic; to focus attention on particular issue or concept; to develop an active approach to learning; to stimulate pupil to ask questions of themselves and others; to structure a task in such a way that learning will be maximized; to diagnosed specific difficulties inhibiting people learning; communicate to the group that involvement in the lesson is expected; to provide an opportunity for pupils to assimilate information; to involve pupils in using and inferred cognitive operation; to develop reflection and comment by pupils on the responses of teacher or students; to afford an opportunity to learn through discussion and to express a genuine interest in the ideas of feeling of the pupils.

In accordance with the previous purposes, Chun-Miao (2007) afforms that teacher give question during the classroom activities at the aims at 1) letting students to present information like facts, idea, opinion;2) making examination about learners understanding, knowledge or skills;3) engaging learners actively in participating their learning; 4) stimulating thinking or probing more deeply into issues; and 5) getting students to review and practice previously learnt materials.

In addition, Cotton (1988) reports a variety of purposes emerge from analysis of the literature, including: to develop interest and motivate students to become actively involved in lesson; to evaluate students preparation and check on homework or seatwork completion; to develop critical thingking skills and inquiring attitudes; to review and summarizes previous lessons; to norture insights by exposing new relationship; to assess achievement of instructional goals and objectives; to stimulate students to pursue knowledge on their own. Furthermore, more explicit judgement was coined by Paul and Elder (2007c in Akmaludin, 2009) that “socratic questions “ can be used to stimulate students think critically.

The Function of Questioning

By adapting the function of questions proposed by Kinsella (1991), Brown (2001) adds that in language classroom, questioning 1) can give the students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves, 2) can serve to initiate a chain reaction among themselves, 3) give the instructor the immediate feedback about students comprehension, and 4) provide students with opportunities to find out what they think by hearing what they say.

The functions of teacher questions in classroom are also described more specifically by Xio-yan (2006 cited in Donald &Eggen’s (1989). He describes that classroom questioning can serve three strategic functions; diagnostic, instructional and motivational functions. As diagnostic function, teacher can address questions to check what students know, what they don’t know, how they think about material being presented.

The second function that teacher perform is instructional function. This function emphasizes on the role that questions serve in assisting students to learn new material and integrate it with the old one. For this purpose, teacher possibly use. For this purpose teacher possibly use various type of questions such as referential or divergent questions, display questions or event rhetoric questions.

The third function of classroom question is motivational. Teacher can distribute questions at the beginning of teaching and learning process to trigger students’ attention and provide a focus for the lesson. By having students attention and focus, it expected that they will involve actively in discussion, group work etc.

Teacher Questions and Classroom Second Language Learning

In second language classroom setting, questions have been used for a wide variety of educational purposes: reviewing previously studied material; diagnosing students abilities; stimulating critical thinking; managing students behavior; probing students thought process; stirring creative thinking; motivating students; and assessing students knowledge (Chin, 2006).

More specifically, Darn (2008) elaborate how questioning contributes and help teachers in conducting language teaching-learning process in classroom. Firstly, teacher can use referential questions at the brainstorming stage of teaching to generate interest and topic-relate vocabulary of students. Secondly, when teacher presented material in the target language through explanation, elaboration, or giving questions, students can learn how to use the language contextually and they can make use their teacher presentation as medium for hypothesizing their concept or understanding about the language being learnt. Thirdly, by giving simple questions such as comprehension check, clarification request and confirmation check can increase the atmosphere of the classroom become more communicative. Fourthly, when teacher applies the question-answer approach, teacher can provide various kind of expossures (input) and students can have oppurunities to practice the language. Lastly, teacher can take the advantages of referential questions outside the classroom to have ‘chat’ with the students.

How teacher questions contribute in providing input can be illustrated as the following figure (Chun-miao, 2007).

(Input) (output)

Teacher questions

Student answer &

Students questions

Students

(Intake)

Figure 1: Input & output through teacher questioning

Types of Teacher Questions

There are several taxonomies used to categorize type of question. Some classify questions from cognitive domain, some are from the purpose of the questions, and some other groups the question from perspective of source of information.

Among the well-known of question categories proposed by Long and Sato (Ellis, 1994; Orlich, et al. 1985 cited in Suherdi, 2009). According to them the question are divided into two categories, particularly echoic and epistemic questions. In the first category, there are three types of questions: 1) checking understanding, 2) asking clarification, and 3) asking confirmation. While in second category consist of four types: 1) referential question, 2) display question, expressive question and 4) rhetoric question.

Similarly, the well-known taxonomy of questions based on cognitive was proposed by Benyamin S. Bloom 1956. He explains that the questions are devided into six level. The first level is questions which need to recall knowledge, the second level is comprehension, and the third is application, the fourth is analysis, the fifth is synthesis and the sixth is evaluation. The following table will show some samples of question which belong to each level of cognitive domain.

*Table 1: Bloom’s Question Taxonomy*

|  |  |  |
| --- | --- | --- |
| No | Category | Sample Questions |
| 1 | Knowledge | Who discovered The Mississippi River?  What word doesan objective modify?  What is the best method of concluding? |
| 2 | Comprehension | How do democrat and republicans differ in their views?  Given the present populations what will be the world population by the year 2500? |
| 3 | Application | How has the Miranda decision affected civil liberties? |
| 4 | Analysis | Who can distinguish between fact and opinion in the article we read?  How do Picaso organize color, shapes, and sizes to produce images? |
| 5 | Sythesis | What are the common causes for cell mutations cancer, and aging?  How would you go about determining the chemical weight of unknown substance? |
| 6 | Evaluation | Who can judge what is wrong with the architect’s design of plumbing and electricity? |

*Adapted from Ornstein (1987:74)*

Besides, Barnes (in Ellis, 1994: Tsui (1995) in Ruby Yang, 2010) developed taxonomy of questions into four different types of questions. The first type is questions concerning factual matters, that is, the question beginning with “what”. The second type is question of inference beginning with “how” and “why”. The third type is open questions which do not require any inference. And the last type is question for communication, which could affect and control the behavior of learners. Barnes further classified the second type into closed questions and open questions. Questions are closed because there is only one existing answer, while to open questions there is more than one answer.

Furthermore, Richard and Lockhart (1997: 186) classify questions into three categories in terms of the purpose of questions in classrooms; procedural, convergent, and divergent. Procedural question have to do with classroom procedures and routines and classroom management. They are used to ensure the smooth flow of the teaching process. Unlike procedural questions, many of questions teacher ask, such as convergent and divergent questions, are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction. Convergent questions encourage similar students responses. These responses are often short answers, such as “yes” or “no” or short statements. They do not usually require students to engage in high level thinking in order to come up with a response but often focus on the recall of the preciously presented information. Divergent question are quite different from convergent questions. These questions encourage diverse student response which are not short answer and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information.

Long and Sato (in Ellis, 1994) proposed categories of questions based on whether or not the questioners have already known the answers. The categories are” *display*” and “*referentia*l” questions. Display questions refers to that teachers know the answer and which are designated to elicit or to display particular structures. For example, ‘*what is the opposite of up in English?*’ On the contrary, referential questions or “genuine questions (Thornbury, 1996) refers to the questions that the teacher do not know the answer to, and can gain various subjective information. For example, ‘*why don’t you do your homework?*’

Beside display and referential questions, they also proposed types of question based on the function of the questions. *Comprehension check* (e.g. All right?, OK?) is used to determine whether the other speaker has understood a preceding message, *clarification request* (e.g. what do you mean?) is used to seek assistance in understanding the other speaker’s preceding utterances through questions, and *confirmation check* (e.g. carefully?) is used to seek confirmation of the other’s preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance (Pica, 1987).

With the equal category, Eng Ho (2005) classifies types of teacher questions into two categories, display or close questions and open or referential questions, based on the communicative impact which generate from the answer of the questions. If the questions require lengthy and complex answers, the questions are included into referential questions. The display questions are the questions which need restrict and closed answer.

**Methodology**

This study was conducted by applying qualitative research design in which the researcher as the main instrument collected data by observing the natural setting of the classroom interaction. In this sense, this research is also called “naturalistic inquiry (Lincoln &Guba, 1985; Nunan, 1992; Cohen & Manion, 1994; Meriam, 1998; Silverman, 2005; Alwasilah, 2008). Naturalistic inquiry refers to that the teacher tries not to intervene in the research setting and does not try control naturally occurring event, because the researcher wishes to describe and understand the process rather than the test specific hypotheses about cause and effect relationship.

In this investigation the researcher use case study method. Then this study is qualitative case study which was characterized as being “particularistic, descriptive, and heuristic” (Meriam, 1998:29).

Based on the characteristic of qualitative case study, it was reasonable for this writing to investigate teachers’ questioning in EFL classroom in-depth to understand the process of questioning in classroom setting holistically, to focus the investigation particularly on the types of the teacher question and to give complete issues of questioning in EFL classroom.

This study was conducted in second semester students of English Department UM Mataram. The reason for choosing this campus was the accessibility of the researcher into the research place. There is one class as the participant of the study particularly class C which consist of 30 students. To get the data of teachers questioning, this study involves participant observer that the writers himself as a teacher.

There were two main techniques used to collect data in this study namely observation and video recording. The observation was conducted to identify teachers’ question, while the video recording was utilize to Capture many details of lesson that cannot easily be observed (Richard and Lockhart, 1994).

In analyzing data from observation and video recording, the researcher made description of each observation based on the notes taken during the observation. After having description, the next step was transcribing the data from video-recording. After having transcription, then the researcher classified the utterances into teacher question category. The category are display question, referential question, comprehension check, clarification request, and confirmation check.

**Research Findings and Discussion**

The result from the analysis are described and discussed with the help of micro pedagogic systematic by identifying type of questions that developed by teacher and which type of question is the most dominant and its meaning for the process of teaching and learning.

*Table 2: Preparation Exchange*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **GR** | **BT** | **UL** | **PB** | **PG** | **Activities in classroom** |
| 1 |  | TA |  |  |  | T1: Before we start the class, I want to introduce myself. I am here to explore about English teaching in tertiary level and I am very glad now, today at this hour, we can see very cute faces here. This is mid noon. How are you all? |
| 2 |  | TB |  |  |  | Ss: Fine, thank you. And you? |
| 3 |  | TB |  |  |  | T1: Once again? How are you? |
| 4 |  | JL |  |  |  | Ss: I’m fine, thank you and you? |
| 5 |  | JL |  |  |  | T1: Well, I want to introduce you to new partner. Here we have it….Please let him introduce himself. (T1 plays the video of “Saying Sorry” in which there is the other partner mentioned. It’s Mr. Duncan) |
| 6 |  | JL |  |  |  | T1:Well, in this occasion we are going to look at an action, which for many of us, is very hard to do, “Saying Sorry”. But firstly, Let’s see Mr. Duncan show on saying sorry. |

*Table 3: Explanation Exchange*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **GR** | **BT** | **UL** | **PB** | **PG** | **Activities in classroom** |
| 7 |  | TB |  |  | display | T1:So during the show, can anyone recall one expression about saying sorry? Can anyone recall for one saying sorry expression? |
| 8 |  | TB |  |  | display | T1:None…None…? You enjoy Mr. Duncan more than the expressions. What about the remorse? Can anyone recall one of chat on remorse? The reply? None..None ..? Yes..You,.. |
| 9 |  | JL |  |  |  | T1:Okey..we’ll replay the expressions once again..  One expression I will stop, one expression I will stop.  Or you want the show just go on, which one do you prefer? (T plays the video. MR Duncan expression of saying sorry) |
| 10 |  | JL |  |  |  | T1: We walk on banana skin, we drop on the banana …pile ..we drop for the banana skin..and some one says sorry ..see you then..hahaha..you can say sorry but hahaha right..that’s for sympathy….something for sympathy. |
| 11 |  | TB |  |  | confirm | T1: Can anyone recall one expression of saying sorry?  Ok..You… |
| 12 |  | JL |  | C1 |  | S1 : *I am terribly sorry for what I said to you.* |
| 13 |  | TB |  |  | Comp | T1 : Good, another? |
| 14 |  | JL |  | C1 |  | S2 : I realize my mistake now and I’m sorry. |
| 15 |  | TB |  |  | Comp | T1 : Good, another expression… different expression? For expressing remorse..remorse..reply…. |
| 16 |  | KaJ |  | C1 |  | S3 : for reply…for the expression of reply…Ehm… *That’s quite alright, I forgive you.* |
| 17 |  | KaJ |  |  |  | T1 : Perfect |
| 18 |  | JL |  | C1 |  | S4 : *Hey…I’m sorry too*. |
| 19 |  | KaJ |  |  |  | T1 : right |
| 20 |  | JL |  | C1 |  | S5 : *Yes I forgive you*. |
| 21 |  | TB |  |  | comp | T1 : Other? |
| 22 |  | JL |  | C1 |  | S6 : *So ..we..are … friend….again?* (Student’s expression is not clear) |
| 23 |  | SA |  |  |  | T1 : (approaches the students) I can just see your eyes…let me hear your voice…come on be confident |
| 24 |  | JL |  | C1 |  | S6 : *So we are friends again* ( student says the expression in clear voice) |
| 25 |  | TU |  |  | display | T1 : In this opportunity, in this occasion, in this time would you, one or two, say sorry to your friends…Raise your hands…..Blink your eyes. If you shy to raise your hand…just blink your eyes…and I will come to you. Do you know what I want you to do? |
| 26 |  | JW |  |  |  | S1 : Saying sorry for friends |
| 27 |  | JL |  |  |  | Ss : Yes… |
| 28 |  | JL |  |  |  | T1 : Yes, saying sorry for friends .in your class here…Maybe by no means you took your friend’s pen.. |
| 29 |  | KaJ |  | C1 |  | S4 : For my friends, I’m sorry for my mistakes ..for everything I did…because I made many mistakes.. |
| 30 |  | TU |  |  | display | T 1 : Do you think so that your beautiful friend here made mistake? |
| 31 |  | JW |  |  |  | Ss : no… |
| 32 |  | JL |  | C1 |  | S 3 : For my friends I am very sorry for what I did.. |
| 33 |  | KaA |  |  |  | T1 : Good |
| 34 |  | JL |  |  | display | T 1 : About some expressions you can use when you are a professional, working type, like you are saying sorry for your customer. it’s impossible that you are saying sorry to you customer by saying “sorry” (with weak and sexy tone) |

*Table 4: Discussion of Teaching Material (advance) Phase*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **GR** | **BT** | **UL** | **PB** | **PG** | **Activities in classroom** |
| 35 |  | JL |  |  |  | T1 : (Read the expression of saying sorry from book)  Those are some expressions that we can use in formal circumstance or formal occasion ….very simple but formal  ***Would like*** …..if you use ***would like*** so it’s formal. Okey…I’m sorry to hear that…please accept my condolence..If we are friends we do not say condolence. This is for occupational relation..  Here is the example (Teacher reads the expressions on the board) |
| 36 |  | SA |  |  | Ref | T1 : Now. Let’s have a practice on saying sorry. Please read this dialogue  Any one want to be Edo..? Anyone want to be Kuncoro.? |
| 37 |  | MA |  |  |  | Ss : (read the dialogue) |
| 38 |  | TU |  |  | disp | T1 : Very nice!  Ok, I guess you know the message in the conversation right? You got the whole message of the conversation?  For the second conversation I saw the one sitting at the F table..What ‘s your name please? |
| 39 |  | JL |  |  |  | S4 : Felisco |
| 40 |  | TU |  |  | Disp | T1 : Very nice name …it’s like very sexy to say it, right?  It’s manager and guess...who want to be the guess? Who wants to be the guess? |
| 41 |  | JL |  |  |  | S7 : me.. |
| 42 |  | JL |  |  |  | S8 : me…..  T1 : you don’t have the look of yes..  S7&S8: (read the text) |
| 43 |  | KaJ |  |  |  | T1 : Yes..thank you. Dialogue number 3… It should be ladies |
| 44 |  | TA |  |  |  | Ss : (read the dialogue) |
| 45 |  | TA |  |  |  | T1 : number 4 |
| 46 |  | TA |  |  |  | Ss : (read the dialogue) |

*Table 5: Checking Students Understanding Phase*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **GR** | **BT** | **UL** | **PB** | **PG** | **Activities in classroom** |
| 47 |  | JL |  |  |  | T1 : Now we go on to some exercises….just simple exercises …Take it easy… |
| 48 |  | TU |  |  | comp | T2 : Ok….So we come up with the activity of practicing the expressions that you have learnt about showing sympathy, regret, apology. Okey before we go on with the activity. Can you, one of you raise your hand, say about the expressions of saying sorry? Well, I want you, I would like you to say or to remember again once of the expressions of saying sorry before we go on with this activity? Raise your hand, and say it? Do you remember Mr. Duncan expressions of saying sorry? |
| 49 |  | JW |  | C1 |  | S9 : *I ever say sorry*. |
| 50 |  | TU |  |  | comp | T2 : Okey, the other expression? |
| 51 |  | JW |  | C1 |  | S10 : *I hope you can forgive me.* |
| 52 |  | TU |  |  | comp | T2 : Good. What about formal expressions? |
| 53 |  | JW |  | C1 |  | S11 : *I would like to sorry for being late.* |
| 54 |  | TU |  |  | comp | T2 : That about if you come late to school, and then you wanna say sorry to your teacher, what will you say? |
| 55 |  | JW |  |  |  | S : I would like to say apology for being late to class. |

*Table 6: Exercise Phase*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **GR** | **BT** | **UL** | **PB** | **PG** | **Activities in classroom** |
| 56 |  | TB |  |  | display | T2 : Perfect. Any other expressions that you can create by yourselves?  Let do the exercises, for number one. Who wants to try to do number one?  Okey, I’ll give one minute to complete the first exercise. |
| 57 |  | JL |  |  |  | S : Two minutes Mr. |
| 58 |  | JL |  |  | ref | T 2 : Okey two minutes then.  The second dialogue please? |
| 59 |  | MA |  |  |  | T2 : Okey , we have completed the dialogue. Now let’s try to act the dialogue out. |
| 60 |  | TA |  |  |  | Ss : (practice the dialogue) |
| 61 |  | KaJ |  |  |  | T 2 : Perfect work. .Well thank you. Now we are going to have a game. |
| 62 |  | TU |  |  | Ref | T3 : Hello everybody, are you happy? Do you understand about this material? |
| 63 |  | JW |  |  |  | S : Yes… |
| 64 |  | JL |  |  |  | T3 : Little..Little I know yah..  I want to make a game for you all but I want you to make cooperation with me?  Okey, you have to make a group, one group consists of four students, Okey… You can choose, you can turn around, and you choose your friends by yourself..  Okey I’ll give this transcript and you can read it ..  You are going to have a role play…this script is jus an example for you to make a dialogue with your friends..and you must perform or to present your dialogue in front of the class, in front of your friends..it’s like doing drama...just five minutes to make the dialogue.. |
| 65 |  | JL |  |  |  | Ss : (Make the dialogue |
| 66 |  | JL |  |  |  | T3 : ( Goes around the class to check the students’ work.). |
| 67 |  | JL |  |  |  | Ss : (perform the dialogue in front of the class. Three groups perform the drama in front of the class.) |
| 68 |  | JL |  |  |  | T3 : Okey, we have to finish our game, because of the time. Okey....see you later guys.. |
| 69 |  | MA |  |  | ref | T1 : Can I have your attention please? |
| 70 |  | KaJ |  |  |  | T1 : Thank you..you know this is the time for us to parting ..maybe this is the only chance we can see each other..we can communicate in a facebook…don’t forget to always use English.  Thank you very much for your very nice cooperation. I’m really glad to see you. Thank you very much. Thank you. I would like to say sorry if by no means we make you uncomfortable during the class thank you for your attention. Assalamualaikum wr wb have a nice day. |

Types of Teachers’ Question Data

Data of each type will be analyzed with the help of micro pedagogic systematic by identifying type of questions that developed by teacher and which type is the most dominant and its meaning for the process of teaching and learning. The description of teachers’ question types is elaborated as follows:

1. **Preparation Exchange**

In this phase teacher does checking steps for making sure that the class is ready to have teaching and learning process. There is one question in this step (utterance 3), teachers asking students condition. And students also ask their teacher condition. Then, teacher introduces herself and followed by her friends.

1. **Explanation Exchange**

This phase consist of 27 utterances which containing 14 questions particularly 5 display questions (utterance 7,8, 25, 30,34), 1 confirmation check question (utterance 11), and 3 comprehension check questions (13, 15, 21).

1. **Advance Explanation Exchange**

In this phase teacher discusses expressions that we can use in formal circumstance or formal occasion, very simple expression but it is formal. Types of teacher questions are 1 referential question (utterance 36), 2 display questions (38 and 40).

1. **Checking students understanding**

In this phase teacher checking students understanding about the expression of saying sorry. Completely this phase comprise of 9 utterances which consist of 8 questions: 4 comprehension questions (utterances 48, 50, 52, 53), 3 referential questions (utterance 58, 62, 69) and 1 display questions (utterance 56).

The question of checking students understanding can be answered well by students. They understand how the expression of saying sorry in formal and informal occasion. It is because they are quite familiar with the expression.

1. **Exercising Exchange**

In this phase the teacher checks students understanding about how to say sorry and in what occasion those expression is suitable to apply. The exercising phase comprise of 1 display questions (utterance 56), 3 referential questions (utterances 58, 62, and 69).

From the discussion and complete result of type and the calculation of teachers’ questions for scaffolding students in order to give students more understanding toward the text and teachers are very clever arranging questions to guide students to achieve the aim.

During the teaching and learning process, teacher proposed 24 questions. Among those numbers, 16 of them are epistemic questions and the rest is echoic questions. It means that the teacher apply questions more on the material and learning experience than question for organizing learning.

Furthermore, echoic questions consist of 8 questions which 7 of them are checking student understanding and 1 for confirmation. All of the teachers’ question will be elaborated as follows:

*Table 7: Teachers’ questions*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Types of Question** | **Preparation and Apperception** | **Teachers’ Explanation** | **Checking students’ understanding** | **Difficult word discussion** | **Exercise** | **Total** |
| **Echoic** |  |  |  |  |  |  |
| 1. Comp | 7 | 3 | 4 |  |  | 7 |
| 1. Clarf |  |  |  |  |  |  |
| 1. Conf |  | 1 |  |  |  | 1 |
| **Epistemic** |  |  |  |  |  |  |
| 1. Ref |  | 1 | 3 |  | 3 | 7 |
| 1. Display |  | 7 | 1 |  | 1 | 9 |
| 1. Assert |  |  |  |  |  |  |
| 1. Rhetoric |  |  |  |  |  |  |
| **Total** | 7 | 12 | 8 |  | 4 | 24 |

Based on the data above, we can see that epistemic question reach 66,6 %, while echoic questions attain 33,3 %. Among the epistemic questions, 29,1 % is referential questions and 37,5 % display questions. Moreover, from 33,3 % of echoic questions, 29,1 % is checking for students understanding and, 4,2% of confirmation question.

In line with discussion above, the domination of epistemic question (66,6%) is the fact that teacher tries to concentrate to the material of teaching and learning experience. Whereas the domination of display question showing that the teacher emphasize on discussion of teaching material, while the large number of referential question percentage is sign that teacher try to collaborate lesson with students experience.

**Conclusion**

This study reveals that epistemic questions are more dominant than echoic questions. This study also reveals that three teachers use various techniques to modify questions when their question cannot generate students response. Those techniques are repeating, rephrasing, giving additional questions. Teachers model of teaching determine students model of learning. The composition and proportion of questions, assignment and teacher explanation are one of the important key in stipulating the success of establishing the language competence. The establishment of language competence and positive attitude, autonomous and responsible are to achieve leading individual.

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# Needs Analysis On Developing A Toefl-Based Learning Center (Lc): An Implementation of Self-Directed Learning Model (Sdl)

## I Made Rai Jaya Widanta

[rai\_widanta@yahoo.com](mailto:rai_widanta@yahoo.com)

I Nyoman Rajin Aryana

[mister\_nyoman@yahoo.com](mailto:mister_nyoman@yahoo.com)

Kadek Dwi Cahaya Putra

[dwicahaya\_putra@yahoo.com](mailto:dwicahaya_putra@yahoo.com)

Politeknik Negeri Bali

Abstract

The research was aimed at analyzing the needs to develop a learning center (LC) with TOEFL-based self-directed learning model to improve students’ TOEFL score. The research was undertaken with a survey on five higher institutions in Bali. The research subjects were five deans and/or department heads, five lecturers, 90 students, and five syllabuses. The objects studied were response of deans and/or department heads on development of LC, teaching models currently applied in those institution, intensity of lecturers in applying SDL or especially LC model, students’ character, and intensity of the model used in syllabuses. The data was collected with various techniques, including interview, questionnaire, observation, and test. The data was analyzed descriptively. The result of analysis showed that (1) the deans and/or department heads have not been carrying out upgrading on developing SDL particularly LC model, (2) the lecturers have not been developing and utilizing the models, particularly for some specific subjects, including listening, grammar, and reading, (3) the students’ English competence showed by their TOEFL score are still considered insufficient, (4) there are still 41,89% students whose character qualification shall be improved to be better, (5) almost all syllabuses (particularly those of listening, grammar, and reading) have not been using SDL particularly LC model. In conclusion, development of LC with SDL model is very strategic to develop.

Key words: learning center (LC), self-directed learning (SDL) model, TOEFL

**Introduction**

The English teaching in Politeknik Negeri Bali (PNB) has been being entirely executed with a teacher-assissted learning model. The model is fossilized in teachers’ mind for both, in-the class room teaching and in-the language laboratory teaching. The reasons upon which the style is applied is that (1) it is convenient for both teachers and students since it is done interactively, (2) it can minimize challenge and hindrance in doing such activity, (3) teaches are not requested to develop a new model. The paradigm is then strictly changed upon PNB’s new Education Policy that the graduate candidates shall pursue English competence as requested by stakeholder. In 2008 PNB passed the policy that the candidate shall own certificate of Proficiency Test of English (PTE) with minimum score 450. The policy was then revised in 2010 that the candidate shall own TOEFL®ITP certificate with maximum score 400 (passing grade). This has been an definitly challenging for students since their average TOEFL score reached 300 (Try out ITP ®TOEFL PNB dated 31 March 2011).

There are two dillemas faced by lecturers by virtue of the learning of English at PNB: (1) it is still undertaken pursuant to curriculum, (2) students’ learning hour in the class room is still restricted. This results in a limited leaning hour for students to learn TOEFL individually. In addition, TOEFL shall be learned exclusively for better result since it is a part from general English or other specific purposes English.

One of the ways proposed is by facilitating students with a model by which they are abel to learn TOEFL in an exclusively, individually and conveniently different site that their learning will be meaningful. Therefore, learning center (LC) is considered a place that provides such dream. The similar case also occurred in other institutions in Bali where TOEFL is still taught in integration with other English subject. As exposed widely that learning is a combination structured by segments, such as human, materials, facilities, equipment, and procedure giving impact to one another to reach the goal (Hamalik, 2001:57). The proposition explains that learning is a preparation for future, its goal is knowledge mastery, teacher is considered a master, learning is only executed in class room. The concept is still controversial. On the other hand, Mudyaharjo (in Tegeh 2005) states that learning is a process that includes; (1) its purpose is to make cultured human, (2) it is a process of heritage. The statement is in accordance with that implied in UU No 20 Tahun 2003 on National Education System that the national education is in purpose to dvelope learners’ competence to be religious, wise, healthy, educated, competent, creative, independent, democratic as well as responsible people. In addition, Peraturan Menteri Pendidikan Nasional omor 41 Tahun 2007 states that learning is a life long process of introducing culture and empowering of learners. It is then involved in government rule and constitution on two main functions of education; (1) National Education functions to build national character, (2) to build studnt reasoning.

This is the imlementation of paradigm which switches from teaching to learning. As its implication, model of teaching switches from teacher-centeredto student-centered (Santyasa, 2012:101).

The reseach is designed to develop a learning center(LC) with a self-directed learning model to improve students’ TOEFL score. As it needs a long process prior to establisment, the research will be carried out for three years, including needs analysis, developing model and modul for LC and implementation. And the activitiy in the first year has been focused on the needs analysis, which studied some problems; (1) what is the response of deans and/or department heads in some intitution in Bali on developing LC model and what strategies have they been doing toward the matter?, (2) what’s lecturers’ response toward the importance of developing this model?, (3) what is students’ character in Bali like?, (4) what is students’ competence like? and (5) to what extent has the model been included in syllabuses?.

**Methodology**

This research used Research & Development (R&D) design as the main theory and combined with that proposed by Dick & Carey, 1990. He designed a model using a systematic frame. In addition, Gustafson (in Plomp & Ely, 1996) also has similar idea that it is a learngn design model which focuses on a learning and gives emphasis on developing teaching material.

In the first year of research, a number of stages have been done, they are (1) existence of LC in institutions in Bali, (2) response of deans and/or department heads on the existence of LC, (3) response of lecturers on developing LC, (4) students’ character, (5) students’ competence, (6) implementation of LC in syllabuses and (7) designing LC model draft.

Research population is students, lecturers, deans and/or department heads in five institutions in Bali, including Undiksha University of Education, Udayana University, Warmadewa University, STIBA Mahasaraswati, and Politeknik Negeri Bali. Research site was chosen based on availability of department of English or department of English education in those universities. It is closely related to the possibility of implementation of TOEFL as a standard test of English. However, not all institutions pass the rule to implement TOEF as the screening test before students can be graduated. Sample of research is then illustrated beneath.

Table 1: Sample of research

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Institutions** | **Number of student** | **Number of lecturer** | **Number of Deans/department heada** |
| 1 | Ganesha University of Education | 20 | 1 | 1 |
| 2 | Udayana University | 10 | 1 | 1 |
| 3 | Warmadewa University | 20 | 1 | 1 |
| 4 | STIBA mahasSaraswati | 20 | 1 | 1 |
| 5 | Politeknik Negeri Bali (PNB) | 20 | 1 | 1 |
| Jumlah | | 90 | 5 | 5 |

The number of students involved for test of English competence with TOEFL was 20 in each institution. However, the agreed number could not be reached in a class in Udayana as some of the students in the class had permit for a number of reasons. Pursuant to obtaining response of deans and/or department heads on development of LC, interview with one dean in each institution was done.Research object in the first year of research (2013) was (1) comprehension and response lecturer toward LC, (2) understanding and response deans and/or department head toward development of LC, (3) students’ character, (4) students’ basic competence of English, and (5) description of survey on syllabuses. Instruments used to obtain data was interview guide for deans and/or department head, questionnaire for lecturer, TOEFL test to see students’ competence, and questionnaire to obtain data on students’ character. The data were analyzed qualitatively whose result of analysis was then represented with descriptive qualitative method.

**Result**

Upon data analysis, there were some results successfully drawn as follows. First, the students’ basic competence in English in the five institutions showed a condition where their score vary. In general, their level of competence is considered a bit less sufficient. It is showed by their average score 394,11 which is still under passing grade (based on Peraturan Pendidikan Politeknik). However, as it is the result of accumulation of 90 test takers, some of them have higher level of ability. There are 32 students (28,8%) of them have minimum score 400 ( ≥ 400). The rest test takers i.e. 58 (71,2%) obtained under 400. The highest score was 493 and the lowest one was 327.

The TOEFL score consideration as the passing grade for student of Politeknik Negeri Bali is based on some reasons; (1) the score is mostly required by stakeholders or company providing job vacancies, (2) the result of convention among Politeknik Negeri in Indonesia, (3) the score is still considered sufficient for level of vocational school. However, the institution has been trying to upgrade the passing grade to be 450 to anticipate the requirement stakeholders pass.

Second, accumulation of ten characters analyzed in advance showed that 46,31% students have opportunity to have character *very good* (*sangat baik),* 15,67% of them have opportunity to have character *good (baik),* 7,66% of the students have opportunity to have character *failr good* (*cukup baik*)*,* 10,69% of students have opportunity to have character *less good* (*kurang baik*)*,* 7,87% of them have opportunity to have character *not good* (*tidak baik*)*,* dan none of them (0%) have opportunity to have character *not very good* (*sangat tidak baik*). Of all proof, there are around 41,89% students whose character should be improved to a better character.

Third, survey on response of lecturers on developing LC indicated that all lecturers (100%) agreed if the model of learning is developed. The model of LC can be implemented in order for the students to have a appropriate model of learning to reach the goal of learning. In other condition, 20% of the lecturers agreed that LC shall be made merely to facilitate them to help with their teaching. The two reasons given point out different reasons, i.e. the first reason is related very closely to the so called principle *student-centered learning* and the second goes to the principle of *teacher-centered learning.* There are also some reasons included by respondents; (1) without a model learning will be dead, (2) with a model student will easily understand the learning material, and (3) model will ease lecturers to do the instruction. Concerning to the reasons, there are a number of techniques that tend to be implemented in those institutions. The most popular one to be an icon technique in university is lecturing *(ceramah)* with discussion (80%). The second priority is to be implemented frequently is giving student assignment to do experiment based on example from lecturers (60%). The third priority which is agreed by 40% lecturers seemed to vary in some institutions, such as classical lecturing model, home assignment, and demonstration by lecturer. The least model or techniques implemented is by lecturers is transferring information to students (20%). And other option of model which is completely not implemented in those universities is computer-based simulation, and other models. The attempt respondents gave are also included a number of reasons, such as: in order to trigger students’ creativity, students can memorize, recognize and experience the instructional materials explicitly. Toward the innovative models of instructional, lecturers also gave some varied response. Most of them (80%) chose to develop innovative model to help release lecturers’ obstacles in undertaking instructional. Some respondents (20%) agreed to develop innovative model to ease lecturers to do instruction. In other word, all lecturers agreed to develop the model. Some reasons why they prefer the model is that the model will positively contribute to convenient, interactive, fun instruction. However, lecturers are requested to be committed to preparing and developing innovative teaching materials.

Opinion and response of lecturers on SCL model also varied. 20% of them don’t agree to implement the model. 40% agreed to implement SCL as far as institutions are equipped with proper learning facilities. Some 40% of them also stated that SCL can be implemented as far as there is commitment from lectures. There are some models that are currently made used in instruction, such as cooperative learning (40%), student-team achievement division (STAD), investigation model (40%), problem-based learning (20%), LC (20%) and lecturing (20%). In contrast, there are some unpopular models implemented for instruction, such as conceptual change model, project-based model, nature of science (NOS), environment-based model, and self-regulated learning (SRL) for a number of reasons; the model is good for a big class (classical), students are motivated as they are involved in the learning. Of all, one model whish currently not implemented explicitly is STAD. From the seen situation, there are some betterment of the SCL; (1) it can facilitate students to cooperate intensively (80%), (2) it can educate students to be responsible in their lives, open in reasoning, speaking as well as acting (40%) and trains students to be democratic, honest, and independent. It also teaches student to recognize their weakness and other people strength. Lecturers’ opinion is also in line with the reasons in judging the model, namely students shall be independent, lecturers can recognize their students ability, students will be able to do self-study. However, some weaknesses it triggers, such as: it requires complete facility (60%), time needed is not in line with that allocated in curriculum, it requires high competence for lecturers (pedagogical, personal, social, and professional competence). One reason in questionnaire which was not chosen by respondent (0%) is that SCL is difficult to implement. However, they suggested in the questionnaire that there should be appropriate facilities provided, lecturers will be motivated to research a method to observe students’ development, students often need a lot longer time than lectures to conclude things. Their response on syllabus (*Satuan Acara Perkuliahan* or SAP) also expose a positive view point that 80% of them stated that SAP should be designed by empowering students potency. The observation result on SAP showed that discussion method is the one mostly implemented in SAP (100%), followed by experiment method (40%), and skill-based approach, including listening, grammar, and reading are less frequently undertaken (10%). And two method (outdoor learning and library-based learning) were never applied (0%).

**Discussion**

Pursuant to UU Sisdiknas No 20 Tahun 2003, Bab II Pasal 3, national education is in purpose to develop competency and build character as well as national civilization in order to educate nation, develop student potency to be religious people, healthy, learned, competent, creative, independent, democratic and responsible (Santyasa, 2012:85). From the concept, there are two things that can be drawn, namely (1) to build character, (2) to build students’ reasoning skill.

The observation of basic competent domain, students in Bali are not considered competent in English, particularly in that of TOEFL. By using passing grade passed by PNB, only 32 students are categorized to pass (with mark minimum 400) and 58 students are not considered to pass, with score under 400.

Toward students of PNB particularly, there are only 2 students obtained mark minimum 400 and the rest 18 students are not considered to pass or incompetent. This means that only 10% students can pass the parameter and the rest 90% can not pass. In Bali, the percentage of passing students reached 31,5% and the failed students reached 68,5%. This is resulted by some factors, as learning method, opportunity to learn TOEFL, monitoring and evaluation of teaching learning process, as well as the availability of other facilities. Therefore, development of TOEFL-based LC with SDL model is very relevant to solve the problem.

Regarding students’ character, theer are 10 pillars of students character traced in this study. Of the ten characters, *leadership and justice* ***(kepemimpinan dan keadilan)*** or is the most characters students own with category **very good** (83,30%), followed by respectful and polite (***hormat dan santun)* (**73,30%). The third popular character for students with is *tolerant and harmony (*71,05%). The most difficult characters that student hardly owned are *honest and friendly (****kejujuran dan keramahan) (7,70%),*** *generous**and helpful (****dermawan, suka menolong dan gotong royong) (11,65%),* and  *independency and responsible (35,50%)*** respectively***.*** Bad characters which still have high percentage on students in Bali are *religious, independency, and responsible, polite with* 16,10%, 15,50%, and 12, 20% respectively.

Of the ten characters analyzed in prior, it can be concluded that around 46,31% students have opportunity to have *very good* character, and the rest 41,89% have chance to have *good, fairly good, less good, not good.* Those characters should be improved to be better. This shall certainly be supported by opportunity. This shall be supported also by government program, i.e. energizing a character education.

Deans or department heads response can also verified that the students’ needs-based learning have not been much implemented in universities. This is resulted by old lectureres’ belief that is *lecturing*. Therefore, paradigm of *teacher centered learning* is still strongly attached in the lecturers’ brain. However, the concept has been left as it is not optimal to implement in this era. Implicitly, SDL shall be crossed in students’ mind since it will contribute to a positif impact. Exploring something independently to gain better result is a meaningful learning.

**Conclusion**

Based on research and discussion above, some conclusions are proposed as follows. First, they response that developing TOEFL-based LC with student- directed learningis very essential. The development shall be immediately carried out. All departments heads also require that The model will be successfully longer. Students really hope that LC shall be immediately realized in order to ease them to learn TOEFL without disturbing their lecturers, but they can make use their spare times TOEFL tanpa menggangu mengganggu perkuliahan mereka, dan mereka bisa memanfaatkan waktu-waktu luang mereka dengan effekti dan efisien. Second, lecturers teaching listening, grammar and reading directly related to to TOEFL agreed very much to doing and thinking of implementing SDL. Third, students English competent showed with TOEFL score is still considered low which will trigger lectures to improve it. This is very important that TOEFL is the passing grade in PNB. Forth, descriptively, opportunity of owning national character from the 90 students showed that almost 46,31%, student which have opportunity to have good, fairly good, and not good. Thus SCL with SDL will Have opportunity to improve students character. Fifth, LC with SDL will run smoothly if there is support from some factors, one of which is SAP and KLM. Sixth, a LC model draft has also been prepared in the second year of the research.

**Suggestion**

The research had been exploring that there have not been intention from lecturers to develop LC with SDL model, therefore some opinions are proposed. First, government through Education Service Officer shall give support in terms of idea, policy, advice, facilities or financial support are needed very much so that optimal teaching-learning process can be done. Second, dean and/or department head is requested to carry out up grading, counseling, developing learning, teaching-learning facilities, and pedagogical competence. One of the way is by developing LC. The development will not only help increase professionalism of teachers, but also lecturers’ creativity in doing research, developing teaching and learning materials in order to inprove their TOEFL score. In addition, it also beneficial to build smart people. Third, it is suggested that English lecturers should be more creative and innovative to train themselves to develop professionalism through semina, workshop, training, upgrading and others.

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# A Contextual Approach: Business Presentation to Accelerate EFL Learners’ English Speaking Skill

## Samanik

[stba.teknokrat@gmail.com](mailto:stba.teknokrat@gmail.com)

Higher School of Foreign Language Teknokrat

Abstract

This writing is correlated with English teaching material development, Contextual Teaching Learning (CTL). CTL is believed to facilitate students with real world challenge. Contextual Teaching and Learning is identified as a promising strategy that actively engages students and promotes skills development. It is based on the notion that learning can only occur when students are able to connect between content and context. It also helps teachers link between the materials taught with real-world situations and encourage students to make connection between the knowledge possessed by its application. Besides, it directs students to be critical and analytical. In accordance, this paper looks for the opportunity to accelerate EFL learners’ English speaking skill through business presentation. In this writing, the business presentation is limited into SWOT Analysis. At the end, EFL learners’ experience of doing business presentation in the English class room setting is highlighted.

Key Words: Business Presentation, SWOT Analysis, Contextual Teaching Learning, English Speaking Skill

**Background**

This writing is based on the writer teaching experience at STBA Teknokrat Lampung. At STBA Teknokrat, to graduate, students are required to pass some competency based examinations. One of those is speaking. In the examination, students are asked to do a 16-20 minutes presentation. Students speaking skill is assessed on its content, fluency, grammar, and pronunciation. The Speaking competency based examination is conducted to measure student English proficiency. However, many students faced problem, they fail at the examination, or they took the examination more than three times (taking order). Consequently, they could not conduct their final paper examination. Thus, it prolonged their study.

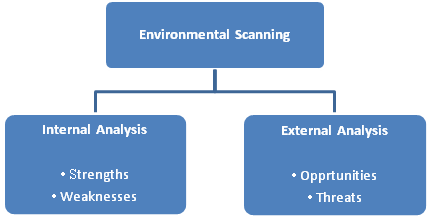
As firmly understood, one’s proficiency in English can be measured by their speaking, writing, reading, and listening skills. From those four language skills speaking is considered to be the most recognized indicator of one’s proficiency in English (Nunan, 2001). In accordance, not to mention the other language skills, in this paper writer focuses to describe business presentation to accelerate EFL learners’ speaking skill at STBA Teknokrat. In this extend, business presentation is believed to provide Contextual Teaching Learning (CTL). Thus, the learning process motivates students to make connection between knowledge and its applications to their lives. This is to say that the learning will be more contextual and students oriented. This CTL is expected to improve students speaking skill. Then, at the end students can pass the Speaking Competency Based Examination indicated by students’ improvement on their fluency, pronunciation, grammar, and matter of speaking as well as the duration.

**Literary Review**

Business Presentation

What is meant by business presentation here is presentation dealing with business world. The business world covers broad range of areas. However, this paper only discusses SWOT analysis to be applied in teaching learning process at the English Speaking class room setting. SWOT analysis is commonly used in marketing and business in general as a method of identifying opposition for a new venture or strategy. Short for Strengths, Weaknesses, Opportunities and Threats, this allows professionals to identify all of the positive and negative elements that may affect any new proposed actions (Geer, 2007).

The SWOT analysis enables companies to identify the positive and negative influencing factors inside and outside of a company or organization. The key role of SWOT is to help develop a full awareness of all factors that may affect strategic planning and [decision making](http://www.businessnewsdaily.com/71-how-to-make-effective-business-decisions.html), a goal that can be applied to most any aspects of industry. The picture bellow shows the framework of SWOT analysis.



(From <http://www.businessnewsdaily.com/4245-swot-analysis.html>, accessed on July 16 2013)

An overview of the four factors (Strengths, Weaknesses, Opportunities and Threats):

1. **Strengths** are the internal factors. Strengths are the beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty. Examples of organizational strengths are huge financial resources, broad product line, no debt, committed employees, etc.
2. **Weaknesses** are the internal factors. The qualities prevent us from accomplishing our mission and achieving our full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards we feel they should meet. Weaknesses in an organization may be depreciating machinery, insufficient research and development facilities, narrow product range, poor decision-making, etc. Weaknesses are controllable. They must be minimized and eliminated.
3. **Opportunities** are the external factors. These factors are presented by the environment within which our organization operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities. Opportunities may arise from market, competition, industry/government and technology. For example, increasing demand for telecommunications accompanied by deregulation is a great opportunity for new firms to enter telecommunication sector and compete with existing firms for revenue.
4. **Threats** are the external factors. They arise when conditions in external environment jeopardize the reliability and profitability of the organization’s business. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. Examples of threats are - unrest among employees; ever changing technology; increasing competition leading to excess capacity, price wars and reducing industry profits; etc.

This understanding -about SWOT analysis- benefits to lead the teaching learning to contextual and students oriented learning.

* 1. Approaches for Implementing Contextual Teaching and Learning (CTL)

Knowledge and learning are situated in particular physical and social contexts. A range of settings may be such as the home, the community, and the workplace, depending on the purpose of instruction and the intended learning goals. These are some options to implement CTL at the English class room setting (Berns and Erickson, 2001):

**Problem-based learning**

This approach engages learners in problem-solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to other

**Cooperative Learning**

This approach organizes instruction using small learning group in which students work together to achieve learning goals

**Project based learning**

This approach focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful task, allows students to works autonomously to construct their own learning, and culminates in realistic product

**Service learning**

This approach provides a practical application of newly acquired knowledge and skills applicable in the community

**Work based learning**

This approach is designed in such a way in which workplace, or workplace like activities are integrated with classroom content for the benefit of students and often business

**Applying Business Presentation in the English Speaking Class Room Setting**

The teaching is designed to provide students the problem-based, cooperative, project-based, and work based learning. This is done through some stages.

1. Introduction

In this stage, teacher explains some key points dealing with SOWT analysis. First is about the purpose of SWOT analysis, then, the key terms -Strength, Weakness Opportunity, and Threat. Teacher also explains that students will be asked to do presentation dealing with their result of SWOT analysis toward a business institution. In addition, teacher provides some examples about the details must be explained by presenters during the presentation session. It is about SWOT Analysis on a business organization. Here, business organization refers to any profit oriented institution. Before presenting the Strengths, Weaknesses, Opportunities, and Threats of the business organization, students must introduce the company profile. In this stage, students are free to deliver questions regarding to teacher explanation.

1. Discussion

In the discussion stage, students are paired. In pair they are encouraged to communicate their understanding on teacher explanation about SWOT analysis and the details must be explained during the presentation session as has been explained in the previous meeting (Introduction stage). Besides, students in are assigned to decide certain business organization to analyze on its SWOT elements. Students are free to choose the business organization. At last, students are asked to share their planning to the class. In this point, students are free to ask and suggest idea-about SWOT elements-to the group.

1. Data collection

At this stage, students are assigned to observe and gather some factual information about a business institution. The factual information is concerning about company’s SWOT elements. Students are advised to collect the data via interview or observation. However, library study is also permitted by finding some information through internet, newspaper, and other similar sources.

1. Presentation and evaluation

In this stage, students are asked to do group presentation presenting the result of the SWOT analysis of the chosen business institution. Usually, there will be 3 groups presenting their result of analysis in a meeting. The analysis done must be factual (referential). Besides, students are required to offer recommendation to cover the weakness and boost the opportunity of the business organization. At the end of the presentation, presenters invite audiences (other students) as well as the teacher to give questions. If all groups have presented their result of analysis, other students and teacher will assess the content, structure, and fluency of the presenters.

**Students Responses on SWOT Analysis in the English Class Room Setting**

The writer has interviewed some students dealing with the implementation of SWOT analysis material in the English class room setting. It is done to know whether or not SWOT analysis benefits the students, to accelerate students speaking skill. Here are the results of interview:

**Name : Sellyka Nurhalim**

**NPM : 11132020**

1. Do you have SWOT analysis material in your speaking class? Yes I do.
2. What do you know about SWOT analysis?

In my opinion, SWOT analysis is the material to know the Strength, Weakness, Opportunity and Threats of one Company/Institution

1. As students majoring in English, do you think SWOT analysis material is important for your future career? (explain the reason if your answer is yes)

Yes it is important for me. Because SWOT Analysis helps me to know the Strength, Weakness, Opportunities and Threats, and I can know / understand how to apply it.

1. Do you think Presentation about SWOT analysis help you to get more vocabularies? (explain your answer if the answer is yes)

Yes, in speaking class we talk about business. So, by this presentation, I get more vocabularies about business.

1. Do you think presentation about SWOT Analysis helps you to speak in longer duration?

Yes, it helps me to speak longer, since I have to explain each point (Strength, Weakness, Opportunities and Threats) of it.

1. Do you think presentation about SWOT analysis helps you to produce better pronunciation?

Yes I do. SWOT Analysis helps me to produce better pronunciation, since in the class I have to speak clearly while giving the presentation about SWOT

**Name :Yuni Selviawati**

**NPM :11182001**

1. Do you have SWOT analysis material in your speaking class? Yes I do.
2. What do you know about SWOT analysis?

SWOT analysis is the estimation system of the company; include Strength, Weakness, Opportunity, and Threats.

1. As students majoring in English, do you think SWOT analysis material is important for your future career?

Yes I do, because this analysis system can help us to solve the problem of the company.

1. Do you think Presentation about SWOT analysis help you to get more vocabularies?

Yes I do. The explanation about SWOT analyzes is too much. Something that we don’t know about this system before, by learning of this we can know more vocabularies and explanation.

1. Do you think presentation about SWOT analysis helps you to speak in longer duration?

Yes I do.

1. Do you think presentation about SWOT analysis helps you to produce better pronunciation?

Yes I do, because we need to explain more about SWOT explanation, then it will be expressed through our pronunciations.

**Name : Dythia Mustika**

**NPM :11132027**

1. Do you have SWOT analysis material in your speaking class? Yes I do.
2. What do you know about SWOT analysis?

SWOT analysis is the step to give solution of the problem in a company. It is done through the analysis about strength, weakness, opportunity and threat.

1. As students majoring in English, do you think SWOT analysis material is important for your future career?

Yes, because it can help me to solve the problem with the right analysis with the strong reasons, whether it is my problem or my company problem.

1. Do you think presentation about SWOT analysis helps you to get more vocabularies?

Yes, of course. I get more actual vocabularies in business world.

1. Do you think presentation about SWOT analysis helps you to speak longer? yes
2. Do you think presentation about SWOT analysis helps you to produce better pronunciation? Yes, of course. I can express my speaking in better pronunciation about business words.

**Name : Zahra’ Muti’ah**

**NPM : 11111149**

1. Do you have SWOT analysis material in your speaking class? Yes I do.
2. What do you know about SWOT analysis?

It is about analyzing the strengths and weaknesses of companies, institutions or organizations that can be used to develop them.

1. As students majoring in English, do you think SWOT analysis material is important for your future career? (Explain the reason if your answer is yes)

Yes, because it can show me how to be better and develop later on.

1. Do you think Presentation about SWOT analysis help you to get more vocabularies? (Explain your answer if the answer is yes) No, I don’t think so
2. Do you think presentation about SWOT analysis helps you to speak in longer duration?

Yes, because analysis needs strong reason, therefore I need to speak longer to explain my reason.

1. Do you think presentation about SWOT analysis helps you to produce better pronunciation? Yes, I do.

**Name : Damaiyanti**

**NPM : 10171003**

1. Do you have SWOT analysis material in your speaking class? Yes, I do.
2. What do you know about SWOT analysis?

SWOT analysis is the analysis about the internal and external factors that can influence the development of a company. The strength and the weaknesses of a company is the internal factors, meanwhile the opportunities and the threats is the external factors that can influence the development of a company

1. As students majoring in English, do you think SWOT analysis material is important for your future career? (Explain the reason if your answer is yes)

Yes, because someday if we would like to enter the work world, SWOT analysis is one of the important things that we should know, as our knowledge and the strategy to develop the company where we work in.

1. Do you think Presentation about SWOT analysis help you to get more vocabularies? (Explain your answer if the answer is yes)

Yes, because we can add more our vocabularies about work world to develop and improve our ability in speaking English.

1. Do you think presentation about SWOT analysis helps you to speak longer? Yes
2. Do you think presentation about SWOT analysis helps you to produce better pronunciation? Not only present about SWOT analysis but also by presenting another material, if we often practice it, it will help us to produce better pronunciation.

**Name : Arika Widyati**

**NPM : 10132028**

1. Do you have SWOT analysis material in your speaking class? Yes, I do.
2. What do you know about SWOT analysis?

SWOT analysis is talking about strength, weaknesses, opportunity and threats about something.

1. As students majoring in English, do you think SWOT analysis material is important for your future career? (Explain the reason if your answer is yes)

Yes, because from that material, we can know our strength and weaknesses and how to cover it.

1. Do you think Presentation about SWOT analysis help you to get more vocabularies? (Explain your answer if the answer is yes) No, I don’t think so
2. Do you think presentation about SWOT Analysis helps you to speak longer? No. I don’t
3. Do you think presentation about SWOT analysis helps you to produce better pronunciation? Yes, I do.

**Conclusion and Suggestion**

Conclusion

Business presentation covers many topics. SWOT is one of those. Business presentation is recommended to apply in the English class room setting for it engages student to more real-life context and students centered learning. It directs students to problem based, cooperative, project based, and work based learning as well as elevating their critical thinking.

Based on the writer teaching experience, students expressed positive responses on the implementation of business presentation in the English class room setting. Students described that the learning enhances their speaking skill as well as engages them in a real life problem solving context. In addition, the SWOT Analysis is a way to explore students’ curiosity and trains students’ critical thinking.

Suggestion

Implementing business presentation in English class room setting is series of teaching learning activities involving, Introduction, discussion, data collection, and presentation and evaluation. Therefore, teacher plays crucial role in maintaining each activity. Since this is a group project, teacher must maintain the activity in a way that every member gets the opportunity to speak to share about their finding. Besides, teacher must give clear explanation and instruction in each stage. As the matter of fact, beside SWOT analysis, teacher also can apply other business activities like Root Cause Analysis to establish Contextual Teaching Learning (CTL). Lastly, though it can accelerate students speaking skill, SWOT analysis is not advised to apply for 1st year students.

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# Interesting Learning Activities from Scrap Papers: Putting Eco-pedagogy into practice

## Ni Luh Putu Dian Sawitri

[dssawitri@gmail.com](mailto:dssawitri@gmail.com)

Mahasaraswati University

Abstract

A new stream of education nowadays emphasizes on the sustainability of our beloved earth. The measure is clear that we cannot lay the responsibility of protecting our own home to somebody else but our own generation. That is where, education holds important role for our future. This workshop departs from the idea of eco-pedagogy in which nurtures the behavior of respecting natures. The aim of this workshop is to share kinds of activities in learning English that can be done by reusing papers which are no longer needed (scrap papers). The activities include interactive speaking activities as well as creative writing activities. By the end of this workshop it is hoped that English teaching practitioners are not highly dependent on sophisticated teaching and learning media, rather by only using the waste of others, learning English can also be meaningful.

Key words: scrap papers, activities, ecopedagogy

**Introduction**

“How much paper can be made from a tree?” This question seems usual and does not attract many attentions. However, let us change the question into “How many trees being cut down to make paper?” metaCLIMATE.com writes in its site that 20 million trees, or 5million of natural forest, are cut down to make 27.000 ton of wood pulp used for the production of paper (2011). Still from the same source it is stated that the global production of pulp, paper and publishing is expected to increase 77% by the year 2020; and that the paper industry is the third highest emitter of greenhouse gasses to the air and the fifth highest emitter of industrial toxic waste to the water. Now, what is this fact related to learning?

The urgency of saving our earth has been set as the fifth pillars of education that is “learn to live sustainably”. And thus educators need to educate people of how they can spend wisely the natural resources, make use of the maximum potential of what our nature has given to us and at the same time care for the sustainability of the resources for our next generation. As the Earth Charter explicates in its 7th point which suggests us to reduce, reuse, and recycled materials used in production and consumption system, and residual waste can be assimilated by ecological systems (Earth Charter), education should also breathe the same idea.

**Ecopedagogy**

The education mainstream which focuses on ecology and sustainability of the earth has widely known as ecopedagogy. The ecopedagogy movement was first introduced from the radical political writings of Brazilian educators Paulo Freire (Ryan, 2012). Further it is said that ecopedagogy is a recent evolution of environmental education, ecoliteracy, and sustainable education (Ryan, 2012). Though, sustainability is a vast concept which covers a dynamic balance with others and environment; it is harmony among differences. The concept of sustainability has an excellent educational component because the preservation of environment depends on ecological awareness, which depends on education (Gadotti, 2010). Gadotti further elucidates that ecopedagogy overcomes the anthropocentrism of traditional pedagogies and establishes the symbiosis between human being and nature as an underlying assumption. This strengthen the point that ecopedadogy cannot be separated from the sustainability of the nature and that it is done through education.

Kahn (2003) argues that the term ecopedagogy has been adopted by many theorists as to mean environmental, ecology and other kind of education. To Kahn himself, ecopedagogy is conceived as a critical theory which expand across the work of education, philosophy, anthropology, theology, political science, geography, and various critical theories involved in the project of race, class, gender, species/nature liberation (Kahn, 2010).

**The Practical Practice**

While discussing the theories will be a lot work to do, this workshop tries to translate the big frame of ecopedagogy into a small contributing puzzle of classroom activities. Here will be shared a bit of reusing scrap papers as a tool in teaching English. The heart of this workshop is ecopedagogy where educators are expected to be able to reuse paper to educate the students not only in terms of materials but also the value, that is, respecting our nature.

There are four activities that are going to be shared, and all of them are using scrap paper as their main media. Two activities involved speaking and the rest will be about writing. The steps in implementing the activities are as follow:

1. **Ask the question**

This is a simple asking and answering activity but done in a different way. Students commonly feel reluctant to speak or start a conversation in English. This activity can be a trigger to them to use the target language actively. The steps are:

* Distribute the scrap papers to the students. (each student gets one)
* Ask them to write one question that he/she wants to ask to his/her friends
* Ask them to fold the paper in half
* Then move the paper to the right/left 3 to 5 times (it would be better if you can arrange the seating into circle)
* Ask them to write on the paper, the name of their friend who is sitting either on their right or left side
* Move again the paper to the same direction as the first one 3 to 5 times
* Then ask the students to read the question on the paper directed to the name written on the same paper
* Give chance for the answerer/questioner to pose a following question

The students will not feel shy to ask the question because they basically reading their friend’s question and their questions will be read by another friend.

1. **Toss and Say**

This activity involves active movement of the students around the classroom to interview their friends with the questions that they have in hand. The steps are:

* Distribute the scrap papers to the students
* Have them write down a question or preferences in the given paper
* Now, ask them to stand up and find a partner by tossing their hands
* After they have the partner one student starts questioning the partner with the question in his/her paper. After the question being answered then they exchange turn
* Swipe the paper with the partner and start finding another partner.

This activity can be done in a certain span of time and encourage students to ask as many friends as possible with different question resulted from the exchange with previous partner.

1. **Arrange the words**

This is a writing activity in which students are expected to be able to make a correct and meaningful sentence from the given words. The steps are:

* Distribute the scrap papers to the students
* Ask them to write one word (it could be noun, verb, adjective, or adverb)
* After that, fold the paper so the next person cannot see the word
* Swipe the paper either to the left/right
* Ask them again to write one word (it could be noun, verb, adjective, or adverb)
* Do this until 3 to 4 times so that the students have three or four different words
* Ask them to arrange the words into sentence
* Have them write the sentence in front of the class so the teacher can correct it

In this activity, the teacher can pay attention on students’ writing and grammar

1. **Arrange the phrase in different Post**

This activity nearly the same with activity number 3 but this one should be done in group. The steps are:

* Divide the class into 4-5 groups
* Then spread the member of each group into 4-5 different posts
* Each post has different responsibility, either to write down a noun, verb, adjective, or adverb)
* Take one member from each group as the starter and give them scrap paper. Ask them to write down one word
* Then these starters have to move to their group member in the first post to give the paper
* The next person has to write a word based on the post responsibility, after that he/she should stand up and move to the next post, meanwhile the starter sit in the first post
* Continue doing this until all posts have been visited and the last person on the last post has to arrange all the words into sentence
* Then the cycle starts again with the last person become the starter.

To make this activity more interesting, have the students to compete with the other groups.

**Conclusion**

Those techniques above may not be a new one and yet it will also work with any kind of paper. However, since the soul of this activity is reusing scrap papers it is important to still transfer the value of respecting nature, in this case tree as the one who produce paper. Furthermore, this is also as a reminder to fellow teachers that without a sophisticated IT device we can still deliver a meaningful learning.

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# Globalization of Public Education System: Key factors for success

Fr. David Djerubu, SVD, MA

*Senior Lecturer, St Paul College of Education*

## Agustinus Bandur, Ph.D

[durgus2000@yahoo.com](mailto:durgus2000@yahoo.com)

*Lecturer and Associate Director for Research Publication*

*Centre for Research and Community Developments*

*Persada University of Indonesia Y.A.I*

Abstract

Globalization is a generic concept with multiple meanings. The concepts and practices of globalization have been widely applied not only in the economic and industrial sectors, but also in the field of both basic and higher education. This paper aims primarily at examining the major agendas of globalization in public education system with an emphasis on educational decentralization reforms through School-Based Governance (SBG), which is also known as School-Based Management. Previous studies have indicated the association of SBG policies and programs with school improvement and student achievement. However, limited research findings are available about how partnership and communication play vital roles for better improvement in SBG schools. This article indicates that partnership and communication functions within school stakeholders have resulted in better school improvement. The paper is on the basis of an empirical survey involving 318 respondents from 18 urban and sub-urban schools of Ngada, Flores, Indonesia. In addition to the survey, semi-structured interviews and focus group discussions were conducted.

**Introduction**

Globalization is simply referred to the spread of ideas, policies, and practices across national boundaries (Dimmock & Walker, 2000: 227). Globalization of educational decentralization system through School-Based Governance (SBM) model has become a global movement toward the quality of education. Since the mid of 1960s both developed and developing countries have experienced SBG under different terms, *School-Based Management* (Australia), *School-Based Governance* (UK), *School-Based Decision Making* (Canada), *School-Site Management* (USA), *School Management Initiatives* (Hong Kong), *School-Based Quality Improvement* (Indonesia), *Community-Based Education* (Brazil), *Community Managed Program for Educational Development* (Guantemala), *Whole School Development* (Africa), and *Education with Community Participation* (El Salvador, Latin America). Researchers in the last two decades affirm how SBM policy and programs have been evident to be effective for better school improvement (Bandur & Gamage, 2009; Bandur, 2012a, 2012b, 2012c; Bergman, 1992; Brown & Cooper, 2000; Caldwell, 2005; Dempster, 2000; Gamage, 2006, 1998; Kuehn, 1996; Odden & Wohlstetter, 1995; O’Neil, 1995; Sharpe, 1996). Several studies have also consistently revealed a positive association between higher parental and/or community involvement and improved student achievements resulting from implementing effective SBM (Blank, 2004; Gamage, 1994; Sheldon & Voorhis, 2004; Williams, Harold, Robertson, & Southworth, 1997). For instance, on the basis of research conducted in the Victorian state schools system, involving 75 interviews, Gamage (1998: 313) reports that healthier teaching and learning environments as well as improvements of student achievements could be achieved by the fact that the parents and teachers who are the closest to the students have formed a partnership and both parties are represented in the governing body with accountability.

In Indonesian context, however, Bandur (2012c: 45) affirms, “Schools in which international experts and donors provide assistance in empowering the stakeholders have better results than schools without such assistance”. The conclusion is based on a comparative study on the effectiveness of SBM policy and programs in the primary schools of Ende and Ruteng district towns of Flores, Indonesia. In line with this, the implementation of SBG the school settings of this study was strongly supported by international donor agencies. In Ngada-Flores, Australian Agency for International Development (AusAID) with a project known as *Nusa Tenggara Timur Primary Education Partnership/*NTT-PEP (2002-2008) provided assistance for school stakeholders in the areas of SBG policies and programs, including the devolution of authority and responsibility from governments to school councils in terms of building new schools, building renovation, library, school text books, school curriculum, school development planning, monitoring and evaluation, school operational grants, as well as how joyful teaching and learning is linked to active participation of the whole school community members.

This article aims primarily at highlighting the roles and functions of communication in SBG schools for better school improvement. The research is also to examine the communication styles of school principals which are believed to be the trigger of school improvement. Research findings on these issues are very limited in current literature. Even though several scholars (Gamage, 2006; Odden & Wohlstetter, 1995) have underlined the importance of communication for creating effective SBG, there have been limitations of findings on the influence of communication in the successful SBG schools for increasing school improvement. Accordingly, this study can fill the gap in an effort of providing the major conditions that promote high school performance within the SBG schools.

**Globalization of Public Education System**

The term ‘globalization’ is generic. It is a concept with multiple meanings. Torres (2012) divides four types of globalization, namely: (1) globalization from above; (2) globalization from above; (3) globalization of human rights, and even (4) globalization of the war against terrorism. He then clarifies that globalization from above has been strongly supported by “an ideology of neoliberalism which calls for opening borders, the creation of multiple regional markets, the proliferation of fast-paced economic and financial exchanges” (p. 2). This type of globalization has major agendas for education, including a drive towards privatization, decentralization of public education system, a movement towards educational standardization, accreditation and universalization of study program, a strong emphasis on testing, and a focus on accountability. These agendas are nowadays supported by international aid agencies, multilateral and bilateral institutions, such as the World Bank, the International Monetary Fund (IMF), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Organization for Economic Cooperation and Development (OECD), United States Agency for International Developments (USAID), Australian Agency for International Developments (AusAID), and other similar agencies from developed countries. The anti-globalization movements are referred to the globalization from below (Torres, 2012). Their strong argument is focused on social justice and equality. The movements are supported by environmentalists, feminists groups, unions, churches, Greenpeace, and even indigenous groups. Meanwhile, globalization of human rights highlights the key concerns of global human rights to food, water, health, quality education, and participation in the society’s governance structure. According to Torres (2012: 4) the latter two rights have required schools and universities to become key sites of struggles to prepare quality human beings.

Globalization is also referred to the spreading of ideas, policies and practices across national boundaries (Dimmock & Walker, 2000). More particularly, they affirm that globalization in the field of educational management refers to export of theory, policy and practice from some systems, mainly the Anglo American world into developing countries. However, Bandur (2011: 9) argues that educational policies and practices are not imported directly from one nation to other nations, but always adapted with cultures of different countries. In line with these forces and movement, Jones (1971) pointed out that the major reason of globalization is for cultural borrowing, including the overseas education of leaders, a belief in education as a vehicle for economic and social advancement, international legitimacy for policy formulation, and even the benefits of studying foreign systems of education.

**Conceptual Framework of SBG**

The term ‘School-Based Governance’ is referred to devolving decision-making authority from governments to school level. Experts in school leadership and management provide theoretical concepts of SBG on the basis of their empirical studies. Based on research conducted in Victoria, the ACT and NSW, and other countries, Gamage (1996: 65) defines SBG as a “pragmatic approach to a formal alteration of the bureaucratic model of school administration with a more democratic structure”. In the structure, individual school is identified as the primary unit of improvement relying on the redistribution of decision-making authority through which improvements in a school are stimulated and sustained. In this context, many scholars affirm the main focus of facilitating improvements in schools as the key to successful educational reform strategies (Gamage & Sooksomchitra, 2004; Gamage & Zajda, 2005; Gamage, 2003; Whitty, Power, & Halpin, 1998; Cheng, 1996; Odden & Wohlstetter, 1995; David, 1989).

Marburger (1991: 25-26) defines SBG as an “approach in which decisions that are traditionally made by a superintendent are now being made by the school council comprising of the principal, teachers, parents, citizens, and the students”. Likewise, Anderson (2006: 223) defines SBG as “the shifting of decision-making authority from the district office to individual schools.” Many scholars also affirm that the movement towards SBG is often assumed as the approach to serve students better by improving the school practices in meeting the diverse expectations of the stakeholders in a changing environment towards increasing student performance and achievements (Cheng & Mok, 2007; Anderson, 2006; Caldwell, 2005; Gamage & Zajda, 2005; Gamage & Sookshomchitra, 2004; Muijs and Harris, et. al, 2004; Sheldon & Voorhis, 2004; Blank, 2004; Gamage, 1998, 1994).

Furthermore, Gamage (1996: 21-22) proposed a revised theory of SBG based on twenty years of experience in the Australian SBM systems. In the revised theory, he has devised seven assumptions, on which to base a more realistic application of SBG. The first assumption is that a school council shall consist of all relevant stakeholders such as the principal or the head teacher and the representatives of staff (both teaching and non-teaching), parents, local community, and in the case of secondary schools, students. The representatives of the staff, parents, and students are expected to be elected by the relevant constituencies, whereas the community representatives are to be nominated by the other elected members and the school leader.

The second assumption is that the devolution or transfer of both authority and responsibility needs to be affected by a legislative enactment. This approach will transform the former advisory body to a democratic governing body. The third assumption is the heavy reliance on the voluntary participation of the parents, community, and student representatives in the process of policy formulation in governing the school. It is believed that the school stakeholders are motivated and dedicated to developing quality schools because of the genuine transfer of authority and responsibility.

The fourth assumption is that the lay councilors, with appropriate induction and training, will acquire sufficient knowledge to function as equal partners. The knowledge and experience of the lay-members who come from fields other than education are relevant and useful to the educational enterprise in order that the needs of contemporary schools are met. The fifth assumption is that because of de-zoning, the schools need to function in an interesting and effective mode that can improve the image of the school in a similar way to the business reputation of a private/public enterprise. Such an image will help attract high levels of school enrolments.

The sixth assumption is that SBG would be cost effective because the ownership of the policies and higher levels of commitment leads to minimization of costs and better utilization of limited resources. More resources would also be available as a result of minimizing the size of the educational bureaucracy, as well as drawing on previously untapped resources from the school community.

The last assumption is that stricter control needs to be enforced by the centre to ensure accountability for the finances placed at the disposal of the school in conformity with the Ministerial/Departmental Guidelines relating to the operation of school councils. The principal is made accountable to the governing body and through it to the state’s education authorities, as well as to the school community. Submissions of regular progress reports to the governing body and annual reports to other relevant authorities and the school community are required.

**Decentralization and SBG in Indonesia**

Prior to the implementation of SBG in Indonesia, its system of education was highly centralized. Bjork (2003: 193) notes that by the end of the twentieth century, Indonesia was among the most highly centralized nations in the world. However, the real transformation with the concept of decentralization commenced in May 1998, when there was a radical political movement towards decentralization (Aspinall & Fealy, 2003; Bangay, 2005; Bjork, 2006; Guess, 2005; Raihani, 2007). In terms of successful movements towards decentralization, Guess (2005: 220) claims that the Indonesian ‘big bang’ devolution program has been described as one of the fastest and most comprehensive decentralization initiatives ever attempted by any country in the region.

The decentralized system led to the implementation of educational decentralization through SBG which has been considered as a milestone in developing a better quality of national education (Departemen Pendidikan Nasional, 2004, 2002). For these reasons, on the basis of Law No.25/2000 on National Development Planning (2000-2004), the Indonesian Ministry of National Education, appointed a Komisi Nasional Pendidikan (KNP) or Commission of National Education in February 2001. The KNP worked until December 2001 with responsibilities, among others, to: (1) formulate policy recommendations to have a better quality education; (2) provide inputs to government about educational decentralization. It was expected that the work of this Commission would become a basis from which to comprehensively reform Indonesian education. One of the recommendations of the KNP was to develop educational councils at district level and school councils at school level.

Thus, developing educational and school councils was one of the educational decentralization policies, aimed at devolving power and authority from central government to schools, resulting in improvement of democratic principles, community participation, equity, as well as accommodation of diverse local interests and needs (Departemen Pendidikan Nasional, 2001: 26). It was believed that local communities are the ones who will understand their own problems and needs better and decided to provide them greater roles and responsibilities in terms of operational decision making on national education policies. For this purpose, the central government embarked on the formation of education councils and school councils in each district of Western Sumatera, Bali, and Eastern Java. On the basis of these trials, the councils were considered strategic in coping with improving the Indonesian national education.

Then, Government issued a set of guidelines in relation to the implementation of SBG in 2002 and later revised in 2004 and 2009 in order to provide mandatory corporate governing body type school councils described as follows:

This concrete one-sidedness requires to be channeled politically to become collective action placed by Educational Council located in the district/city and School Council at the level of educational unit” (Ministry of National Education, 2002: 1).

Further, the Education Act 20/2003 on National Education System strengthened the formation of school councils. In accordance with the involvement of local communities in achieving better quality education, Article 56 of the Act provides that the community members are required to participate in improving the quality of education. In this case, the educational council and school council represent the community, as stated:

Community shall take part in the quality improvement of educational services, which include planning, monitoring, and evaluation of educational programs through the Educational Council and School Council (Education Act 20/2003, article, 56).

The Act defines a school council as an independent body established to provide advice, directions and support for personnel, facilities and equipment, and monitoring of a school (Article 56). On the basis of the Act, Government regulated power and authority vested in the school councils, as well as characteristics and formation, membership and structure of a school council. At latest development, Ministry Regulation No. 12/2013, in accordance with Government Regulation No 66/2010 on School Block Grants, stipulate the devolution of authority and responsibility to school councils to monitor the transparency and accountability of the grants expenditures for the purpose of classrooms renovations, new library building, and provisions of teaching and learning facilities. It is then clear that authority is devolved to school councils and the councils are empowered to create better quality education in their schools.

**Functions of Communication in Educational Settings**

Gamage & Pang (2003: 117) defines communication as ‘a process by which information is exchanged between individuals and groups, through a common system of symbols, signs and behaviour’. They underline that as communication is the glue that holds an organization together, it is very important for any organizations to create effective communications for achieving its share vision and goals. Communicating to others is primarily aimed at influencing other people’s understanding, behavior or attitudes (Gamage & Pang, 2003; Wood, Wallace & Zeffane, 2001). Several experts have considered communication as a tool for improving operational efficiency and effectiveness of an organization (Gamage & Pang, 2003; Rajhans, 2012; Sarcos & Butcharsky, 1996). More particularly, Gamage & Pang (2003) affirms that communication is the bridge between individual participation and identification of the groups.

Wood, Wallace & Zeffane (2001) explain the functions of communication are to achieve coordinated action; develop information; express feelings and emotions; and to communicate roles. Similarly, Gamage & Pang (2003: 119) state that “communication assists organizational members to achieve both organizational and individual goals; implement and respond to organizational change, coordinate organizational activities, and engage in virtually all organizationally relevant behavior.” Furthermore, Gamage & Pang (2003) compare the function of communication as same as what the bloodstream does for an organism. They explain that the bloodstream supplies all the cells of the organism with oxygen; the communication system supplies all the units in educational settings, i.e. departments and the people of the organization, with information. Deprived of oxygen, the cells malfunction and die. Similarly, individuals and departments within the organization can have a malfunction without necessary information. In turn, it leads to a sort of terminal ineffectiveness for them and for the organization as a whole. In relation to this, Green (2005: 85) stated that “communication is the lifeblood of the schools; it is the process that links the individual, the group, and the organization”.

Therefore, as supported by worldwide research findings that the communication processes are fundamental for its successes (Gamage & Pang, 2003; Green, 2005; Hargie, Dickson & Tourish, 1999; Wood, Wallace & Zeffane, 2001). More specifically, Wood, Wallace & Zeffane (2001: 506) state that organizational successes are related to communication. Good communication can have positive effects on employees, while poor communication can create “distortion of goals and objectives, conflict, misuse of resources and inefficiency in performance of duties.”

In terms of communication in educational organizations, the sharing of messages, ideas or attitudes occurs in educational contexts amongst the school community members, including school principals, teachers, students, parents, and other representatives at school councils. In this context, efforts of the school communities on the basis of school’s vision and goals are coordinated through communication. This implies that communication is a powerful tool in the school’s operation. Accordingly, greater clarity of the messages is required to direct the actions of the school leaders, teachers, students, parents and other school council members. In this sense, Gamage & Pang (2003) below:

A school principal may want the teachers and students to understand and accept their ideas and act upon them. But, unless the principal can communicate in such a way as to get the staff to share the validity of the goals and explain the procedures relating implementation accurately, s/he is unlikely to achieve the desired results (p.119).

**Significance of Communication in SBG Schools**

Communication in SBG educational settings has significant roles in the formation of participatory decision-making. The statement is supported by several previous studies. Gamage (2006: 37) affirms that ‘in making the school-based management effective, one has to understand the inter-relatedness and the inter-dependent nature of communication and decision-making in organizational settings. Communication and decision-making is the essence of leading participatory models of management, since it is the management of communication and decision-making that makes a difference to effectiveness”.

Likewise, Odden and Wolstetter (1995) conducted a three years study on the conditions that promote improved school performance through SBG in the United States, Canada, and Australia. For this purpose, they visited 44 schools in 13 districts and interviewed more than 500 people from school council members, education government officials, teachers, parents and even students. One of their major findings was that successful SBG schools were systematic and creative in communicating with parents and the community. In this context, regular surveys are conducted by schools for seeking their opinions on the following year plans. Many schools also conducted regular meetings between teachers and parents and some schools offered classes for parents on topics such as computer and student-parent activities. In contrast, in struggling SBG schools, they found that many school teachers and parents often were not informed about school-wide issues.

Indeed, when effective communication occurs, there has been a mutual sharing of ideas and feelings which then lead to develop understanding and actions. In the SBG school settings, the effective communication happens between internal and external school stakeholders. For instance, a communication between principal who provides instructional direction to teachers as well as providing annual report to school council and government authorities. It can be affirmed that effective communication is the essence of educational organization to unite individuals within school. In this context, Green (2005: 85) asserts that ‘through effective communication, relationships are built, trust is established, and respect is gained’. In relation to this, without effective communication, school stakeholders cannot be made aware of what is expected to them, how they should do their authority and responsibilities and what others think about their works for better school improvement.

As communication plays as central role in educational settings, the key issue is about effective communication in schools. According to Wood, Wallace & Zeffane (2001) effective communication occurs when the intended meaning of the source and the perceived meaning of the receiver are the same. This implies that one of the responsibilities of the leader is to assure that the intended meaning of the information has been understood by the audiences. Otherwise, the communication is not effective so that clarifications and feedback should be made.

For the purpose of achieving effective communication, several researchers clarify that any organization needs to apply three kinds of communication within the hierarchy of educational administration, namely: downward, upward, horizontal, and diagonal communication (Gamage & Pang; 2003; Green, 2005). Downward direction of communication functions to provide coordination for achieving the organization’s mission. Such coordination is promoted through statements setting forth and explaining policies, procedures, and administrative directions governing the entire operations and flow of information to all parts of the school. Upward communication occurs when individuals in the roles of followers, for example teachers, provides message to their leaders. However, upward communication is mostly sharing only selected parts of the message (Green, 2005). He also clarifies that there are two major channels of communication in educational setting or in other sectors: (1) formal channels including communication procedures made by an organization’s hierarchy of authority through written communication in the forms of letters, memos, policy statements, and other written announcements; (2) informal channels including face to face or verbal communications through informal meetings and talks. He suggests that for the purpose of achieving effective communication, it is advisable that schools need to apply both formal and informal channels of the communication.

**Research Design and Methods**

Mixed-methods design with particular reference to the concurrent triangulation strategy has been applied in this study. The design has advantages to attain valid and reliable research outcomes as well as to provide specific techniques and strategies by which the researchers are guided in data collection procedures and data analyses (Creswell, 2005; Creswell & Clark, 2007). The concurrent triangulation strategy is primarily aimed at using separate quantitative and qualitative research as a means to offset the weaknesses inherent within one method with the strengths of the other method. In this context, the quantitative and qualitative data collection is concurrent, happening in one phase of the research study. The strategy integrates the results of the two methods during the interpretation phase. In the data collection phase of this study, the empirical survey was conducted concurrently with semi-structured interviews, focus group discussions (FGDs) and documentary evaluation. The results of quantitative data analysis and qualitative data analysis were combined.

For the purpose of quantitative data collection, questionnaire was employed for obtaining closed and scaled items related to the objectives of the study. The closed items allow the respondents to choose from two or more fixed alternatives, for example, the dichotomous items which provide two alternatives only: yes or no, while the scale is a set of items to which the respondents respond by indicating degrees of agreement or disagreement (Burns, 1994, p. 349).

The questionnaire of the study consisted of two major parts. The first main part is about the demographic information of respondents for the purposes of providing descriptive statistics, including: school location, gender of respondents, ages of respondents and their position in schools. The second part is about respondents’ perspective on the results of implementing SBM policy and programs; general functions of communication in schools; the importance of communication for school improvements and student achievements; communication networks in schools; and styles and strategies of communication of school leaders within the SBM framework.

For the purposes of qualitative data collection, semi-structured interviews and FGDs were applied. These techniques of data collection were useful for providing better insight of the research problems. Accordingly, 14 semi-structured interviews were conducted, involving purposively school principals and school council members. In addition to these interviews, efforts were also made to conduct FGDs in seven schools, involving school teachers within the schools. During the semi-structured interviews and FGDs, the research and research assistants guided the interviews with the questions: (1) what is the general situation of communication in school and why? What are the forms of communication in school and why? Why communication is important in schools? What is the impact of communication for overall school improvement? What is the impact of communication for student achievement? What are the benefits of communication in making school development planning? What is the role of communication in assigning school curriculum development? What is the function of communication for cooperation in school? What is the role of communication for parental and community participation in school? All interviews were recorded in the digital-tape recording and note-books for assuring validity and reliability.

Validity of the Items Scales

Several statisticians (Brace, Kemp, & Snelgar, 2006; Manning & Munro, 2006) affirm that the Principal Component Analysis (PCA) is a type of Factor Analysis which is used to explore the possibility of a factor structure underlying the variables. In particular, Manning and Munro (2006) explain the usefulness of PCA to measure the validity of variables. In the context of quantitative research, validity is simply defined as “the degree to which it measures what it claims to measure” (Manning & Munro, 2006; Wiersma & Jurs, 2005; Pallant, 2005; Best & Kahn, 1998).

The results of Principal Component Analysis demonstrate that the factor loadings of all scale items were ranged from .72 to .97 and the Kaiser-Meyer-Olkin (KMO) of Sampling Adequacy was statistically significant (Bartlett’s Test of Sphericity, *p* = .000) and ranged from .64 to .87. These results clearly indicate a good factorability (Brace, Kemp, & Snelgar, 2006, p. 318). These results are presented in the table below:

Table 1

Comparison summary between the item numbers of the scales

before and after Principal Component Analysis

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scaled Items** | **Items Before Principal Component Analysis** | | | | **Items After Principal Component Analysis** | | | |
| No. of original items | Total no. of items | Ranges of loading factors | KMO/ Bartlett’s Test/*p value* | No. of items deleted | Total  no. of  items | Ranges of  loading factors | KMO/ Bartlett’s Test |
| Importance of communication for elements of school input | 8 | 8 | .64 -.84 | .81  (*p=.000*) | 1 | 7 | .73 - .84 | .80  (*p=.000*) |
| Importance of communication for elements of school throughput | 6 | 6 | .60 - .86 | .66  (*p=.000*) | 2 | 4 | .74. - .86 | .64  (*p=.000*) |
| Importance of communication for elements of school output | 6 | 6 | .66 - .89 | .71  (*p=.000*) | 1 | 5 | .79. - .92 | .73  (*p=.000*) |
| Roles of communication in decision-making processes | 7 | 7 | .76 - .92 | .84  (*p=.000*) | - | 7 | .76 - .92 | .84  (*p=.000*) |
| “Wheel” communication network | 5 | 5 | .86 - .91 | .79  (*p=.000*) | - | 5 | .86 - .91 | .79  (*p=.000*) |
| “Chain” communication network | 5 | 5 | .86 - .93 | .85  (*p=.000*) | - | 5 | .86 - .93 | .85  (*p=.000*) |
| “Star” communication network | 5 | 5 | .54 - .96 | .73  (*p=.000*) | 1 | 4 | .90 - .97 | .71  (*p=.000*) |
| “Circle” communication network | 5 | 5 | .69 - .91 | .84  (*p=.000*) | 1 | 4 | .90 - .94 | .85  (*p=.000*). |
| Communication style of principal | 5 | 5 | .74 - .82 | .75  (*p=.000*) | - | 5 | .74. - .82 | .75  (*p=.000*) |
| Communication strategy of principal | 13 | 13 | .46 - .87 | .84  (*p=.000*) | 5 | 8 | .79 – 90 | .80  (*p=.000*) |
| Benefits of communication in school | 7 | 7 | .83 - .91 | .87  (*p=.000*) | - | 7 | .83 - .91 | .87  (*p=.000*) |
| Total | **80** | **80** |  |  | **13** | **67** |  |  |

Reliability of the Item Scales

This study applied the coefficient alpha (also known as Cronbach’s alpha) to measure the reliability of the instrument items. The coefficient alpha ranges in values from 0 (no reliability) to 1 (perfect reliability). The values of coefficient alpha above .70 are considered to represent “acceptable” reliability, above .80 “good reliability”, and above .90 to represent “excellent” reliability. However, Pallant (2005: 90) asserts that with short scales (e.g. scales with fewer than ten items); it is common to find quite low Cronbach values, for example, .50. The values of coefficient alpha of this instrument ranged from .82 to .95, indicating good and excellent reliability (Gregory cited in Manning & Munro, 2006).

Results and Discussions

In the study, several variables in relation to demographic information were analyzed for providing the general background of respondents. These include location, genders, qualification of formal education, positions in schools, and ages of respondents. The majority of respondents (57%) were located in district town schools of Ngada, while 43% of them were from village schools located in Golewa Sub-district area. Then, the majority of respondents (53%) were male, while 47% of them were female. Meanwhile, most of respondents (39%) graduated from bachelor degrees, while 36% of them graduated from diploma educational institutions. Meanwhile, 25% of respondents had the high school teacher training education or senior high school.

The biggest percentage (38%) of respondents in the empirical survey was parents, followed by teachers and school council members (26% and 24% respectively). Other respondents were administrative staff (9%) and principals in seven schools (2%). Most of the respondents (40%, N=318) were between 41 and 50 years old. Twenty-six of them were between 31 and 40 years old, while small percentages of respondents were between 51-60 and 20-30 years old (20% and 14% respectively).

*Current Practices of SBM Policy in School Level*

An analysis was made in this study to find out the overall impression of school stakeholders on the current implementation of SBM policies and programs. As shown in Table 1, all respondents in the empirical survey perceived the implementation of School-Based Governance (SBG) either adequate (5%), good (46%) or excellent (48%). This implies that SBM policies and programs in these schools were applicable.

Table 1

Current practices of SBM perceived by respondents

|  |  |  |
| --- | --- | --- |
| **Valid Item** | **Frequency** | **Valid Percent** |
| Unsatisfactory  Adequate  Good  Excellent | 0  17  147  154 | 0  5.3  46.2  48.4 |
| **Total** | 318 | 100.0 |

An effort was also made to find out whether there was statistically significant difference in terms of the school stakeholders’ opinion in terms of the implementation of SBM. As presented in Table 2, there was no statistically significant difference (Chi-sq = .59, N = 318, *p* = .74) with the 96% of respondents who are working in schools (teachers, administrative staff and school principals) who either stated good or excellent on the implementation of SBM, compared with 94% of respondents (school council members and parents) who stated the same.

Table 2

Opinion on the implementation of SBM by position of respondents in school

| NewPosition \* Opinion on the Implementation of SBM Crosstabulation | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Opinion on the Implementation of SBM | | | Total |
|  |  |  | Adequate | Good | Excellent |
| New  Position | 1\* | Count | 5 | 56 | 60 | 121 |
| % within NewPosition | 4.1% | 46.3% | 49.6% | 100.0% |
| 2\*\* | Count | 12 | 91 | 94 | 197 |
| % within NewPosition | 6.1% | 46.2% | 47.7% | 100.0% |
| Total | | Count | 17 | 147 | 154 | 318 |
| % within NewPosition | 5.3% | 46.2% | 48.4% | 100.0% |

\* = Teacher, administrative staff, principal

\*\* = School council members and parents

| Chi-Square Tests | | | |
| --- | --- | --- | --- |
|  | Value | Df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .593a | 2 | .744 |
| Likelihood Ratio | .612 | 2 | .736 |
| Linear-by-Linear Association | .311 | 1 | .577 |
| N of Valid Cases | 318 |  |  |
| 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.47. | | | |

*SBG Creates School-based Decision-making*

Since the implementation of SBG, authority in decision-making is vested from governments to school level decision-makers. In this research, it was necessary to find out how the school stakeholders considered the authority in decision-making after the implementation of SBG.

Table 3

How SBM creates school-based decision making

|  |  |  |
| --- | --- | --- |
| **Valid Item** | **Frequency** | **Valid Percent** |
| Disagree  Agree  Strongly Agree | 18  166  134 | 5.7  52.2  42.1 |
| **Total** | 318 | 100.0 |

Table 3 shows that the vast majority (94%) of respondents in the empirical survey either agreed (52%) or strongly agreed (42%) with the statement: *School-Based Governance has resulted in the provision of wider authority in school for decision-making.* This result implies that as perceived by the respondents, authority for decision-making has been vested in school level since the implementation of SBG.

In the history of Indonesian education system prior to the implementation of SBG, school principals were the single authority figures in school decision-makings. They worked very closely to the district government officials in relation to the arrangements of new school buildings, school renovation, and even school textbooks for children. In such a practice, parents and other school community members never involved in decision-making processes. These practices were in line with Education Law No.2/1989 on National Education System and Government Regulation No.28/1990. It was regulated that central government has the authority in regard with curriculum, textbooks, school facilities, deployment, and development of staff, while authority in relation to new school buildings and renovations are in the hands of district governments (Article 9, Government Regulation 28/1990).

In contrast, under SBG model, authority in these areas is not solely vested in school principal, but also to the school councils. This requires principals to strengthen their leadership and managerial skills to assure that decisions are made by school stakeholders. Also, authority is school is shared to school councils. The central government decided on the structure and composition of the councils to represent school communities. However, each school itself was given the authority to decide the size of the council based on their school size. Thus, each school has to elect a school council with a minimum of nine members depending on the size of the school. The membership of a school council should comprise of principal and the representatives of teachers, students, parents, school foundations, local governments, and community. The community representatives should consist of: (1) public figures, (2) educational experts; (3) industries or businesses; (4) professional organization of teachers; representatives of alumni; and (5) representatives of students. Apart from electing and/or nominating a maximum of three representatives only from teachers, school foundations, and Advisory Body for the Village Governance (*Badan Pertimbangan Desa*/BPD), there is no limitation of the total number elected from the representatives of the community members.

*SBG Creates Higher Participation of School Stakeholders*

The study was also focused on identifying the nature of participation of school stakeholders in school decision-makings as perceived by the school stakeholders.

Table 4

SBM and higher participation in school

|  |  |  |
| --- | --- | --- |
| **Valid Item** | **Frequency** | **Valid Percent** |
| Agree  Strongly Agree | 196  122 | 61.6  38.4 |
| **Total** | 318 | 100.0 |

Table 4 shows that all respondents (100%) stated either agree (62%) or strongly agree (38%) with the statement: *SBG implementation has resulted in increased participation if all stakeholders in school.* The result indicates how SBG policy in schools has created higher participation on the part of school communities. This finding is contradicted to research findings in other countries. In Flanders, Belgium, for example, contacting and gathering parents together have been very difficult, and even the parents were thinking that they do not need such meetings as they can have direct contact with teachers and school leaders outside the participation council (Verhoeven & Heddegem, 1999: 415). Similarly, with regards to the parental participation in South Africa, Heystek (2007: 482) reports that: (1) principals in South Africa do not allow active parental participation in the School Governing Bodies (SGB), as they are under the misconception that the parents may take over; (2) the parents’ actual contribution is minimal; and even (3) the parents do not know why or how they can be involved in the SGB because they cannot read and interpret the legislation and policies.

*How SBG Create Partnership in Schools*

Table 5

SBM and partnership in schools

|  |  |  |
| --- | --- | --- |
| **Valid Item** | **Frequency** | **Valid Percent** |
| Agree  Strongly Agree | 181  137 | 56.9  43.1 |
| **Total** | 318 | 100.0 |

Table 5 shows that all respondents stated either agreed (57%) or strongly agreed (43%) with the statement: *SBG implementation has resulted in creating increased partnership in school.* It should be admitted that measuring the partnership among school stakeholders is not adequate by based on the perceptions of the school communities only. Thus, it was considered important to evaluate the school working documents and minutes of meetings and most importantly the types of communication applied by the school principals in promoting the genuine partnership in school level. This research indicate that with the requirement of sharing power and authority, the school principals and teachers assumed themselves having equal positions. For these purposes, school development planning documents including decisions on school grants are shared decisions between principals, teacher councils (*Dewan Guru*) and school councils. Findings from FGDs with teachers also reveals that they are happy with the current situation that principals are not making decisions by themselves, but asking active participation from teachers, as stated in the following voices:

I think my feeling is the same with my colleagues that principals always demand our ideas and inputs for planning school programs for better school performance and student academic achievement. Our principal welcomes our positive suggestions. (FGD 2, Teacher, PS M).

I cannot make decisions myself. I have to consult the school council president and then we arrange to conduct meetings. (Vice Principal, ML).

Partnership in schools is considered as the result of sharing authority among the school stakeholders. In this context, the school council replaces the supreme power of bureaucrats and school leaders, enabling decision-making at the school in a collegial atmosphere. The school council replaces the absolute authority of the principal in decision-making that enables every school council member to have an equal opportunity to contribute to decisions which are relevant to the interests of the school. Thus, it is important to school leaders to pay attention on the “participatory decision-making process which can build trust and confidence of school stakeholders towards a solid partnership” (Gamage & Zajda, 2005: 53).

*Communication Functions in Schools*

Table 10

Opinion on the function of communication in school

|  |  |  |
| --- | --- | --- |
| **Valid Item** | **Frequency** | **Valid Percent** |
| Unsatisfactory  Adequate  Good  Excellent | 0  14  145  159 | 0  4.4  45.6  50.0 |
| **Total** | 318 | 100.0 |

Table 10 shows that all respondents considered the function of communication in the schools were either adequate (4%), good (46%) or excellent (50%). This result of data analysis indicates how communication plays a significant role in schools. Qualitative data support the quantitative finding. All key informants involved in the personal face to face interviews and FGDS affirmed that they experienced good functions of communication in their schools.

Generally speaking, communication in the N Primary School is running well. The nature of its communication here is transparent. School stakeholders uphold openness and togetherness not just among the teachers and school principal, but also among teachers ourselves; teachers and students and also between school principal, teachers and school committee members (Teachers FGD Primary School N).

The good function of communication in schools is supported by the leadership style of principals. The interviews of this study affirm that ethical leadership of principals have contributed to the creation of communicative interaction among school stakeholders in the school settings studied. Teachers in FGD groups stated:

The communication is running well because of the character of school principal, who is our model in relationship. She leads the school organization orderly. She is our model (Teachers FGD Primary School N).

*Communication Functions and SBG Practices*

An effort was made to seek whether the function of communication is school is associated with implementation of SBM. The following table provides the results:

Table 11

Correlations between the function of communication and SBM practices

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | *Correlation (r)* | *Significance value (p)* | N |
| Opinion on the function of communication | .32 | .000 | 318 |
| Opinion on the SBM practices |

Table 11 shows that there was statistically significant correlation (*r = .32, p = .000,* N=318) between the function of communication and the current practices of SBG. This means that implementation of SBG and function of communication was considered either good or excellent by the respondents. This then implies the implementation of effective SBG is associated with good function of communication networks and channels in the schools.

*Roles of Communication in School Decision-making Processes*

Table 12

Roles of communication in school decision-making processes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | SD | D | A | SA |
| Principal builds communication with school council for formulating shared vision in improving quality in schools | - | - | 53.8% | 46.2% |
| Principal builds communication with school council for establishing shared goals in improving teaching/learning environments | - | - | 63.8% | 36.2% |
| Principal builds communication with school council for establishing shared goals in supporting academic achievement of students | - | 5.7% | 60.4% | 34.0% |
| Principal builds communication with school council for establishing shared goals in supporting non-academic achievement of students | - | 1.9% | 59.7% | 38.4% |
| Principal builds communication with school council for establishing action plans related to improvements in teaching/learning environments | - | 1.9% | 49.1% | 49.1% |
| Principal builds communication with school council in implementing programs related student achievements | - | 6.0% | 53.5% | 40.6% |
| Principal builds communication with school council in evaluating school progress | - | 4.1% | 60.1% | 35.8% |

Table 12 shows that the vast majority of respondents acknowledge the roles of communication promoted by school leaders to formulate a shared vision and goals for school quality; improvement of teaching and learning environment; student achievement; and evaluation of school progress.

*Communication Styles of Principals*

Table 13

Communication Styles of Principals

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | SD | D | A | SA |
| When principal communicates to school stakeholders, s/he speaks directly to the point | 2.2% | 16.7 | 49.1 | 32.1 |
| When principal communicates to school stakeholders, s/he speaks based on current issues and detailed data | - | 6.0 | 60.7 | 33.3 |
| When principal communicates to school stakeholders, s/he speaks reflectively to avoid conflicts | - | - | 58.2 | 41.8 |
| When principal communicates to school stakeholders, s/he speaks based on vision and goals | 1.9 | 1.6 | 56.0 | 40.6 |
| When principal communicates to school stakeholders, s/he promotes active participation of other people. | 3.8 | 5.3 | 47.2 | 43.7 |

Table 13 shows the styles of communication of school principals in SBG schools. Majority of respondents revealed that principal communicates to school stakeholder directly to the point on the basis of current issues and detailed data. The principal communicates to school stakeholders based on vision and goals as well as to promote active participation of other stakeholders.

In addition to the data findings from the survey, data from personal interviews and FGDs affirm how the school leaders create several forms of communication to create interconnectedness among school stakeholders for better school improvement. Senior principal comments below:

Our communication within when conducting school council meetings are direct. I believe that communication is the key to achieve our goals stated in school development planning. Our forms of communication are twofold: written documentations based on school council meetings and teacher council meetings as well as a regular report book provide by school to the parents. We also deliver oral communication during training, regular meetings between teachers and parents and during school evaluation day (Principal, MK).

**Concluding Remarks**

School-Based Governance (SBG) policy and program have brought changes in schools. With the implementation of SBG, schools are vested with authority and responsibility for school decision-making, but not solely in the hands of school principals but also in coordination with school councils, which are comprised of representatives of teachers, parents, local government, and other wider community members including public figures, local chiefs, and even business representatives. The emergence of school councils in school decision-making processes has required school leaders to coordinate school issues, programs, and even problems with school council. This implies that school principals and teachers are no longer becoming the predominant figures in school, but they are now tightly connected to school councils.

This study emphasizes that functions and roles of communication in SBG have played vital roles in the creation of participatory decision-making and partnership in the efforts of moving towards school improvement. As acknowledged by the school principals, teachers and school council members in this study, communication functions and roles have become the keys aspects of promoting better school improvement. This study suggest that to effectively implement the SBM policy and programs for better school improvement and student achievement, principals and president of school councils are the key authorities to create effective communication. It is then recommended to governmental officials and experts to support the school principals and school councils to create effective communication tools, styles, strategies for achieving their shared vision and ultimate goals for better school improvement and in turn towards outstanding student achievement.

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