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Editorial

We are pleased to announce that English Education Department Universitas Muhammadiyah Yogyakarta has published the first issue of *Journal of Foreign Language Teaching and Learning*. This refereed journal is aimed at encouraging scholars in the area of foreign language to share their knowledge with others from the same field of study and beyond.

This current issue tries to explore a wide array of topics in English language teaching and learning, such as technology, material evaluation, and teaching reading. Fitria Rahmawati, for example, discusses the implementation of technology in language learning from students' perspectives. While technology has been a buzzword in language teaching and learning in the past few years – especially in the Indonesian contexts, students' perspectives have been quite scarcely researched. Her study revealed interesting findings with regard to the technology and language learning.

Communication strategies among students when speaking English are critically analyzed by Puthut Ardianto. Using the interlanguage analysis, Puthut found the various strategies used in students' English conversation. Meanwhile, a secondary school textbook was evaluated by Puput Arfiandhani. She related the book that was widely used by school English teachers with the

Communicative Language Teaching (CLT), the recommended teaching methodology for the secondary school context.

Maryam Sorohiti explored students' experiences when performing oral assessment. She found that oral assessments, in their opinion, provided advantages and challenges at the same time. Evi Puspitasari carefully looked at the Literature-based Approach (LbA) in teaching reading to university students. She explored the use of a young adult book in reading classes and students' perception towards the reading activities.

Error analysis in students' writing was explored by Noor Qomaria Agustina. Subject-Verb agreement was commonly found in students' writing, and in this study, was analyzed using concordance program SCP 4.05. With regard to teaching strategies, Ika Wahyuni Lestari investigated strategies used by teachers in teaching speaking. The study found that five teaching strategies were preferred by the students. Last but not least, collaborative writing was studied by Sri Rejeki Murtiningsih. While collaborative work was considered to be more popular in speaking, she applied the method in her writing class.

Submission Guidelines

- a. Articles should be original, has never been published elsewhere, and/or has been sent to other publications.
- b. Full-length articles should be between 4,500 - 6,000 words including references.
- c. Abstracts should not exceed 200 words. The abstract includes *keywords*.
- d. Articles should be written in double-spaced with Times New Roman, 12 font size, and with one inch margins on all sides.
- e. Please follow the headings and seriation below:
- Level 1 : Centered, Boldface, Uppercase, and Lowercase Headings
- Level 2 : Left-aligned, Boldface, Uppercase, and Lowercase Heading
- Level 3 : Indented, boldface, lowercase heading with a period. Begin body text after the period.
- Level 4 : *Indented, boldface, italicized, lowercase heading with a period.* Begin body text after the period.
- f. Reference lists are written in alphabetical order and presented in accordance with APA referencing system 6th edition.
- Darvis, M. H., & Karunathilake, I. (2005). The place of the oral examination in today's assessment systems. *Medical Teacher*, 27 (4), 294-297.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
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- g. Please send your manuscript and a bio of no more than 100 words to jackie.murt@umy.ac.id

Fitria Rahmawati

received her Bachelor Degree in English Education from Universitas Negeri Jakarta (UNJ) in 2009. Then in early 2014, she earned her Master Degree in English Language Studies from Sanata Dharma University, Yogyakarta (USD). She currently teaches at Universitas Muhammadiyah Yogyakarta since 2013 joining the English Education Department as a Lecturer. Her teaching areas include Academic Reading and Writing, Reading and Writing for Career Development, Academic Presentation, Digital Technology in Education, and Research Methodology. Additionally, her current research interests are Technology in Language Learning, Teaching Strategies and Media in Writing Skills, and Teaching Practicum Implementation.

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E-Learning Implementation: Its Opportunities and Drawbacks Perceived by EFL Students

ABSTRACT

Technology provides numerous assistances for education, particularly for language learning. By the presence of technology, students get exposures to Internet which enables them to interact and communicate with native speakers, the experience of which may not be available for in-class activities in general. In other words, students are given chances to be exposed to a more interesting and interactive learning instruction. The implementation of e-learning, thus, becomes one alternative to teaching techniques which empowers students to be more active language users. This study highlights the integration of e-learning into language teaching and learning. It aims to investigate students' perceptions on what opportunities and drawbacks e-learning brings to their language learning. This study involved a private university which offered some courses implementing e-learning. During the courses, the students were required to participate in e-learning inside and outside the classroom. The activities included commenting on a thread, analysing a specific topic or case, submitting assignments, responding to other students' comment or work, taking polls, doing quizzes, and accomplishing a project. The findings from interviewing the six participants revealed some issues related to how they perceived the opportunities that e-learning provided and also the drawbacks that e-learning created.

Keywords: E-learning, Internet-based language learning, web-based activity, opportunities and drawbacks.

BACKGROUND

Over the past few years, educational researchers have been investigating the impacts the technology offers to language learning (Arkorful & Abaidoo, 2014;

Dargham, Saeed, & Mcheik, 2012; Lam, Lee, Chan, & McNaught, 2011). One of significances the technology brings into language learning is that teachers are able to deliver lessons more effectively. The development of technology has also significantly encouraged teachers to be more creative in utilizing technology to reach students' learning outcomes. Additionally, technology together with the advent of the Internet, known as information communication and technology (ICT), creates new opportunities for language students. There is a widespread belief that ICT transforms teaching and learning processes from being highly teacher-dominated to student-centered. The transformation the ICT brings will then result in students' increased learning achievements, which creates and allows opportunities for students to develop their language skills, communication skills, problem solving abilities, and critical thinking skills (Ganderton, 1999; Levy & Kennedy, 2005; Levy, 2010).

The rapid development of ICT, Internet technologies, and Web-based applications has initiated some efforts in universities all around the world to implement e-learning strategies. Similarly, there has been a growing interest in developing an e-learning system in universities in Indonesian contexts. University administrators design policies that strongly encourage teachers to incorporate e-learning in their subjects, although traditional ways of learning (e.g. face-to-face class meetings) are still popular. In addition, departments pay more attention and allocate bigger fund to support the implementation of e-learning within the departments.

Although there is much enthusiasm to fully develop e-learning systems, e-learning implemen-

tation, in general, is still very much in its infancy. The implementation of e-learning has not received an equal portion comparing to the face-to-face learning. It happens because e-learning in most classes is used only for additional learning which means that it is used as a supplementary learning tool for the traditional face-to-face learning. With regard to the fact, there is a need for university administrators to increase their understanding and knowledge on the successful adoption and diffusion of e-learning (Dudeny & Hockly, 2007). This article, therefore, aims to present students' perception on the implementation of e-learning in a language learning context. Students' perceptions are mainly related to opportunities and drawbacks of the e-learning implementation. Reviews of related studies, theories underlining this study, and the findings of the study are discussed too later.

LITERATURE REVIEW

The concept of e-learning is subject to constant change. The followings are definitions of e-learning proposed by some scholars. Lee and Lee (2006) define e-learning as a self-paced or real-time delivery of training and education over the Internet to a user device. Liao and Lu (2008) define e-learning as education delivered or learning conducted by Web techniques, while Alonso, López, Manrique, and Viñes (2005) believe that e-learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as collaboration. The other definition of e-learning is proposed by Burdette, Greer, and Woods (2013) who state that "e-learning is defined as a program or course

in which students receive some or all of their education over a networked system such as internet” (p. 65). Accordingly, e-learning could be defined as any use of Web and Internet technologies to create learning experiences.

The literature acknowledges five types of e-learning in educational context: *learner-led e-learning*, *facilitated e-learning*, *instructor-led e-learning*, *embedded e-learning*, and *telementored e-learning or e-coaching* (Horton & Horton, 2003). The first type called learner-led e-learning is also known as “standalone or self-directed e-learning” (Horton & Horton, 2003, p. 14) which provides course materials to students and allows them to experience independent learning. The next type of e-learning is facilitated e-learning, which involves collaborative learning. This type of e-learning provides facilities which allow students to discuss with other students as well as teachers via Forums and Chats that are related to an assignment. The third e-learning type, according to Horton & Horton (2003), is instructor led e-learning which consists of instructors’ presentations via real-time webcast technology, and could include audio and video conferences, speaking, screen sharing and whiteboard applications. Students’ direct participation here is via audio, video or instant messages. The other type is embedded e-learning. It is when teachers embed videos and web pages to enhance students’ learning. Last but not least is the telementored e-learning which involves a combination of distance learning and the use of technology. For example, students are given printed material, and then instructors provide them with extra guidance and information about this material via video conferences, instant messages, and internet phones (Gulbahar, 2009).

E-learning is being implemented today in various forms and through various tools or software which have been enormously created and offered. Some of the tools are ranging from emails, blogs, wikis, e-portfolios, animation, video links, to social networkings, like Yahoo Messenger, Facebook, Twitter, YouTube, Moodle, Edmodo, Yammer, and Schoology. Email is a web feature which enables students to communicate with the teacher and other students and also enables students to submit completed assignments. A blog is essentially a web page with regular diary or journal entries (Dudeny & Hockly, 2007). It is increasingly being used by innovative teachers to place educational materials, visuals, exercises, and assignments. The other tool is Wiki. Dudeny and Hockly (2007) define Wiki as a public website, or public web page, which visitors can add, edit, or modify the existing content as they wish. In a learning context, wiki can be used to set up collaborative writing project where students work in group to create a content of a specific topic and other groups revise or modify it (Hu & Johnston, 2011).

In recent years, several studies have been published exploring perceptions of e-learning implementation in language learning context. Studies regarding e-learning implementation in Taiwan (Pituch & Lee, 2004), in Hong Kong (Lam, Lee, Chan & McNaught, 2011), in Oman (Tanveer, 2011), in Egypt (Gamal & Aziz, 2011), and in Ghana (Tagoe, 2012), confirm that the vast majority of the students have a ready access to web-enabled personal computers and web features and have their own personal digital devices. They also use a wide range of digital features and web features in their everyday lives,

either for communication or for forming social networks. A study by Tanveer (2011) reveals that e-learning allows students to be autonomous, offers various activities, promotes intrinsic motivation to learn, facilitates introvert students to interact better, permits gaining meaningful study experience and time management skills, and allows teachers to have a more student-centered form of learning.

E-learning, in spite of its significances, it also has some drawbacks. A study conducted by Ku and Lohr (2003) reveals that one of the frequently reported disadvantages of e-learning is on technical problems faced by students while trying to access the Web. The problems include frequent disruption to the Internet connection, slow loading, and incompatibility of software and hardware. Moreover, Keller and Cernerud (2002) argued that the most observable weaknesses related to the use of e-learning are inconsistent use of e-learning in different courses, technical problems, too much dependence on computers, and lack of human contact.

THEORETICAL FRAMEWORK

Since students' perception might be influenced by several factors, hence, there are several theories that can be applied regarding the infusion of technology in language learning context, particularly e-learning. Some of the variables which have been identified as major predictive factors affecting the students' perception are age, gender, previous experience of technology, technology acceptance and individual learning styles (Keller and Cernerud, 2002). Two theories underlining this study are the Technology Acceptance Model (TAM) developed by Davis (1989)

and the Diffusion of Innovation Theory proposed by Rogers (1995).

The learning theory that is best applied to e-learning is the Technology Acceptance Model (TAM) developed by Davis (1989). TAM has been widely applied in the area of technology use. TAM, as proposed by Davis (1989), describes that a person's behavioural intention to use e-learning is determined by *perceived usefulness* and *perceived ease of use*. Perceived usefulness is the belief that using a particular technology will improve one's performance, while perceived ease of use is the belief that using technology will be effortless (Mahdizadeh, Biemans, & Mulder, 2008). Although TAM's ultimate goal is on its actual usage, it could also be used to explain why individuals might accept or not accept a particular technology such as e-learning (Jung, Loria, Mostaghel & Saha, 2008). In addition, in this model, perceived ease of use is believed to affect perceived usefulness, and both of them affect the computer technology adoption.

Another applicable theory to e-learning is the Diffusion of Innovation Theory proposed by Rogers (1995). When investigating the infusion of technology in education, especially in higher education setting, Diffusion of Innovations Theory is one of the most appropriate models. Rogers (1995) proposed a number of users' perceptions which might affect the adoption of innovation. The perceptions include *relative advantage*, *compatibility*, and *complexity*. He defines a relative advantage as the degree to which an innovation is perceived as better than the comparable product it overtakes, while the compatibility is as the degree of consistency with existing values, past habits, and experiences of the users

of the innovation. The last perception is regarding the complexity which he defines as the degree to which an innovation is perceived as difficult to understand and use. Therefore, the study uses the two models in investigating the students' perceptions on the e-learning implementation in language learning. The perceptions being investigated are regarding the opportunities in terms of perceived usefulness and ease of use as proposed by Davis (1989) and the drawbacks regarding to complexity as proposed by Rogers (1995).

METHODOLOGY

Six students of an English department in a private university in Indonesia participated in this research. The department's curriculum showed that the department strongly encouraged the use of e-learning. This can be observed from some of the courses offered by the department, such as ICT in Language Learning, Innovative Technology, and Digital Technology in Language Learning. Other subjects also integrated the use of e-learning as additional learning outside the class. The six students, Ratri, Dani, Devi, Rina, Sasty, and Laksita were seniors at the time the data were collected and were enrolled in the courses mentioned earlier. Purposive sampling was implemented to select the participants. According to Creswell (2012), "In purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the phenomenon" (p.206). Students who actively participated in the e-learning activities were chosen. In this case, they who actively gave responses, replied to the posts, gave comments and feedbacks and also helped the other friends. Since students who were active and contributed

themselves in the discussion were considered to have richer experience than the others. Thus, they can provide more information and perception about the e-learning implementation, as supported by Creswell (2012) that "the standard in choosing of participants and sites is whether they are "information rich" (p. 206). The in-depth interviews were all recorded and conducted in *Bahasa Indonesia* with which the participants felt convenient. All names were pseudonyms.

Qualitative analysis involves categorization and interpretation of data in terms of common themes in the way it serves the overall portrait of the case (Cohen, Manion, & Morrison, 2011). For the present study, themes for analysis were identified from re-reading of the interviews scripts. In other word, data collected from the interview were transcribed verbatim, then categorized into the corresponding theme. In general, data were analyzed in terms of the three major themes which were the students' perception on: first, the use of online learning toward the students' language skills; second, the use of online learning toward the students' language skills; and last is the drawback e-learning implementation. Additionally, several efforts were made to address validity and reliability issues in the qualitative data analysis. Possible factual errors in the interview data were checked by cross-checking. The transcribed interviews were delivered to each participant for review.

FINDINGS AND DISCUSSION

With the emergence of the Internet and new technologies, e-learning has become one of promising solutions for the Universities which are currently in an environment of an intense

change. Investigating students' perception toward e-learning technologies is important because it is one of the most effective factors for the successful e-learning implementation (Gamal & Aziz, 2011; Keller & Cernerud, 2002).

STUDENTS' PERCEPTION ON THE OPPORTUNITIES OF E-LEARNING IMPLEMENTATION IN LANGUAGE LEARNING

With regard to the e-learning implementation, the participants of the study claimed to have received opportunities from e-learning. The data shows that e-learning "offered flexibility", "provided updated information", "provided rich, unlimited resources", "encouraged students to read", "helped less active students become more active", and "was fast and simpler".

E-learning offers flexibility. From the interviews, flexibility became the main opportunity that e-learning offered. Flexibility referred to the ease of access to which students could access at any time and from anywhere. Ratri, Dani, Devi, Sasty, and Laksita admitted that e-learning offered flexibility in terms of time and place. In the interview they stated:

One of opportunities is flexibility where we can access e-learning from any where, at any time, and in any situation. We only need to have gadget and internet connection. E-learning is not limited to space and time. So, it is more flexible (Ratri).

The opportunity of e-learning is it is more flexible in terms of time and place, as it can be done at any time and in anywhere (Dani).

The opportunity of e-learning is that we can learn from any place not only from the classroom. As long as we have connection, we can learn (Devi).

E-learning is more flexible. We do not need to come

to the class. Also, we can do it in everywhere (Sasty).

The opportunity of e-learning is flexibility. It can be done at any time and in anywhere as long as there is an internet access. It is flexible in time and place (Laksita).

The participants made some strong points regarding the flexibility in e-learning. First, e-learning was not limited to space and time. Second, by having e-learning, students could learn from any places, not only from classroom. The last, to be able to access e-learning, a reliable internet connection was imperative. That e-learning provides flexibility in learning is supported by Smart & Cappel (2006) who argued that e-learning brings the flexibility and convenience because e-learning allows students to access the lesson anytime and anywhere, and students can complete the lesson units at their own pace.

E-learning provides updated information. The second opportunity of e-learning perceived by the participants was that it provided updated material and information. Ratri, Devi, and Rina shared their experience that they could immediately get updated information or material from the teacher.

Updated information as internet always provides updated information, even in a second, it has new information (Ratri).

We become more updated. So, if the lecturer gives information or assignment, we can directly know it, as there is a notification. So, we do not need to meet the lecturers and do not need to wait until the D-day we can know what the news or the assignment is (Devi).

The opportunity of e-learning is on the updated

material (Rina).

As asserted by Ally (2008), the materials in e-learning can be updated, and students can access and see the changes immediately. Teachers can also easily give students direct information based on their needs related to the course and the materials. Thus, besides getting news or materials related to the course, students can also get other updated information from the internet.

E-learning provides rich, unlimited resources. The next opportunity of e-learning the students perceived was that e-learning provided rich and unlimited resources, as Dani and Rina stated, such as references for assignment, learning materials, and examples or quizzes for language skills practices. Dani revealed that using e-learning, students became freer as it was not face to face. In e-learning, he added, they could freely explore resources, and found knowledge. E-learning provides free and easy access for students to find out the resources which are helpful for them in completing an assignment. A similar comment was made by Rina, who stated that e-learning also provided them with rich, unlimited resources.

It is a common sense to admit the fact that using e-learning in learning process provides not only teachers but also students with abundant of useful resources. E-learning encompasses technology, websites, and internet access. These features of e-learning allowed rapid access to resources, and random access to information or hyperlink.

E-learning encourages reading. Another finding on the opportunity of e-learning was that it encouraged students to read. Ratri made a strong note about such opportunity. She pointed out that e-learning could encourage students to

read more as when they joined e-learning, they would find rich resources. She then added, activities in e-learning encouraged them to look for other information or sources outside the forum. Since e-learning permitted students to visit other students' pages, they could learn from reading and comparing their friends' work to make improvement on their own work. Besides, e-learning allowed teacher to provide additional suggested readings which were easily accessed by students to encourage reading and enrich students' knowledge on a particular lesson topic.

Ratri's response indicated that by joining e-learning, it could encourage her to have more reading. Since most of the instructions in e-learning were delivered in written forms, and most of the activities were commenting, replying, and responding in a discussion forum, students were required to read in order to be able to do the task instructed. First, in order to be able to finish the assignment correctly, it was necessary for students to read the written instruction carefully. Secondly, in the discussion forum, students were required to comment on a certain topic provided by the teacher. Then, students were also required to respond to the other students' comment. Thirdly, e-learning facilitates various language skills activities, one of them is reading comprehension. In the activity, teacher provided several passages related to the lesson topic, while students were required to comprehend the text and have a discussion on it.

E-learning helps less active students become more active. The finding also revealed that e-learning provided a chance for less active students to become more active. In this context, less active students refer to students who did not actively

participate in the class activity. It could also represent students who were hesitant to speak up although they know what to say as a cause of the Indonesian cultures. Ratri remarked that e-learning gave more chances for less active students who were usually not confident performing in the classroom to actively engage in online discussion forum. She explained:

Related to personality, we found some less-active students in the class. Students who have less participation, they got more chance to have improvement in e-learning rather than in class. If in the class they felt shy or not confident, their personality improved better (Ratri).

This finding is in line with Soliman (2014) who argues that e-learning allows students who are introverts to take a chance in interacting virtually through forums and chats which lead to enhance communicative competency. In addition, the participants in Tanveer's (2011) study also confirmed that e-learning allows them to be autonomous, offers various activities, promotes intrinsic motivation to learn, and facilitates introvert students to interact better. Those opportunities were attained since e-learning permits different type of communication which enables students to interact with their peers without meeting face to face and without feeling worry of being bullied if they make mistake.

E-learning is fast and simpler. The last finding on the opportunity of e-learning perceived by the participants was that it was fast and simpler. Ratri maintained that e-learning was fast since students can directly find out updated course information provided by either their teacher or their classmates. Besides, it also provided push-up notification for any activity in the online class, such as

notification on who currently commented or replied a post or what information was currently posted. The same point was expressed by Sasty who informed that e-learning did not take time, as for her, if she met face to face, she needed to spend some times on the trip. Therefore, she concluded that e-learning was simpler. Simple meant that it was easy to use and was applicable to any context. This finding inferred that e-learning benefitted them as it provided essential course information faster. Besides, the features of e-learning allowed a simple way of delivery.

STUDENTS' PERCEPTION ON THE DRAWBACK OF E-LEARNING IMPLEMENTATION IN LANGUAGE LEARNING

As with any approach to learning, there are also limitations to consider. Possible drawbacks involved in innovation particularly used in language learning should not be underestimated. Thus, the other purpose of this study regarding the use of e-learning was investigating the drawbacks or complexity that e-learning had created perceived by students. During the interviews, the participants shared their stories with regard to the drawbacks of e-learning implementation. They expressed that e-learning, in terms of social interaction, "decreased direct interactions" and "decreased oral communication". In addition, "it was costly". Other drawback they remarked is in terms of technical problems, such as e-learning required "adequate technological skills" and "good internet access or connection". Last but not least, e-learning "did not allow actual or direct teachers' feedback" and "increased possibility of plagiarism and cheating".

E-learning decreases social interaction. Ratri,

Dani, Devi, and Sasty remarked that e-learning decreased social interaction. They argued that compared to the classroom activity, the interaction atmosphere in e-learning was limited as the activities were conducted virtually. Ratri explained that the drawback of e-learning was that it did not allow face-to-face interaction atmosphere among students and teachers. She explained further that on one side, e-learning was good, but on the other side, teachers cannot disregard face to face learning. The same point was experienced by Dani who maintained, “e-learning decreased interaction among students”. He also explained “as the interaction was limited, then it seemed passive”. He considered that e-learning generated a passive interaction as its interaction was limited to a written language. In addition to Ratri and Dani, Devi explicitly stated, “also, in my opinion, e-learning reduces the frequency of meeting up with friends and with the teacher, so, it reduces the social interaction”. The last participant who agreed that e-learning decreased face-to-face interaction was Sasty. She found out that e-learning hindered her from direct social interaction. She then argued that since it was a virtual learning, she could not interact face-to-face so that she could not see facial expression. The facial expression belongs to body language which is significance in communication. It helps students understand utterances better.

The finding infers that e-learning, to some extent, provided limited access for students and their teachers to interact as it is done virtually. This finding is in support with Young’s (1997) study, which revealed that one of the most prominent weaknesses of e-learning implementa-

tion is the absence of direct interaction, not only between students and teachers, but also among colleague students. From the findings, even though students and teacher could experience face-to-face communication virtually by the support of video call applications such as Yahoo Messenger, Skype, Google Hangout, and Tanggo, the atmosphere was different, and was still limited by the delayed response and unclear voice depending on the connection.

E-learning decreases oral communication. The second drawback of e-learning perceived by the participants was that it decreased oral communication. Ratri noted that e-learning decreased oral communication by stating that although she could interact with her classmates and her teacher during the e-learning activity, it was not a direct communication. She added, “students and teacher were lacked of oral communication”. For her, students should also have had interpersonal interaction which allowed them to know how to communicate in front people directly so that they communicate neither only in social media, nor behind the scene. Rina and Laksita had the same opinion about e-learning which decreases oral communication. Rina stated, “in my opinion, e-learning decreased oral communication,” while Laksita pointed out that “the drawback of e-learning was that it decreased direct face-to-face communication with friends”.

It was obvious that students were not able to have direct oral communication as the communication the e-learning provided was in the form of written language. That e-learning decreased students’ opportunities to communicate orally was considered unfortunate by the participants as it minimized their chance to learn how to com-

municate in real situation. This finding is supported by Zhao & McDougall (2008) who state that e-learning cannot enhance students' oral English communication proficiency because it is lack of personal contact.

E-learning is costly. The study also revealed that e-learning was considered costly by one participant. Ratri made a strong point that she had to spend extra money to experience e-learning. She stated, "it is costly. E-learning required much money for the personal internet access." E-learning enabled students to work at their own pace and space. Thus, each student had to provide themselves with internet connection which allowed them to involve in the e-learning activity. However, this internet connection was considered costly. The faster the internet connection they wished to have, the more the cost they had to spend.

E-learning requires technological skill. The next drawback perceived by the participants regarding the implementation of e-learning was that this technique required a decent technological skill. Devi shared her experience in joining e-learning. She expressed, "in the beginning of e-learning, I feel lack of technological skills." Her lack of technological skills made her ask her teacher or her classmates to help her dealt with the technological issues, such as how to operate a software or application and how to do an online task or assignment in a particular site.

This research finding suggested that teachers need to provide students with sufficient knowledge and skills about the software or application used for e-learning. In order to assure the successful e-learning implementation, teachers should introduce the application to the students in the

beginning of the implementation, demonstrate them how to operate it, and provide guidelines about what the students need to accomplish, so that the students become familiar and are not confused. Besides, e-learning serves as a tool or media to help students in learning English, teachers still play significant roles in the learning activity; therefore, they should provide continuous direction and supervision to their students.

E-learning requires internet access or connection. Internet connection becomes one of the crucial elements in e-learning. It serves as the channel to connect the computer into one of e-learning tools or websites. However, internet connection turns into a technical problem perceived by the participants. During the interview, Ratri, Devi, Sasty, and Laksita expressed their disappointment regarding the slow internet connection. They stated that it was a big problem when they were joining e-learning, as seen in the following response:

Limited access became a problem, especially when we were having fun activities in e-learning, then suddenly the connection was troubled. No signal meant it could be the end. In conclusion, the drawback was more on the technical problems (Ratri).

[The drawbacks of e-learning was] lack of signal (Devi).

If it is e-learning, it means we need connection. Whereas, we were still lack of internet connection (Sasty).

The drawback was that we should have good internet connection. For example, if we were going to a remote area, then it could be a problem when we were doing online assignment (Laksita).

The participants' experiences indicated that

despite the apparent advantages of e-learning, it presented certain technical problems with regard to utilising it in educational learning environments. Volery's (2000) study identified that while being involved in e-learning was considered rewarding, most of his respondents did not fully participate in the e-learning due to technical problems, which led to frustrations in trying to connect and utilise the network systems. Moreover, Ku and Lohr (2003) assert that technological problems commonly faced by students in e-learning include frequent disruption to the internet connection, slow loading, and incompatibility of software and hardware. Hence, these technical problems, especially the slow internet connection, were a drawback that hamper the implementation of e-learning.

E-learning does not allow actual or direct teachers' feedback. Another drawback of e-learning the participants perceived was on the lack of actual teachers' feedback. Dani pointed out that he did not get detail feedback when it was delivered through e-learning. Further, he explained that it was easier and clearer to have feedback from face-to-face learning rather than through e-learning. He responded, "In e-learning, we did not get detail feedback from our lecturer as the feedback was only a written feedback, while I preferred detail feedback as in face-to-face class".

That e-learning changed the way how learning was conducted, so did it change how feedback was delivered. Compared to face-to-face learning, the feedback provided by teachers was indeed limited to a written form. Additionally, in some applications or sites, the feedback was limited to a certain number of characters. This limited written feedback might create confusion for some

students. Students might need to clarify to their teacher what the feedback or revision meant in order not to create misunderstanding. For some students who were not comfortable with virtual feedback, they might find it difficult.

E-learning increases possibility of plagiarism and cheating. Lastly, this study indicated that plagiarism and cheating were notions emerged during the interviews regarding the drawbacks of e-learning implementation. Rina and Sasty believed that in e-learning, students were able to access resources freely by surfing some sites, then they easily copied and pasted their surfing results into e-learning forum or online assessment without paraphrasing or citing the original work. Rina remarked, "e-learning makes students cheat easily because when answering a question, students can easily open other sites, find the answer or similar materials, and copy paste the answer into the discussion forum". In addition to Rina, Sasty explicitly stated, "actually, there was an issue in e-learning that students could easily copy paste work. So, it was related to plagiarism." She then added, "Maybe, some students, who were lazy to think, just copied and pasted the answer from their friends or looked for materials from internet, then posted the answer based on their browsing results."

The finding revealed that e-learning increased the possibility of plagiarism and cheating. It is also argued by Arkorful and Abaidoo (2014) that since e-learning is delivered through the use of "proxy", it causes loss of control or regulation in the context of bad activities like cheating. This study suggested that in order to minimize the chance of plagiarism and cheating, teachers should make a clear regulation toward this issue

in the beginning of the e-learning implementation. Furthermore, the teacher should check the students' work in order to avoid such issue in e-learning. Teachers and students are also advised to make an agreement upon a punishment for students who are doing plagiarism.

CONCLUSIONS AND IMPLICATIONS

Evidence from this research showed that participants had diverse perceptions towards e-learning ranging from highly positive to reluctance of relying heavily on its use. Generally, students' perceived that e-learning offered flexibility, provided updated information, provided rich and unlimited resources, encouraged reading, and helped less active students become more active, and was fast and simpler. However, in spite of the benefits to students when e-learning is incorporated into teaching and learning, there are some drawbacks which needed immediate attention. The drawbacks like decreasing social interaction and oral communication, costly, lack of technological skills, lack of digital resources, slow internet access or connection, lack of actual or direct teachers' feedback, and increasing possibility of plagiarism and cheating, acted as barriers to cause the full potential of e-learning to remain untapped. These results are in line with the findings of similar studies conducted at major institutions and illustrate the importance of e-learning.

With regard to the implementation of e-learning, this study suggests some strong notes for the e-learning users, including teachers and university administrators. Firstly, some students might not be familiar with the use of e-learning since they come from various social background

and technology literacy levels. Therefore, teachers are responsible to give demonstration or guideline to students dealing with how to operate this e-learning. Secondly, using various types of learning, e.g. using e-learning and face-to-face, is strongly recommended. By doing so, students can enhance both oral communication in face-to-face learning and nonverbal communication. Thirdly, teachers should discuss the materials which they discussed in class at e-learning session more intensively to get better understanding. Then, teacher could also provide clarification or correction if there were any misconception towards the material. Besides, teachers are suggested to design their e-learning with various materials, activities, and sites to minimize monotonous activities and to provide meaningful learning experience. Regarding the second and the third findings, teachers may vary or combine the five different types of e-learning as proposed by Horton and Horton (2003), so that the students' needs can be facilitated. Lastly, teachers need to check and provide constructive feedback on students' works in order to avoid cheating and plagiarism.

In order to enhance the efficacy of e-learning environment, teachers and students must be provided with ample supports by university administrators. This study also emphasized that the university administrators should pay more profound interests and efforts in supporting the e-learning implementation for learning. As asserted by Dudeney and Hockly (2007), there is a need for university administrators to increase their understanding and knowledge on the successful adoption and diffusion of e-learning. One of the ways to do so, perceived by the participants, is by providing facilities and equipment

supporting the implementation of e-learning, especially on more updated computer software and fast internet connection.

Although most participants had asserted that e-learning enhanced teaching and learning, they also attributed some complexities towards its implementation. Better understanding of the context of e-learning readiness and perception should enable university administrators to address their students' needs more fully. Finally, although e-learning has a lot of potentials and advantages, until the e-learning challenges have been taken into consideration, its fully potentials and advantages cannot be completely acquired by students.

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Communication Strategies in English Conversations

ABSTRACT

This research aims to reveal communication strategies used by students of the English Education Department of a university in Indonesia in English conversations and to find out the moments when the strategies were used. This research employed an interlanguage analysis. There were four participants who were asked to converse under a certain picture and was audio-recorded, transcribed, coded, and analysed. The findings show that the participants employed thirteen strategies when they were having English conversations.

Keywords: *communication strategies, English conversations*

INTRODUCTION

People are not born with the competency of understanding everything that happens in the world immediately. They use a process to understand how to survive their life. For example, when non English speakers involve in an English conversation for the first time, they might not be able to contribute significantly in the conversation. This might be a matter of employing strategies in speaking English. As what mentioned by Muho and Kurani (2011), all foreign/second language learners use strategies either consciously or unconsciously when processing new information and performing tasks in language classrooms. These strategies are expected to help learners keep conversing in English.

Some foreign/second language learners use communication strategies when they find problems conveying their ideas and thoughts in the target language. This happens when the learners cannot select or use appropriate words, idioms, structures, phrases, or the combinations of those language features. These problems are likely caused by their lack of communication competence. By employing the strategies, learners are expected to reduce or remove difficulties in transferring their thoughts and ideas to others (Lam, 2006 cited in Uгла, 2013).

This phenomenon also occurred at the English Education Department where the researcher frequently converses with students in English. In most occasions, although they face some problems when being involved in English conversations, these students do not only keep silent; instead, they force themselves to engage in the conversations by using a variety of strategies. Yule and Tarone (1991) as cited in Spromberg (2011) stated if interlocutors are at the phase where they do not understand one another, they might be expected to “work out negotiate some form of common ground before the interaction can continue” (p. 162). To deal with problems between the interlocutors, understanding the message conveyed by using communication strategies should be applied. Therefore, this study focuses on investigating the communication strategies used by English students in English conversations. The other objective of the study is to see in which situations these strategies are used by the learners. In fact, in employing the strategies, interlocutors will neither use the native language nor the target language systematically. In other words, it is called interlanguage.

INTERLANGUAGE

According to Richards, Platt, and Candlin (1992), interlanguage is the type of language produced by foreign/second language students who are in the process of learning a language. In other words, interlanguage is the students' current version of the language they are learning, e.g., an Indonesian English learner might say “David not study” instead of “David does not study”. This might happen since Indonesian language does not have the same negation form

as in English (auxiliary + NOT). Another example is given by Tarone (2006) who said that when a student intends to say an electrical cord in English and does not know the term, he would call it ‘a tube’ or ‘a wire with two plugs in both sides’ (p.749). This ‘current version’ of language changes all the time but it can become a fossilized language when the learners do not have an opportunity to use it correctly.

Interlanguage seems to employ a different pattern from the target language. It does not follow the rules in the target language, such as the forming of verbs for past activities. Students might say ‘buyed’ to refer to ‘bought’ since they overgeneralize the forms of the regular verbs. Ellis (1994) supported this by saying that “interlanguages, like fully formed natural languages are rule governed, although the rules do not always correspond to the rules found in the target language” (p.462). The position of interlanguage can be said as in between learners' mother tongue and the target language being learned. It is supported by Selinker (1972), who defined the term ‘interlanguage’ to refer to the systematic knowledge of an L2 which is independent of both the students' L1 and the students' target language.

FIVE CENTRAL PROCESSES

The five psycholinguistic processes that shape interlanguage are hypothesised by Selinker (2007). They are (a) native language transfer in which learners transfer aspects of the first language (L1) to the second language (L2); (b) overgeneralization of target language rules, when learners use past tense (-ed verbs) for both regular and irregular ones; (c) transfer of training refers

to difficulties to distinguish between pronouns 'he' and 'she'; (d) strategies of communication in which learners might not be aware or even leave out communicatively redundant grammatical items; and (e) strategies of learning which refers to when learners have adopted the strategy that all verbs are either transitive or intransitive, he may produce interlanguage forms such as 'I am feeling thirsty'.

COMMUNICATION STRATEGIES

Selinker (1972) proposes the notion of communication strategies to address certain classes of errors made by first/second language learners. These errors occur because of an incomplete learning of the target language. To be able to communicate in the target language, learners employ strategies. Meanwhile Tarone (1980) offers a concept of communication strategies as mutual efforts between two speakers who agree on a meaning in situations where the same meaning is not shared. The examples of strategies proposed by Tarone (as cited in Zhang Ya-ni 2007) include paraphrasing (approximation, word coinage, and circumlocution), conscious transfer (literal translation and language switch), appeal for assistance, mime, and avoidance (topic avoidance and message abandonment).

According to Dornyei and Scott (1997), the definition of communication strategies is a method of problem management in second language communication that help foreign/second language learners arrange difficult meanings. They consider the communication strategies as problem solving techniques that cope with the language related problems of which the speakers were aware during the course of communication.

Here, the communicative strategies are considered as helpers for interlocutors that do not share certain language difficulties.

RESEARCH TYPE

This research belongs to an interlanguage study, to which the data will be collected from students' utterances when they are communicating in the target language (English). Selinker (1972) states that "the relevant data to be used in the study of interlanguage consisted of utterances produced by second-language learners when they were trying to communicate meaning in the target language" (p. 749).

RESEARCH PARTICIPANTS

The participants of this research were first year English Education Department students of a private university in Yogyakarta. They were assumed to have less English exposures compared to second and third year students of the same department. Four students with the highest score in the Listening and Speaking course were involved in this research. Those highest scored students were assumed to be able to converse and reveal various strategies compared to the lowest scored students who might stuck during the conversation and would not seem show any strategies. The participants consisted of three female students and one male student from four different classes. Pseudonyms were used to protect the privacy of the participants.

DATA COLLECTION TECHNIQUES

Firstly, based on the information received from the lecturers of the Speaking and Listening course with regard to the students with the

highest score, who are assumed to have the ability to converse, the researcher contacted the participants to be interviewed using elicitation based-picture conversation. This technique was used to elicit participants' utterances in English. The conversations were audio-recorded and transcribed. Member-checking was conducted to maintain the data reliability. No changes were suggested from the participants.

FINDINGS

COMMUNICATION STRATEGIES USED IN A CONVERSATION.

Message abandonment. The data show that when students did not find the conversation message which meets their prior knowledge, they would likely leave out the message. For example, Ani remarked "ya... stuff like that (laughing)," when she was going to say one term in the L2, yet she could not find the word. Another example was given by Iqbal. He stopped continuing what he was going to say since he did not know what to say. He said, "there are two floors so in front of the house there are small garden so it...". The last evidence about the first strategy was mentioned by Caca. She said, "I don't know how to describe it, but ...". The three utterances show that students would prefer to leave out some information when they did not know what to say in the L2 contexts.

Topic avoidance. When conversing in L2, students sometimes enjoy talking about topics that make them easy to convey in the L2 sentences. However, if they find difficultis to express their thoughts about one topic, they would skip the topic and go to the next topic. This was shown from Ani's utterances, "Err.... err... err...

(long pause)... *fireplace (saying it in her L1)... fireplace... (gesture: asking for a help).* May be this is like Javanese design, you know like *Joglo (Javanese traditional house)* at the front." From this example, we see that Ani stopped discussing the fireplace in the picture since she could not find the term in L2; therefore, she moved on talking about the design of the house. Another remark was given by Iqbal who said, "Ah... the shape... the house is like triangle I mean the... err... the house is like (pause) the... the roof the roof its roof is triangle, big triangle in the front so at the back". He stopped talking about the shape of the house; instead, he mentioned the roof shape.

CIRCUMLOCUTION

In the conversation, when students did not know the L2 terms, they did not just stop talking. They employed a strategy named circumlocution, which refers to giving definitions or examples of the terms in L2. The evidence can be seen from the utterances of Ani, "You know a place where the families gather there with a fire in the snow season maybe ... winter". In the conversation, Ani did not know the L2 term for 'chimney'; instead, she defined the word as comprehensively as she could. Ani also mentioned "a house that has upstairs", to refer to a two-storey house. Not only Ani, the other student, Vada, also uttered, "we give them for a piece of bread" to mean 'to feed'. Vada also added, "It's like for make the room become warm with the with the... err... by we burn the wood like in a western...". Vada was trying to say 'chimney'; however, she could not remember the term in L2. Thus, it came out using the circumlocution strategy to keep conversing.

The circumlocution strategy was also employed by Iqbal to refer to 'fishpond'. He stated, "there is a pool, but not for swim". In addition, when Iqbal wanted to say 'chimney' in L2, it turned out to come out as "the place for smoke". From all the evidences of the circumlocution strategy, this can be said that foreign language learners might not actually not be aware of employing strategies in communication.

APPROXIMATION

The next strategy employed by the participants was approximation, which means finding the closest meaning of a word to refer to one thing. This was shown by Ani who used the term 'field' to refer to 'yard'. She realised that she committed an error, yet she could not recall the term 'yard'. Instead, she came up with 'field' that she thought would have similar meaning to 'yard'. Another approximation strategy from Ani and Caca is when they wanted to say 'fishpond' in the L2, but they said 'fish pool'. In addition, Ani mentioned, "in the beside" to refer to 'side of the house'. This approximation happened since they are still in the process of learning.

USE OF ALL-PURPOSE WORDS

In the conversation, students also uttered several words to substitute words they are lacking, such as 'stuff' and 'thing'. Ani used it in her utterance as follow: "Ya... stuff like that (laughing)". Here the word 'stuff' was actually substituting words that she found it hard to remember. Another one was shown by Caca, "Chickens, cows, and like err.. what is that call it?". Instead of mentioning the other animal names, she easily filled the empty room in the

utterance by saying 'what is that call it?'.

WORD COINAGE

Due to the incomplete understanding of the L2, it might have caused learners' difficulties in expressing thoughts using L2. For example, students used the '-er' for comparative degree of each English adjective, which needed a certain rule when using it. This can be seen from the utterances, such as: 'more warm' for 'warmer'. Another example was shown by Caca who said 'fishes', since she understood that to form plural nouns, she needed to add 's' or 'es'. Thus, Caca still put 'es' in the noun. It can be said that the word coinage strategy is a strategy used to refer to a term in L2, in which the new term does not actually exist in the L2.

LITERAL TRANSLATION

In learning L2, many of L2 learners still use the literal translation. This happens since the knowledge of L1 most likely influences the L2 learners. This was reflected in the students' utterances, e.g., Ani's, "the important one of house is not about the shape or the design but who inside the house". Here 'who inside the house' has the same grammatical structure as in the Indonesian language, the student's L1. Meanwhile the targeted form of the student's utterance is 'who is inside the house'. The sentence was lacking 'to be' because in the student's L1, 'to be' did not exist. Another example was given by Vada, "for my daily without I err... without I buy in the market or err...", " rather than "without buying".

CODE SWITCHING

Code switching happens when students cannot find the bridge to convey their thoughts. This is the switch from the L2 (English) to L1 (Indonesian). In this research, code switching was found when one of the participants remarked “Err.... err... err... (long pause)... *fireplace fireplace... (gesture: asking for a help)*. May be this is like Javanese design, you know like *Joglo* (Javanese traditional house) at the front”. The words ‘*tungku*’ in the Indonesian context means fireplace. Another example was given by Ani, who mentioned, “(What is it, Sir?) err... I... the house has a fire *what is it?*. Err... *what is it called?*. ‘*fireplace*’, *what’s in English?*”. On another utterance, Ani also still switched to her L1, namely: “I imagine that this house has a big what.. big... field *eee... is it field?*... ya big field with err....”

Indirect appeal for help

The data show that in doing the English conversation the participants actually frequently needed interlocutor’s assistance to continue the conversation. This was indicated by their nonverbal (gestures) and verbal language. Ani said, “And... err... beautiful park, err... there is err... (*what is pond?*), err... (long pause)”. Another evidence from Ani is: “Err.... err... err... (long pause)... *fireplace fireplace... (gesture: whispering to ask the L2 term)*”. She was asking the term of those words in L2; however, she used gestures in conveying it.

DIRECT APPEAL FOR HELP

Other than the indirect appeal for help strategy, the opposite strategy named direct appeal for help also occurred in the data. This was shown from the utterances of the students, such as

“(what is it called, Sir?) err... I... the house has a fire *what is it?*. Err... *what is the name?*. *What is ‘fireplace’ in English, Sir?*”. The next example of the direct appeal for help was still from Ani’s remark “You know a place where the families gather there with a fire in the snow season maybe ... winter. And... what else?”. For the data, it was evident that the student was literally asking a question to get help from others.

USE OF FILLERS

It cannot be denied that in a conversation, both the interlocutor and the speaker will do some pauses to think for a while about what they want to say next. This strategy is usually aimed at extending the time to think of the coming up utterances. The data show that the participants of the research used this strategy as well. Caca stated, “The shape of the house hmm... wait... “. The word ‘wait’ here was the filler used by the speaker to think what to utter next. Ani also indicated the same strategy by saying “You know a place where the families gather there with a fire in the snow season maybe ... winter”. In this utterance, the words ‘you know’ were used to extend the time for the speaker.

SELF-REPAIR

In this strategy, students would repeat what they have said in a corrected form without any influence from the interlocutor. This strategy also appeared in the data. Examples of the data from the conversation were expressions such as “I think that fish can relax ourselves when we saw... when we see the fish was err...” (Vada). In that utterance, Vada said ‘when we saw...’ however he then corrected himself by saying ‘when we see’.

Another example was from Iqbal, "I just want my house to be comfort... to comfort".

SELF-REPETITION

In self-repetition strategy, students tend to repeat the same words or phrases without any changes. This strategy was found in utterances like "I can plant and I can use it for my daily *without I err... without I buy in the market (Ani)*. Another example was given by Vada, "... it control our... it control the.." and "like durian or mangos there that need a big ... a big... err... err... a huge space to... err... a huge space for the grow tree."

CONCLUSION

Students most likely employ a variety of strategies in their attempt to converse in their L2, which in this case is English. These strategies help them to maintain the conversation to take place although what they utter sometimes does not seem to have any grammatical process since the idea of communication strategies is to bridge the gap between the interlocutor and the speaker. The participants of the research also used several strategies in their conversation in L2. These strategies need to be acknowledged by English lecturers and school teachers to be promoted as one solution for students with low English proficiency.

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Appendix 1

Inventory of Communication Strategies with Descriptions, Examples (Based on Dörnyei and Scott, 1995a, 1995b)

No	Strategy	Description	Example
1.	Message abandonment	Leaving a message unfinished because of some language difficulty	

APPENDIX 1

INVENTORY OF COMMUNICATION STRATEGIES WITH DESCRIPTIONS, EXAMPLES (BASED ON DÖRNYEI AND SCOTT, 1995A, 1995B)

NO	STRATEGY	DESCRIPTION	EXAMPLE
1.	Message abandonment	Leaving a message unfinished because of some language difficulty	It is a person er... who is responsible for a a house, for the block... I don't know ... [laughter]
2.	Message reduction (topic avoidance)	Reducing the message by avoiding certain language structures or topics considered problematic languagewise or by leaving out some intended elements for a lack of linguistic resources.	[Retrospective comment by the speaker:] <i>I was looking for "satisfied with a good job, pleasant tired," and so on, but instead I accepted less.</i>
3.	Message replacement	Substituting the original message with a new one because of not feeling capable of executing it.	[retrospective comment after saying that that pipe was broken <i>in the middle</i> instead of "the screw thread was broken":] <i>I didn't know "screw thread" and well, I had to say something.</i>
4.	Circumlocution (paraphrase)	Exemplifying, illustrating or describing the properties of the target object or action.	<i>It becomes water</i> instead of "melt"
5.	Approximation	Using a single alternative lexical item, such as a superordinate or a related term, which shares semantic features with the target word or structure.	<i>Plate</i> instead of "bowl"
6.	Use of all-purpose words	Extending a general, "empty" lexical item to contexts where specific words are lacking.	The overuse of <i>thing, stuff, make, do</i> , as well as words like W: "smurfing" thingie, what-do-you-call-it; e.g: <i>I can't can't work until you repair my ... thing.</i>
7.	Word coinage	Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.	[Retrospective comment after using <i>dejunktion</i> and <i>unjunktion</i> for "street clearing":] <i>I think I approached it in a very scientific way: from 'junk' I formed a noun and I tried to add the negative prefix "de-"; to "unjunk" is to 'clear the junk' and "unjunktion" is 'street clearing'.</i>
8.	Restructuring	Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan.	On Mickey's face we can see the ... so he's he's he's wondering.
9.	Literal translation (transfer)	Translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2	It made a big fault [translated from French]
10	Foreignising	Using L1/L3 words by adjusting it to L2 phonology (i.e., with a L2 pronunciation? And/or morphology.	Reparate for "repair" [adjusting the German word 'reparieren']
11	Code switching (language switch)	Including L1/L3 words with L1/L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns.	Using the Latin <i>ferrum</i> for "iron".
12	Use of similar-sounding words	Compensating for a lexical item whose form the speaker is unsure of with a word (either existing or non-existing) which sounds more or less like the target item.	[Retrospective comment explaining why the speaker used cap instead of "pan":] <i>Because it was similar to the word which I wanted to say: "pan".</i>
13	Mumbling	Swallowing or muttering inaudibly a word (or part of a word) whose correct form the speaker is uncertain about.	And us well Mickey Mouse looks surprise or sort of XXX [the 'sort of' maker indicates that the unintelligible part is not just a mere recording failure but a strategy].
14	Omission	Leaving a gap when not knowing a word (or part of a word) whose correct form the speaker is uncertain about.	Then ...er... <i>the sun is is ... hm sun is,, and the Mickey Mouse ...</i> [Retrospective comment: <i>I did not know what 'shine' was.</i>

15	Retrieval	In an attempt to retrieve a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form	<i>It's broke er... it's broken broked broke.</i>
16a.	Self-repair	Making self-initiated corrections in one's own speech.	<i>then the sun shines and weather get be... gets better.</i>
16b.	Other-repair	Correcting something in the interlocutor's speech.	Speaker ... because our tip went wrong ... [...] Interlocutor: <i>Oh, you mean the tap. S: Tap, tap...</i>
17	Self-rephrasing	Repeating a term, but not quite as it is, but by adding something or using paraphrase.	<i>I don't know the material... what it's made of...</i>
18	Over-explicitness (waffling)	Using more words to achieve a particular communicative goal than what it is considered normal in similar L1 situations.	(This CS was not included in Dörnyei & Scott's, 1995a, 1995b, taxonomy)
19	Mime (nonlinguistic/ Paralinguistic strategies)	Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration.	[Retrospective comment:] <i>I was miming here, to put it out in front of the house, because I couldn't remember the word.</i>
20	Use of fillers	Using gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty.	Examples range from very short structures such as <i>well; you know; actually; okay</i> , to longer phrases such as <i>this is rather difficult to explain; well, actually, it's a good question.</i>
21a.	Self-repetition	Repeating a word or a string of words immediately after they were said.	[Retrospective comment:] <i>I wanted to say that it was made of concrete but I didn't know 'concrete' and this is why "which was made, which was made" was said twice.</i>
21b.	Other-repetition	Repeating something the interlocutor said to gain time.	Interlocutor: <i>And could you tell me the diameter of the pipe? The diameter.</i> Speaker: <i>The diameter? It's about er... maybe er... five centimeters.</i>
22.	Feigning Understanding	Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand.	Interlocutor: <i>Do you have the rubber washer?</i> Speaker: <i>The rubber washer? ... No I don't.</i> [Retrospective comment: <i>I didn't know the meaning of the word, and finally I managed to say I had no such thing.</i>]
23	Verbal strategy markers	Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code.	E.g.: (strategy markers in bold): (a) marking a circumlocution: <i>On the next picture... I don't really know what's it called in English... it's uh this kind of bird that... that can be found in a clock that strikes out or [laughs] comes out when the clock strikes;</i> (b) marking approximations: <i>it's some er... it's some kind of er... paper;</i> (c) marking foreignizing: <i>... a panel [with an English accent], I don't know whether there's a name in English or not [laughter] just it's a panel flat;</i> (d) marking literal translation: <i>it's er... a smaller medium flat and in, we call them blockhouse, but it's not it's not made of blocks;</i> (e) marking code switching: <i>the bird from the clocks come out and say "kakukk" or I don't know what; see also the example for message abandonment.</i>
24a.	Direct appeal for help	Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge.	<i>it's a kind of old clock so when it strucks er... I don't know, one, two, or three 'clock then a bird is coming out. What's the name?</i>
24b.	Indirect appeal for help	Trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally.	<i>I don't know the name...</i> [rising intonation, pause, eye contact]
25	Asking for repetition	Requesting repetition when not hearing or understanding something properly.	<i>Pardon? What?</i>
26	Asking for clarification	Requesting explanation of an unfamiliar meaning structure.	<i>What do you mean? You saw what?</i> Also 'question repeats, 'that is, echoing a word or a structure with a question intonation.

26	Asking for clarification	Requesting explanation of an unfamiliar meaning structure.	<i>What do you mean? You saw what?</i> Also 'question repeats, 'that is, echoing a word or a structure with a question intonation.
27	Asking for confirmation	Requesting confirmation that one heard or understood something correctly.	Repeating trigger in a 'question repeat' or asking a full question, such as <i>You said...? You mean...? do you mean...?</i>
28	Guessing	Guessing is similar to a confirmation request but the latter implies a greater degree of certainty regarding the key word, whereas guessing involves real indecision.	E.g.: <i>Oh. It is then not the washing machine. Is it a sink?</i>
29	Expressing non-understanding	Expressing that one did not understand something properly either verbally or nonverbally.	Interlocutor: <i>What is the diameter of the pipe?</i> Speaker: <i>The diameter. S: I don't know this thing. I: How wide is the pipe?</i> Also, puzzled facial expressions, frowns and various types of mime and gestures.
30	Interpretive summary	Extended paraphrase of the interlocutor's message to check that the speaker has understood correctly.	<i>So the pipe is broken, basically, and you don't know what to do with it, right?</i>
31	Comprehension check	Asking questions to check to that the interlocutor can follow you	<i>And what is the diameter of the pipe? The diameter. Do you know what the diameter is?</i>
32	Own-accuracy check	Checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.	<i>I can see a huge snow... snowman? Snowman in the garden.</i>
33a.	Response: repeat	Repeating the original trigger or the suggested corrected form (after an other-repair)	See the example of other-repair.
33b.	Response: repair	Providing other-initiated self-repair	Speaker: <i>The water was not able to get up and I...</i> Interlocutor: <i>Get up? Where?</i> S: <i>Get down.</i>
33c.	Response: rephrase	Rephrasing the trigger	Interlocutor: <i>And do you happen to know if you have the rubber washer?</i> Speaker: <i>Pardon? I: The rubber washer... It's the thing which is in the pipe.</i>
33d.	Response: expand	Putting the problem word/issue into a larger context.	Interlocutor: <i>Do you know maybe er what the diameter of the pipe is?</i> Speaker: <i>Pardon? I: Diameter, this is er maybe you learnt mathematics and you sign er with th this part of things.</i>
33e.	Response: confirm	Confirming what the interlocutor has said or suggested.	Interlocutor: <i>Uh, you mean under the sink, the pipe? For the...</i> Speaker: <i>Yes. Yes.</i>

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Evaluating The CLT-Ness Of *Bahasa Inggris Untuk SMA/ MA/SMK/MAK Kelas X* Semester 1 Coursebook For Secondary School Students In Indonesia

ABSTRACT

Materials and methodology play a significant role in a language classroom. These two elements need to be in line with each other to help achieve the shared learning goals. One of the methodologies that have been widely employed, but still not well-permeated among teachers in Indonesia is Communicative Language Teaching (CLT). However, not many studies on seeing the relationship between methodology and materials have been conducted. To bridge this gap, this study aims to evaluate the CLT-ness of the national course book *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1*. To conduct the evaluation, a checklist adapted from Grant's and Cunningsworth's was employed as an evaluation tool. The research findings indicate that while the coursebook made a clear attempt to uphold CLT, as observed from its learning goals for each chapter and the coursebook introduction, several aspects of the coursebook, such as the tasks and activities, needed to be improved.

Keywords: *materials, evaluation, CLT-ness, coursebook*

INTRODUCTION

Materials play a pivotal role in a language classroom. Together with teachers and students, learning materials, including coursebooks, could help achieving the learning goals. As stated by Allwright (1981 in Hutchinson and Torres, 1994), the opportunity to learn in the classroom is the result of interaction among learners, teachers and materials. The interaction among learners, teachers and materials is intertwined by the methodology being used. Therefore, it is important that the approach underlying the teaching methodology and materials should be in line with each other. This coherence is to ensure that each element of the learning process could support each other in achieving the shared learning goals.

Within the context of Indonesia, Communicative Language Teaching (CLT) methodology has been implemented in English language classrooms since the implementation of English Curriculum 1984 (Musthafa, 2001). CLT becomes a favorable teaching approach as it focuses on achieving students' communicative competence. This goal serves the aim of English Language Teaching (ELT) in Indonesia, which includes achieving communicative competence, competitive skills and language and cultural understanding (Departemen Pendidikan Nasional, 2006).

One of the educational elements that could help succeeding the learning goals is coursebooks. Coursebooks could help achieve the stated learning goals. According to Tomlinson (2003), learning facilitation includes informing learners about the language, providing experience of the language in use, stimulating language use, and helping learners to discover the language for themselves. Therefore, it is important to ensure that the teaching materials, including the coursebooks and the classroom instruction, embody the same teaching and learning principles.

In Indonesia, to help teachers with the materials and to give a guideline on what to be conveyed, a national coursebook is suggested. More importantly, the suggestion on employing national coursebook is to ensure that every teacher could have access to quality materials. This suggestion is not to impose teachers to use only the national coursebook. Teachers could still choose their own preferred coursebook. However, those who consider that the coursebook provided by the government supports their instructional

practices could use the coursebook in their classrooms.

Due to the significance of a coursebook, it is important that the national coursebook should also represent the teaching approach being nationally promoted. To find out whether the coursebook embody the teaching approach suggested, a coursebook evaluation could be conducted. Evaluating a coursebook could give an overview on how the lessons will be conducted and whether the rationales fit the classroom context so that necessary material adaptation can be performed.

With the introduction of Curriculum 2013, a new coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1* coursebook, is nationally implemented. However, not much research has been conducted. This study aims to evaluate the CLT-ness of the coursebook to see whether the nationally mandated material is in line and gives support towards the approach suggested within the English language classroom contexts in Indonesia. To achieve this goal, this first section of the paper will review the literature on materials and methods, the reasons to do materials evaluation, evaluation stages and evaluation tools. The context of the learners will then be explained before the discussion and conclusion are presented.

LITERATURE REVIEW

MATERIALS AND METHODS

The use of materials, especially coursebooks, could help teachers implement teaching methods. According to McGrath (2002), materials could be encouraging and motivating for teachers in the case where a new approach is being introduced or

where there are many inexperienced teachers. This is especially true if the coursebook in details reflects a certain methodology and provides guidance on how to carry out the lessons based on the new approach (McGrath, 2002). However, in the case where the materials are too rigidly structured, teachers do not have enough space to tailor the materials to suit their own teaching contexts. As McGrath (2002) further points out, it could be frustrating for the experienced teachers to have all the methodology explained in details because they do not have any room and flexibility to adapt the materials to fit in the needs of the class. Therefore, the coursebooks design should also pay attention on whether the teachers are experienced or inexperienced in which an educational reform is being implemented.

One of education reforms in ELT that has gained wide popularity in many parts of the world is Communicative Language Teaching (CLT). CLT, which accommodates the need for meaningful communicativeness within language learning, came in the early 1970. This approach is appealing because it could facilitate the needs for flexibility to suit diverse needs across many contexts. This flexibility is important to help students be able to apply the knowledge they get inside the classrooms into their own life contexts. Additionally, CLT becomes a more favourable approach because CLT design allows the integration of four language skills, which intertwine with each other to achieve communicative competence (Richards & Rodgers, 2001).

Along with the growing global practice of CLT approach, more materials embody communicative approach to compliment the teaching prac-

tices. Those who apply CLT in their classrooms consider materials as an element that affects the quality of classrooms interaction and language use; this consideration gives materials a primary role of promoting communicative approach (Richards & Rodgers, 2001). Therefore, to achieve communicative aims, within this approach, materials should be able to be adapted accordingly to suit different learning contexts.

According to Richards and Rodgers (2001), there are five principles of CLT to be applied into classroom practices: learning by doing, authentic and meaningful communication orientation, focusing on fluency, integrating different language skills in communication, and learning from mistakes as a communicative process.

LEARNING BY DOING

In CLT, classroom activities should facilitate learners to be actively involved in the learning process so that they get more target language exposure by practicing it. For instance, to teach students about an argumentative text, instead of spending the whole lesson hours to explain about the text, teachers also need to get students to practice making an argumentative text. In the field of second language acquisition, Munoz's (2011) study on 159 college students in Spain shows that there is a positive correlation between language exposure and their language proficiency. Therefore, exposing learners to language use could positively contribute towards their language mastery.

AUTHENTIC AND MEANINGFUL COMMUNICATION ORIENTATION

Authenticity and meaningfulness are two

fundamental elements for effective learning mastery. Even more, along with the widespread use of communicative approach, teachers have made more efforts to simulate life situation in the classrooms (Guariento and Morley, 2001). Furthermore, along with the rise of CLT (Buendgens-Kosten, 2014), the concept of authenticity has drawn various interpretations. According to Clavel-Arroitia and Fuster-Márquez (2014), for some, the scope of authenticity includes texts and materials used in class, while some others also refer to tasks assigned to students. As stated in Buendgens-Kosten (2014), authenticity refers to the realness and genuineness of real life situation in texts or tasks either in the language used, contexts presented or the students' responses expected to be drawn. Meanwhile, as stated in Brandl (2007), activity meaningfulness is what allows the information to be retained and the learning process to be taken place. Authenticity and meaningfulness can happen when the practices facilitate genuine real life communicative needs in the classrooms. To ensure meaningful communication to take place, while the activities should reflect genuine real-life communication purposes, the activity selection should also pay attention to learners' language proficiency.

FOCUSING ON FLUENCY

CLT also focuses on fostering fluency in language learning. According to Richards (2006), fluency is defined as the ability to perform natural language use in communication. Further, he explains that fluency could be achieved by facilitating learners to perform meaning negotiation, to avoid communication breakdown, to

correct misunderstanding, and to communicate their ideas.

INTEGRATING DIFFERENT LANGUAGE SKILLS IN COMMUNICATION

One of the most common misconceptions of CLT is that the methodology emphasizes more on speaking and writing practice, whilst, all four competences: reading, writing, listening and speaking should actually receive equal focus (Spada, 2007). Therefore, while oral communication should be practiced a lot, activities like reading that allows intent communication between the authors and the readers should also be promoted. The integration of different language skills in the classroom could help to prepare students to communicate in real life situations where one skill in isolations rarely happens. For example, when interacting with other people, the listening skill to catch what the interlocutor mentions is as important as the speaking skills needed to respond and participate in the conversation. Therefore, to prepare the students to survive the real life communication, different language skills integration in the teaching methodology should be included.

LEARNING FROM MISTAKES AS A CREATIVE PROCESS

Rather than seen as indications of lacks of cognitive skills, errors and mistakes are considered as a sign of learners' affective situation. In the field of educational psychology, MacIntyre and Gardner (1994 in Dornyei, 2010) observed the performance of 71 students of French with and without camera. The research result indicated that some students' lack of classroom

involvement, rather than showing a sign of cognitive deficit, relates more to learners' anxiety. This finding supports the CLT principle that making errors when learning language is a positive sign for a learning process to occur. Therefore, errors and mistakes should be expected to happen as a normal part of the learning process, which are not to be looked down.

These five CLT principles should be reflected into the learning process to be able achieve the communicative competence. Therefore, all elements of a learning process, including the materials and methodology should reflect these principles. In short, a coherent approach that is represented both in the materials, including the coursebooks, and the teaching approach could contribute positively towards achieving learners' communicative competence.

Why Should We Evaluate Materials?

There are several reasons to evaluate materials. Evaluation could help reflecting on the strengths and weaknesses of a program, or in this case the materials, so that this reflection could improve the program. According to McGrath (2002), materials evaluation is important for teachers, so that they could understand the strength and weaknesses of the materials and therefore, could select which coursebook suits their classroom contexts better. For example, a coursebook which emphasizes on the potential resources in tourism areas might serve the needs of schools in tourism areas better, in comparison to coursebook which emphasizes on daily activities.

Additionally, the understanding on the coursebooks' strengths and weaknesses, could be used to inform book publishers on what to improve. Additionally, it could also inform

teachers about what to do more in the classrooms and about what to adjust. Furthermore, the outcome of the evaluation process could help teachers make better decisions regarding to classroom instructions.

Teachers' skills and strategies in evaluating and adapting teaching materials to specific teaching contexts are especially important because they do not always have the authority to select their own materials. Even when the higher authorities, e.g. Ministry of Education officials or course organizers require teachers to use a specific coursebook, the process of evaluating materials could give teachers insights into how the materials are principally organized so that they can adapt the materials accordingly into their teaching practices (McDonough and Shaw, 1993). Similarly, when coursebooks do not sufficiently meet the learning goals or address learners' needs, material evaluation and adaptation can bridge the gap (McGrath, 2002).

EVALUATION STAGES

Cunningsworth (1995) suggests three types of materials evaluation depending on the aims of the evaluation: pre-use evaluation, in-use evaluation, and post-use evaluation. Within pre-use evaluation, materials are evaluated based on their potential performance. This type of evaluation is used for selecting which coursebook to be used. Pre-use evaluation is usually conducted when the materials has not been widely used yet. It is used to evaluate the potential strengths and weaknesses, so that the weaknesses could be improved before the materials are widely used. Meanwhile, as the name suggests, in-use evaluation is conducted towards materials that are being in use

and are still being monitored by the authority, e.g. Ministry of Education and course organizers, to determine whether it could achieve the learning goals when being used in real teaching contexts. Lastly, post-use evaluation refers to material evaluation that is conducted after a certain period of time to identify materials' strength and weaknesses, and thus making it the most reliable evaluation. As currently, the current curriculum, Curriculum 2013 is still being reviewed, the in-use evaluation stage is going to be used in this study.

EVALUATION TOOLS

McGrath (2002) states that a part from linguistic and cultural features, coursebooks should offer methodological support for teachers, so that less experienced teachers can learn how to apply the intended methodology or do experiment with other teaching methodologies. Hence, coursebooks play an important role to help teachers implementing any educational reform, including a new approach.

With regard to evaluating materials, McGrath (2002) mentions that there are three methods to evaluate materials: the impressionistic, the checklist, and the in-depth methods. The impressionistic method refers to evaluating the materials at first glance without further structure and investigation. Within this method, no evaluation tools such as guidelines or checklists are needed. The evaluation is done through scanning the book at glance. Meanwhile, in-depth methods refer to materials evaluation that involves the educational actors' (e.g. teachers and students) perceptions on their experiences when using the coursebooks. The third method, is the checklist

method. Checklists are often used because they are systematic, cost effective, in a convenient format, and explicit (McGrath, 2002). Some adaptation and adjustment of the checklists can be made to fit in the needs of a particular context (McGrath, 2002). However, as mentioned by Tomlinson (2003), one of the principal problems with checklists is that it often generates general judgment about the materials as opposed to in depth and systematic investigation of the contents. Therefore, checklist adaptation should be made carefully in order to avoid leading to a general judgment about the materials. In this study, a checklist is used as the evaluation tool to figure out the strength and weaknesses of the coursebook.

THE INDONESIAN CONTEXT

Since mid 2013, the Ministry of Education and Culture started the piloting of Curriculum 2013. This curriculum emphasizes on nurturing learners' autonomy. That being said, the curriculum encourages students-centred learning. In the context of English Language Teaching (ELT), students centred learning is promoted and permeated in CLT. In short, in ELT classrooms, CLT is in support of curriculum 2013.

Along with the implementation of Curriculum 2013, Indonesia started to use a new coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*. As a national coursebook, the textbook was designed based on the national syllabus. The goals of ELT instructions in Indonesia include communicative competence, competitive skills, and language and cultural understanding (Departemen Pendidikan Nasional, 2006), which can be seen since from

the competence standards (can-do statements) stated in the coursebook.

There are many challenges that teachers face to utilize teaching materials in a more communicative way. Firstly, most English teachers in Grade 10 in most Indonesian public schools base their English lesson with the same book regardless where they live in Indonesia, which have diverse cultural, social, and economic contexts. This implies that coursebook contents should give teachers flexibility to tailor the lesson to suit their students' diverse needs. Additionally, most teachers might not have experienced CLT when they were students. According to UNESCO Institute for Statistics' report (2006 in Secondary Education Regional Information Base: Country Profile - Indonesia, 2010), almost 50% of upper secondary teachers were 30-39 years old in 2006. This means when these teachers were in secondary schools between 1980s and early 1990s, CLT has not been widely promoted and practiced in Indonesia. This lack of experience with CLT when they were students signifies a need for coursebook which could help teachers implement the approach. Another challenge is that most English teachers in Indonesia may not receive sufficient training to implement the new coursebook due to the lack of resources and the geographical situation. Teacher trainings conducted to facilitate new educational reforms may not be able to include all English teachers. Therefore, only one English teacher from each province was selected to join the training to implement the coursebook, and they are expected to disseminate the knowledge to other English teachers in their areas. The training may unlikely ensure that all teachers, especially in underprivi-

leged areas, could equally gain necessary skills for being critical in using and adapting the coursebook their needs. This problem of teacher training ineffectiveness is also reflected on Choi and Lee's (2008) survey on current trends and issues in English language education in Asia which mentions that the common problems in Indonesia among others are the lack of proper resources and materials and the lack of qualified teachers.

Seeing these challenges, it could be concluded that within Indonesian teaching contexts, many English teachers might be unfamiliar with the CLT. Therefore, it is essential to look at whether the coursebook reflects the particular approach.

RESEARCH METHODOLOGY

In order to evaluate the CLT-ness of *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, the framework used in this research is the principles of CLT proposed by Richards and Rodgers (2001) mentioned previously. The last point (e) will not be included into the evaluation tool because handling learners' errors and mistakes is contingent upon classroom situation, which is unobservable from coursebooks.

Those four principles underlie the evaluation tool design of this research. The evaluation tool used was the checklist developed by Cunningsworth (1995) and Grant (1991 in Dewi & Saukah, 2013). Other than complementing each other, these checklists use open-ended question format that gives more room to evaluate more comprehensively and elaboratively. The questions on the checklists were then grouped based on the principles of CLT. The final result of the checklist used in this study to evaluate the

materials can be seen in Appendix A.

FINDINGS AND DISCUSSION

The findings of the study indicate that the coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, indicated clear references to CLT. Firstly, the references to CLT are observable in the preface of the coursebook. As stated in its preface, the book aims to foster communicative ability. This aim indicated the coursebook commitment to achieve the similar goal of CLT fostering communicative competence (Richards & Rodgers, 2001).

Secondly, the reference to CLT was also reflected in its syllabus organization. The syllabus organization, which could be observed from the table of contents of the book, showed that seven out of nine chapters named after the linguistic functions to be achieved. This indicated that the coursebook was structured based on functional syllabus., instead of grammar or vocabulary. For example, the theme of seven chapters out of the nine included Talking about Self, Complimenting and Showing Care, Expressing Intention, Congratulating Others, Describing People, Describing Historical Places, and Giving Announcements. However, in two chapters, the goals were less functional. For example, the chapter 6 is Visiting Ecotourism Places and the chapter 7 is Visiting Niagara Falls. These goals were less functional because they do not indicate any language function to be achieved. It could be suggested that the name of the chapters could be adjusted to indicate the communicative goals by revising them, for example, into: Describing Ecotourism Places and Describing Tourism Places. The reference of the place, Niagara Falls,

could be adjusted into Indonesian contexts by choosing a tourism place with which learners were more familiar.

In addition, the learning goals stated in the beginning of each chapter made a reference to communicativeness and real life usage. For example, the learning goals stated for Chapter Five of the coursebook, 'Describing People,' presented can-do statements such as students can

1. show their seriousness in learning about simple descriptive texts about people;
2. show their attention, confidence, and responsibility when applying simple descriptive texts in their real life;
3. identify social functions, text structure, and linguistic components in simple descriptive texts about people;
4. respond meaningfully simple descriptive texts about people, both written or spoken;
5. compose simple descriptive texts about people both written and spoken.

Seeing these references that the coursebook made to CLT, it would be interesting to see whether the coursebook contents also shows commitment to CLT. The detailed applications of CLT in its content is presented below

LEARNING BY DOING

Within this principle, learners should be facilitated with opportunities to practice the target language in communication (Richards and Rodgers, 2001). In many EFL contexts, including Indonesia, most English classes provide the main source of exposure for learners to practice the language. Therefore, the activities in coursebooks play a pivotal role in allocating how much time

and exposure of English learners may receive in the classrooms.

While guided activities like completing sentences or fill in the gaps might be helpful for learners to practice the language, the number of these guided activities could have been reduced and replaced with activities that gave more freedom for learners to practice the target language based on their needs and actual contexts. For example, in chapter 3 - Expressing Intent, Task 2 required students to fill in an incomplete dialogue about planning a trip, could have been replaced with arranging students' personal trip..

For example, rather than instructing the students to continue the dialogues about two fictional characters' plan on vacation, the task could have been changed into asking students to work with one or two people and talk about things to do together for the upcoming weekend, as well as write down their conversation. In conclusion, more activities stated in the coursebook could have been improved to provide more meaningful and less controlled for the learners to encourage learners' active and creative participation in the learning process.

AUTHENTIC AND MEANINGFUL COMMUNICATION ORIENTATION

Authenticity and meaningfulness are important ingredients to create a communicative language learning process. Brandl (2008) asserts that meaningfulness is what allows the information to be retained and the learning process to be taken place. Therefore, as an important element of language learning, as mentioned in Tomlinson (2003), materials should reflect the reality of language use and help learners to learn in a way

that is similar to the circumstances in which they will have to use the language.

The coursebook showed authentic and meaningful communication in its activities to the extent that the language activities covered not only classroom situations but also contexts outside of the classrooms, including technology-related communication, e.g. sending email and making phone calls. However, some topics and contents might fit students with a higher level of economic background, but not necessarily with students living in more remote areas with less supported learning environment. For example, in Chapter 1, students were asked to respond to an email which referred to befriending a friend from abroad. Students from underprivileged areas might find it challenging to relate to some of the coursebook's contents like email, some electronic devices, and travelling abroad.

Authenticity and meaningfulness take place when activities facilitate genuine real life communicative needs of the students. Thus, the activities of the coursebook, which were nationally applied in most English classes, should have also paid attention to diverse learning contexts. In short, while the coursebook significantly shows authentic and meaningful communication orientation, some of the contents might not be suitable for all contexts.

FOCUSING ON FLUENCY

According to Richards (2006), fluency is defined as the ability to perform natural language use in communication. This could be achieved by facilitating learners to perform meaning negotiation, to avoid communication breakdown, to correct misunderstanding, and to communicate

their intent, in addition to demonstrate grammatical accuracy. It is important that coursebooks provide activities that encourage students to also focus on their fluency and not be restrained by merely grammatical or vocabulary accuracy.

The finding showed that in terms of this principle, the coursebook provided many activities that required students to practice their English. For example, one of the tasks on Chapter 2 was for students to give compliments based on given situations. This kind of activity provided students a chance to focus on their fluency when practicing the language.

However, some activities following the section of 'Grammar Review' lacked correlation with the grammatical structure being explained previously. The materials in 'Grammar Review' in each chapter could have been better linked with the next activities. Some of the practices for the grammar learned included fill-in-the-blanks, which were not communicative, let alone focusing on students' fluency. While these activities may be helpful to strengthen students' certain grammatical knowledge, this activity will not be found in real life communication. As a result, students missed the opportunity to practice their language in a communicative way. For example, in Chapter 3 on describing historical places, after vocabulary enhancement part, students were asked to name the things on the pictures. This activity could have been modified to focus more on fluency. Rather than completing and recalling vocabulary, students could have been asked to describe the pictures, so that vocabulary recalling could also take place in a more communicative practice.

INTEGRATING DIFFERENT LANGUAGE SKILLS IN COMMUNICATION

In terms of language skills integration, the coursebook discussed in this study encouraged learners to practice the language through interactions through its 'Think-Pair-Share' activities. To encourage learners' interaction, many activities placed reading as the input of knowledge, and the task that followed was merely recalling the information from the reading. This information recalling was not a communicative activity.

In addition, in this particular coursebook, language skills were learned individually and were not integrated with other skills. In the case where students are working with their peers, 'writing skill' were not integrated with other skills. For example, writing skills could have been integrated with reading, in which students could have been asked to continue a story that they had just read.

In conclusion, the coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, has demonstrated attempts at bringing CLT-ness into English class, which became its strengths. First of all, the coursebook showed a strong explicit reference to CLT. This reference was shown in the preface and learning goals. Secondly, a strong focus on authentic and meaningful communicative orientation can also be found in the coursebook. Additionally, many activities to encourage students to practice English were also available. For example, in Chapter 6, students would speak about tourism places in their hometown.

However, several aspects can be done to improve the CLT-ness of the coursebook. The first aspect to be improved is that various socioeconomics contexts that surround Indone-

sian students should be taken into account. Some of the coursebook contents tended to be unsuitable for students from underprivileged economic background. Because of this, some students may find it hard to relate the materials. Therefore, the contents of the coursebook should be also about teachers of both privileged and underprivileged background as well students from urban and rural areas. Second of all, activities that promote skills integration as opposed to practice one skill in isolation should be encouraged. In addition, listening skills were not offered by this coursebook although this skill is tested in the national exam. Listening activities are also an essential aspect to achieve the language competence.

Considering these areas of weaknesses, improvement to better demonstrate CLT-ness in the coursebook should be made. This coursebook improvement is especially essential in the context of Indonesia, where classrooms, which include the use of coursebook, play a pivotal role in providing learners with language exposure. More importantly, because, as cited in Dardjowidjojo (2000 in Kirkpatrick, 2007), many English teachers in Indonesia may not receive adequate preparation in implementing any educational reforms in Indonesia, referencing their classroom practice to the coursebook which embodies CLT will better help teachers to foster communicative competence.

CONCLUSION

To sum up, while *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1* to some extent reflects the CLT-ness and shows attempts to fulfill the need for communicative approach

within Indonesian ELT contexts, a lot more improvements are needed as the current coursebook does not sufficiently embody CLT. These improvements include the adjustment of themes and choices of situations to better suit broader socioeconomic backgrounds, the authentic and meaningful orientation, and the integration of different language skills. Therefore, the CLT-ness of the coursebook should also be improved to help teacher better practice CLT as well as adapting the coursebook to suit their teaching contexts.

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APPENDIX 1 – CLT-NESS CHECKLIST BASED ON CUNNINGSWORTH AND GRANT WITHIN RICHARDS AND RODGERS'S PRINCIPLES OF CLT FRAMEWORK

CLT-NESS CHECKLIST

a.) Communicative Claims

- Does the course book claim to be communicative in its aim?
- Are specific communicative aims or objectives indicated, either generally, or in connection with individual units?
- Is the syllabus of the coursebook primarily communicative (e.g.: by using communicative activities, functions, etc. as its primary units)?
- Is there reference to communicative methodology?

b.) Learning by Doing

- *They emphasize the communicative functions of language – the job people do using the language – not just the forms.*
- *They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.*

c.) Authentic and Meaningful Communication Orientation

- If communicative activities are used as learning material, are they real, in terms of real world, or realistic, i.e. communicative in the classroom situation only?
- Do realistic activities promote the learning of communicative skills and strategies which are transferable to real-life communication?

- *Both content and methods reflect the authentic language of everyday life.*

d.) Focusing on Fluency

- *They emphasize fluency, not just accuracy.*

e.) Integrating different language skills in communication

- *They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.*
- *They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.*

**) Sentences in italics are from Grant's checklist and the rest are from Cunningsworth's checklist.*

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Oral Assessments at English Education Department of Universitas Muhammadiyah Yogyakarta

ABSTRACT

Various types of oral assessments such as interviews, presentations and group discussions have commonly been applied at English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY) to measure students' speaking ability. This research aims to identify both advantages and disadvantages found in the oral assessments applied at EED UMY based on students' perspectives. The data were collected using in-depth interviews to six EED UMY students who had taken speaking classes for two semesters. They were interviewed to explore their perception on the advantages and disadvantages of the oral assessments they had taken. The findings of this research show that the participants perceived that the oral assessments motivated the students to speak, provided direct feedback, improved students' speaking ability, developed students' communication skills, increased students' self-confidence, and enabled students to share ideas. On the other hand, in addition to insufficient time allocation, the participants also revealed that increased nervousness frequently occurred during oral assessments.

Keywords: oral assessments, speaking, advantages, disadvantages

INTRODUCTION

An assessment plays an important role in education. Nitko and Brookhart (2011, p.498) define an assessment as "the process for obtaining information that is used to make decisions about students, curricula and programs and educational policy". In the process of teaching and learning, an assessment provides information about student achievement as it is used as a method to evaluate the students' comprehension and understanding. Through the assessment, students demonstrate the knowledge and skills they have learned. In this way, teachers can evaluate the students' progress in learning, observe the students' academic strengths and weaknesses, and evaluate teaching materials and methods imple-

mented. By using assessments, teachers can also check if teaching objectives have been met. Therefore, an assessment provides important information that can be used as a basis for educational decisions.

Of the various types of assessment, oral assessment is frequently used in English language classes. According to Baturay, Tokmak, Dogusoy, and Daloglu (2011),

Oral assessment is often carried out to look for students' ability to produce words and phrases by evaluating students' fulfilment of a variety of tasks such as asking and answering questions about themselves, doing role-plays, making up mini dialogues, defining or talking about some pictures, or talking about given themes. (p.60)

Thus, oral assessment as a tool to measure students' speaking ability can be done in various forms. In addition, oral assessment encourages students to be confident and active to communicate with their peers and their teachers. Huxman, Campbell, and Westwood (2012) state that oral assessment functions as a means to develop students' oral communication skills. Therefore, students may benefit from oral assessment to demonstrate and improve their knowledge and understanding of their communication skills.

English Education Department of Universitas Muhammadiyah Yogyakarta (EDD UMY) has so far applied oral assessments in the process of teaching and learning. The oral assessments such as interviews, presentations and group discussions applied at this department can bring some effects on the student performance. Apart from its positive effects, such as developing communication skills, oral assessment also presents some problems in its implementation. Because stu-

dents are those who are directly affected by the implementation of oral assessment, it is important to see their perspective on the advantages and disadvantages of oral assessment so that the necessary improvements to enable them to perform well in the assessment can be taken. This study aims to investigate the students' points of view on oral assessment carried out in EED UMY in terms of its advantages and disadvantages.

ORAL ASSESSMENT

Oral assessment, also known as oral examination or test, is one of the exams that are fully correlated with students' speaking skills. Thus, it refers to the assessment of student learning done in a way of spoken words (Joughin, 2010). Similarly, Iafc (2011) suggests that oral assessment is used to determine students' verbal response when assessing students' mastery of knowledge, skills, and abilities. Consequently, students must be able to combine their knowledge and production of words; thus, this will result in students' better speaking ability.

Joughin (2003) emphasizes that oral assessment is a method to measure students' knowledge. Furthermore, Joughin (2003) asserts that there are four categories of learning to be assessed in oral assessment, i.e., knowledge and understanding, problem solving and applications, interpersonal competence, and personal attributes. In the category of knowledge and understanding, oral assessment allows teachers to check their students' understanding of facts, concepts, principles and procedures underlying the professional practice by the response. In the category of problem solving and applications, oral assessment allows teachers to not only ask students questions

related to knowledge, but also observe their students to apply the knowledge to real situations.

The next category proposed by Joughin (2003) is interpersonal competence. In this category, generic or transferable skills, including communication and interview skills in the context of professional situations, are suitable for measurements through oral assessment. The last category is personal attributes which are often claimed to be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence. Based on the categories of oral assessment, it can be concluded that during the time of the assessment, students must be able to demonstrate all of the four categories of learning. Therefore, teachers will be able to analyze the strengths and weaknesses of each student to improve the quality of student learning.

ADVANTAGES AND DISADVANTAGES OF ORAL ASSESSMENTS

As a way to measure students' abilities, oral assessment has advantages and disadvantages. Briggs, Woodfield, Martin and Swatton (2008) state that oral assessment can increase students' motivation in learning, which in turn, will increase student competence. This view is also supported by Williams and Williams (2011) who suggest that motivation is the most important factor that teachers can aim to improve learning. In this case, when oral assessment is carried out to measure students' ability, it is hoped the students get motivated to study more diligently to prepare their assessments. Therefore, it can be said that oral assessments can increase student

motivation in learning.

The next advantage is that the quality of student learning can be improved. Joughin (2010) explains that students tend to prepare as best as they can to avoid a blank in front of the examiner or their peers. As a result, students will be prepared prior to the assessment. They will practice their ability to speak more and more inside or outside of their classes in order to achieve the required ability to speak well. Students will concentrate on assessment materials and how they will perform in the assessment. As a result, students' knowledge and skills, especially in conversation or communication skill, will get improved. It is in line with Huxham et al. (2012) that oral assessment can develop oral communication skills of students. In addition, Gent, Johnston, and Prosser (1999) find that oral exams are as one of powerful ways to assess understanding and encourage critical thinking.

Another proposition comes from Purwanto (2013) which shows some of the advantages of oral assessment. First, oral assessment is carried out by a direct interaction that allows teachers to assess students' knowledge and understanding. Second, if students do not have a clear understanding of the questions, the teacher can change the question so that students can understand it. Third, teachers can ask students to tell more details about their answers so the teacher will know which part of the material that the students understand or do not understand well. Fourth, the assessment is appropriate to measure students' understanding, including the ability to read and memorization skills on a particular subject. Fifth, oral assessment evaluates certain skills, such as English speaking. With this assess-

ment, teachers can also know the obstacles that the students have when facing the assessment. Finally, after completing the assessment, students know their scores, and simultaneously teachers can tell what area the students need to improve. Therefore, oral assessment allows a detailed and comprehensive investigation to find students' accurate understanding, comprehension, ability, and problems during the assessment.

In addition to its advantages, Wisker (2004) states that the oral assessment may cause some students to feel under pressure because they are required to think quickly. They should be able to organize their ideas in a short period of time. The feeling may get worse when these students have a low level of confidence in their speaking skills. Personal traits, such as social anxiety and shyness, may significantly contribute to the success of students in oral assessment because those who have these personalities would rather do the assessment in different ways, e.g., in writing. In addition to this, Wisker (2004) also shows that when doing oral assessment, some teachers tend to draw conclusions too quickly before students fully answer the questions. For example, some teachers give some students a lower grade because they take a little longer to complete the tasks assigned. Often, some teachers interrupt students that perform oral assessment and give them different tasks.

Last but not least, in terms of the disadvantages, oral assessment is time consuming and quite challenging to manage (Joughin, 2010; Al-Amri & Yanbu, 2010; Purwanto, 2013; Davis & Karunathilake, 2005). Teachers will generally perform oral assessment to the students one by one, which will take a lot of teaching time,

especially in classes with large numbers of students. Teachers should also be able to customize the questions immediately suitable for each student as well as to ensure a comfortable environment to obtain an accurate level of knowledge and ability of the students during the time of the assessment.

Method

This study used a qualitative research design. According to Creswell (2012), qualitative methods explore issues and develop a detailed understanding of the central phenomenon. Six EED UMY students were selected to be the participants based on their availability and willingness to participate in this study. They had learned for six semesters; so, they had experienced a variety of oral assessments. Pseudonyms were used to address the participants' names. To collect data, in-depth interviews were conducted, consisting of open-ended questions. The interviews were conducted using Bahasa Indonesia to make the participants comfortable and to prevent misunderstandings. During the interviews, all conversations were recorded using a voice recorder. To analyse the data, the results of the interview were then transcribed and coded into the open, axial and selective coding. Coding is the process to make out of the text data, divide the data into a text or image segment, and label the segment with codes (Creswell, 2012).

FINDINGS

The advantages of the oral assessment in the class. The data shows that the advantages concerned with strengths, positive perception, and impacts.

Oral assessment increased students' motivation.

The participants stated that the oral assessment motivated them to improve their speaking skills for oral assessment provided an opportunity to talk more in class using English. One participant stated that she and her friends were more motivated to learn to speak correctly and properly so that they could get good grades in the assessment. The other two participants also confirmed that the oral assessment motivated them not only to speak but also to learn English more.

Oral assessment provided direct feedback. The participants stated that they received a direct feedback from their teachers after they performed oral assessment in class and this made them happy. Two of the participants admitted that they got an immediate response from the teachers during oral assessment. One of the participants revealed that feedback was beneficial for students. This could be a reflection in the assessment particularly in identifying errors so that they could revise them. To conclude, the participants perceived that feedback referred to reflection after they did an assessment, and was important to give to the students as it could improve their mistakes.

Oral assessment improved students' speaking ability. The participants answered that the oral assessment could improve their speaking skills. One participant frankly considered oral assessment as a way to practice speaking, which, in turn, would improve her speaking skills and knowledge of English language. All participants said their speaking ability improved when their teachers often gave oral assessment. The participants believed that oral assessment was good and useful because they encouraged students to speak. The students were required to practice

speaking, so their speaking skills increased.

Oral assessment developed students' communication skills. In the interview, the participants said that, because of the oral assessment, they could develop their communication skills, shared knowledge, and received a better understanding of what other people said during class assessments. One participant explained that oral assessment helped her learn how to develop their knowledge and mind-set. Additionally, the other participant stated that she could develop her mind-set and understanding, which caused her better ability to explain the material in the oral assessment.

Oral assessment increased the students' self-confidence. One of the participants said that the oral assessment trained her to be confident. When she was accustomed to oral assessment, her nervous feeling when speaking in public was becoming less. Similarly, another participant also revealed that oral assessment helped boost her confidence.

Oral assessment enabled the students to share ideas. This research also found that the oral assessment done in the classroom gave the students ideas to talk. Most participants felt that the oral assessment could be used to share ideas or opinions, especially during the assessment. Meanwhile, one of the participants said that the oral assessment was a challenge for her because she had to provide answers or ideas in a very short time. Another participant said that her ability in oral assessment was great, seen from her fluency when giving opinions and her good scores in oral assessments. The participants agreed that the oral assessment made the students able to share their ideas. They said that if there was no oral assessment, this condition would cause some students

to be discouraged to speak.

The disadvantages of the oral assessments

The participants perceived that the allocation of time for the oral assessment was limited and they felt nervous when having to speak in front of their teachers and their peers. The students' two negative points of view were then categorized into the disadvantages of the oral assessments in this research.

Oral assessment provided insufficient time allocation. Some participants stated that the time given for the oral assessments was so little that they could not convey their ideas properly. More time allocation, according to participants, would give them opportunities to elaborate their answers and meet the teachers' expectations.

Oral assessment made students feel nervous. The last finding was on the negative side of the oral assessment based on the perceptions of students, ie, to be nervous during the assessment. Most participants said that they felt nervous when performing oral assessment. One participant claimed nervous because she did not have enough preparation, such as vocabulary. She was confused and panicked to answer the questions given by her teacher. Another participant explained that, as she was very nervous during oral assessment, her attention during the assessment was affected.

DISCUSSION

The participants mentioned their perception of the advantages and disadvantages of oral assessment. There were six advantages of oral assessment found in this research. The first finding was that the oral assessment motivated students to speak. The students had been moti-

vated by the presence of oral assessment. It was consistent with Black and William (1998) cited in Briggs et al. (2008) that said that oral assessment provided an understanding of how assessment affected students' motivation. In this research, the assessments made the students become motivated to speak and improve their speaking competence. In addition, some participants felt that motivation was important to help them practice speaking in class. In other words, the oral assessment the students had to face made them study harder and as a result, they would be better prepared. Therefore, teachers can provide support and motivation to their students in the learning process that will improve the quality of learning as suggested by Williams and Williams (2011) that motivation is the most important factor to improve learning.

The second finding was about the feedback from the teachers to the students. Basically, the students hoped that they received feedback from their teachers after they performed an assessment in the classroom. Regarding this research, providing feedback was a good way for teachers after providing oral assessments for feedback could help the students identify their mistakes. From the perspective of the participants, they got feedback when they performed an oral assessment. The feedback at the EED UMY consisted of a reflection of the students when they performed activities in the classroom. Feedback could become an input for the students to be better in oral assessment. Therefore, the students were expected to be able to recognize their mistakes, e.g., the wrong pronunciation, and so on. Thus, in this research, feedback was one of the important elements to consider for communi-

cation between teachers and students to succeed or fail.

The third finding showed that the oral assessments improved the students' speaking ability. Since oral assessment was considered a direct interaction between the teacher and the students, the students were required to be well prepared so that they could answer the questions in the assessments quickly and correctly. The participants experienced that direct interactions required immediate answering; thus, this moment could train them to improve their speaking ability. Therefore, by giving an oral assessment, the teachers had already given their students an opportunity to practice their English speaking skills and simultaneously the students got assessed directly in the class.

The participants perceived that the oral assessment improved their speaking skills. This finding was in line with what Purwanto (2013) had found in which oral assessment was used as a direct assessment of the students' knowledge and comprehension, because the assessment was conducted in direct interactions. The students could improve their ability and it was in accordance with Tomei (1998) who argued that oral assessment helped improve students' participation in the class by examining whether the student failed or passed the assessment determined by conversational skills. In this research, the assessment could improve the students' speaking ability because the teacher trained them to practice speaking in the class. In addition, the oral assessment encouraged the students to be confident to develop their communication skills.

The fourth finding was that the oral assessment developed the students' communication

skills. Communication in the class is important for students to convey messages. Good communication happens when students use their own words, so that it makes the students understand and develop their communication skills. According to Joughin (1998) as cited in Huxmam et al, (2012), the advantage of oral assessment is to prevent plagiarism. In this research, the students had to explain the topics given in their own understanding using their own words, leading them to an improvement in their communication skills. This statement was supported by Huxama et al. (2012) that oral assessment was to develop students' oral communication skills.

The fifth finding revealed that the oral assessment increased the students' self-confidence. This was relevant with the statement stated by Joughin (2003) that oral assessment can be used to measure personal qualities, such as alertness, reaction to stress, adaptability, self-awareness, and self-confidence. According to the findings of this research, the oral assessments could increase the students' self-confidence. As a result, the students were braver to deliver their thoughts and opinions in English and this condition led to an improved English speaking skill as the students dared to practice speaking in English without fear although they had to speak in front of public. In addition, confidence was one of the strengths of the oral assessment in this research.

The last finding was that the oral assessment gave ideas in speaking. The participants said that they could share their ideas when they did an oral assessment in the class. The students could use their mind-set when they communicated with other people. This finding supported Gent, Johnston, and Prosser (1999) that an oral exami-

nation is as a powerful way to measure understanding and encourage critical thinking.

Based on the findings of the research, there were two disadvantages of the oral assessments in this research. The first, the time for the oral assessments was provided less than enough. In the oral assessment, the students had to answer the questions posed by the teacher spontaneously in a short time while the students needed longer time to think before answering the questions. According to Wisker (2004), students feel the pressure to think quickly when managing their idea in a short period of time. The time in the oral assessment in this research was considered too short; thus, it made the students feel difficult to do the assessments. In this research, the students could not manage the time given by the teacher because the time was too short so that they could not concentrate or focus on answering the questions.

The second disadvantage was the oral assessments made the students feel nervous, thus losing concentration to answer the questions given by the teacher. This was also supported by Purwanto (2013) that nervousness might disturb the fluency of the answer when the question was given. Based on the finding, the participants could not answer the questions because they panicked since they did not have enough preparations, such as vocabularies. In addition, the students who disliked the oral assessments would have some problems since they would likely face the assessments nervously. In fact, in general, teachers can actually help students practice speaking in the class to overcome nervousness.

Joughin (2010) classifies the categories of oral assessments into four points, and these were

found in this research, i.e., knowledge and understanding, problem solving and application, interpersonal competence, and personal attributes. The personal attributes included in the oral assessments in this research were that the oral assessments motivated the students, improved the students' self-confidence, provided the students less time when doing them, made the students feel nervous, and enabled the students to get feedback. This was in conformity with Joughin (2003) who stated that personal attributes were often claimed to be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence. Therefore, personal attributes could be said as the condition of the class and person's mood during an assessment. Personal attributes could be positive and negative, according to students' characteristics in the oral assessments, such as confidence, nervousness, and so on.

The category on knowledge and understanding included the oral assessments as a means to improve the students' speaking ability and give ideas in speaking. Joughin (2003) argued that an oral assessment allows for probing students' understanding of facts, concept, principles and procedure that underlie professional practice through response. In this research, the participants said that the teacher used different questions to measure the students' knowledge. This was supported by Purwanto (2013) who stated that questions are not always the same to every person in test, such as the number of questions and the level of difficulty. In the oral assessments in this research, the teachers assessed the students' ability through the students' responses. Usually, the teachers observed the students'

understanding when they explained the material given.

The category about problem and application included the oral assessments to develop the students' communication skills as the assessments also provoked the students to have ideas to speak during the assessments. According to Joughin (2003), an oral assessment enables teachers to ask students questions in which the assessment is not only focused on knowledge itself, but also focused on the application of the knowledge to the real situation. Therefore, oral assessments should not focus merely on students' knowledge, but consider also students' understanding during the oral assessment, whether the students understand the materials given by the teacher or not.

The category of oral assessment about interpersonal skills included the oral assessment to develop the students' communication skills. Generic or transferable skills, including communication and interview skills in the context of professional situations, are well suited to measurement through oral assessment (Joughin, 2003). Therefore, interpersonal skills are used to communicate and interact with others. In this research, the oral assessments involved direct communication so that the students tried their best to speak in the class well.

CONCLUSION

As teachers have the opportunity to decide the most suitable assessment model for their students, teachers can base their choice on the consideration of the advantages and disadvantages of each type of assessments. In terms of advantages and disadvantages, the oral assessment

implemented at English Education Department of Universitas Muhammadiyah Yogyakarta brought about a variety of students' perspectives. It was perceived that oral assessment offers several advantages to students, such as improving students' communication skills and confidence. These positive perspectives of the students can be the points to be maintained and developed in implementing oral assessment. Therefore, students can take the maximum benefits from the implementation of oral assessment. Meanwhile, more attention should be paid to the insufficient time allocation to speak and the nervousness the students felt during the assessments as perceived to be negative sides of the oral assessments at EED UMY. These two disadvantages should be minimized, so that the drawbacks during the oral assessments can be anticipated and prevented. Thus, by implementing oral assessment, it is expected that the purpose of using oral assessment as a type of assessments to provide the best result of the measurement of students' ability can be achieved.

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Literature-Based Learning to Build Students' Vocabulary

ABSTRACT

Literature-based Approach (LbA) is popularly used in reading. In implementing the approach, teachers use literary works to be read by students. The literary works that the students read to get the language input are commonly authentic which means that by reading the texts, students can identify a model of language and several aspects of language such as expression, vocabulary, grammar, and culture and how to use them in a real context. Realizing the importance of input, a teacher in a university in Indonesia implemented this approach in a reading class for freshmen. This research which belongs to descriptive qualitative research put attention on investigating what the students perceived toward the implementation of the LbA to assist them in vocabulary building. The data were collected by interviewing five students who were chosen because it was their first time reading an English language novel and they were the top six students in terms of vocabulary scores. To interview the participants who are presented using pseudonym, a semi guided interview guideline was used as an instrument. The research results show that students were anxious joining this class at the beginning. However, after some meetings and reading several pages, they started to enjoy reading the novel because the novel was interesting and entertaining. In addition, the topic was closely related to their daily life. After getting new words, one of participants wrote them on paper and stuck it on her room wall. Four other students wrote the words on a notebook as a vocabulary journal. Besides by doing those things to help them recall the words, the students also used them in retelling quizzes for writing and in daily conversation with mates for speaking.

INTRODUCTION

Literature-based Approach (LbA) is one of ways in using authentic materials. Tomlinson (2008) puts authenticity as one of requirements for good instructional materials. He states that with authentic materials, students get more opportunities to know the target language because authentic materials provide original expressions and vocabulary used in the countries where English is used

as a daily language. Using authentic materials, this approach is usually done using texts; thus, reading becomes the main skill that will be focused on. In applying Literature-based Approach, literary works such as poetry, short stories, plays, and novels are the ultimate instrument (Norland & Pruett-Said, 2006). Through those authentic works, teachers do not only develop students' language skills or cognitive skills as things to learn, but also work on students' emotion skills or affective skills.

In Indonesia, English teachers commonly use text types to build students' vocabulary through reading. Instead of using literary works, text types such as narrative, procedure, recount, descriptive, or expository are more preferred in reading classes. In fact, the texts may not always be presented in one unity of story, and many times, they do not have relation from one to the other. Consequently, language inputs are not thoroughly given. It will likely make students confused in taking language models provided. In addition, for university students, they have got similar text types since they were school students. It can hinder their vocabulary development. Also, they may be bored of getting those materials in their university level. In relation to vocabulary building, students usually open dictionary to help them know the meaning of unfamiliar words got when reading texts. However, teachers rarely provide following activities to assist students to improve their vocabulary. So, the students do not have sufficient opportunities to use the vocabulary productively. Hence, after they finish reading the texts, they may not remember new vocabulary they have just learned.

From the elaboration above, it can be seen

that LbA can be an interesting idea to help students improve their vocabulary. It will become a new color to assist students in vocabulary building in Indonesian contexts. For the following activities, students are encouraged using words they have learned in contexts. To know their response toward the implementation of LbA to improve their vocabulary, the researcher conducted this research.

LITERATURE REVIEW

LITERATURE-BASED APPROACH

Literature-based Approach (LbA) is a real presentation to prove that literature and language cannot be separated. Language is used to compose literature. In point of fact, works of literature provide sources that shows the applications of language (Violetta-Irene, 2015). That is why this approach is implemented largely in language classrooms to teach not only language skills such as reading, writing, listening and speaking, but also language areas such as vocabulary, grammar, and pronunciation.

LbA offers some students benefits. Those benefits deals with what literature provides for students who are learning a new language. Using this approach, students will obtain knowledge about language, arts, and cultures. First, students have opportunities to see model of language used authentically. That is in line with Hişmanođlu (2005) and Norland and Pruett-Said (2006). They state that literary works are originally written to express what the writers feel and think, unlike texts written on purpose with vocabulary and grammar intentionally to develop a particular language skill. So, in applying the language, literary works are more natural and rich than

designed texts, which are good as language input for the students. Second, students will be given the demonstration of arts while learning English. Not only literature shows students the application of language, it also demonstrates arts to the students. It can affect how students feel about the language learning process. Using art in language teaching, teachers can do more than working on students' cognitive aspects, like the language skills and language areas such as grammar, vocabulary, and pronunciation. Teachers can also develop students' affective skills (Violetta-Irene, 2015). By touching their affective skills, students will be more motivated in reading (Norland and Pruettt-Said, 2006). Third, LbA provide students with cultural knowledge. People do not need to go to a particular country to know its cultural values. Literary works are a brilliant way to know that. It is also stated by Hiřmanođlu (2005) who emphasizes that every literary work introduces culture through characters that come from different places and backgrounds which bring their culture learned. For example, in the work such as novels, short stories, or plays, the characters are described with setting of time, setting of place, social background, and situation happening around them. When reading the story, students will be invited to know the story and understand cultures introduced in the texts. For instance, two characters are involved in conversation in which they talk about a certain topic using specific expression. From the communication happens, students are encouraged to consider why it takes place and why the expressions are used. It is one of the ways for students to be able to comprehend the culture introduced in the story which is usually embedded with the language used.

However, the LbA also has weaknesses. The first weakness of this approach is derived from its authenticity. Because the material used is authentic and not simplified, it will be quite hard for beginners. Norland and Pruettt-Said (2006) maintain that the approach is sufficiently effective for students from the intermediate to advanced level, but it does not work similarly for beginners. In other words, the language presented in the texts is commonly beyond the ability of elementary level students. Consequently, students will likely feel hard to understand the text and it can be hindrance to their reading motivation.

Another weakness of LbA is that some vocabulary is presented in a different way from what students know. It happens because within this approach, the words sometimes are used informally which may be new for students. The words usually used in a context or based on culture that they do not know. Norland and Pruettt-Said (2006) state that for beginners, predicting the meaning of expressions or words that are used based on a culture or a context that they are not familiar with is quite frustrating.

The other weakness of this approach is regarding to the gap of values and cultures from the literary works and those that students hold. Students may come from different areas with their diverse values and cultures. Vice versa, literary works are also written by bringing cultures and thoughts that the author want to introduce to the readers. If students as readers find that cultures implanted in the texts are not in line with their personal beliefs, they will lose their enthusiasm to read the texts (Norland & Pruettt-Said, 2006).

NOVEL AS A READING MATERIAL

Novels are one of literary works that can be employed as a reading material. Being used as a reading material, Hişmanođlu (2005) mentions three benefits of using novels to students. First, presented with minimum illustration and more written description, students are demanded to imagine all things in the story such as the plot, setting, and movement that the characters in novels make. It challenges students' ability of fantasizing and imagining. Second, related to the content, novels are written with various conflicts, which are good to develop students' affective skills. Through the conflicts, students are able to identify emotions of each character and then they learn the way the characters deal with the problems so that they can do the same thing when they are in the same position. Briefly, students can also absorb wisdoms and values presented in the story. Third, novels have more storyboards than short stories. The storyboards told through written verbal description provide more language input. After absorbing the language input by reading and processing what they have learned, students are finally confident to practice the language through speaking or writing. It means that getting more input empowers students to perform the language (Folse, 2004).

In choosing the novel for English instruction, teachers need to be selective by considering some points. The novel used should have an interesting, entertaining, and motivating theme (Hişmanođlu, 2005). Things related to students' personal life are a brilliant idea to attract their interest. Hişmanođlu (2005) also points out that chosen novels should have contents appropriate for students' emotional and cognitive level. So,

students' emotional and mental growth will be stable and not be distracted by an external factor from inappropriate books they read.

The last consideration is related to level of difficulty. If teachers want to use novels as a reading material, they should ensure that the material is not too hard for students. The difficulty level of the novels for English instruction can be defined from the vocabulary they used. Nation (2006) states that a good reading text should contain around 95% to 98% of known words and unfamiliar vocabulary to be learned by students is not more than 5% to 2%. It is also in line with Input Hypothesis by Krashen (2003) which highlights that input should contain structure a bit beyond students' current level of competence. Paying attention to those two experts, it can be concluded that input is designed or selected to make students feel at ease in understanding the input without neglecting a portion of new vocabulary being learned.

In this research, a young adult novel was chosen for some reasons. First, the topic of this novel which tells about a boy's daily life and fun experiences is close to students' life. Second, because of daily life topic, vocabulary used is not extremely academic and difficult for students. That is in line with Nation (2006) and Krashen (2003). Third, the novel is completed with some illustrations for each story which can be effective to scaffold students in understanding the story.

VOCABULARY BUILDING

In building their vocabulary, students need to improve their knowledge about word meaning. According to Kamil and Hiebert (2005), to improve their knowledge of words, students are

not only required to identify the words, but also to know the meaning of words and using them in a real context. In addition, Harmer (2007) proposes four aspects of vocabulary mastery that students need to build up. First, the students need to know the definition of the word. Second, students are required to know how to use the word in an appropriate level of formality which deal with word choice. Third, students need to understand word formation, which is related with the function or part of speech. Fourth, students need to know how to use the word in a correct grammatical form.

Those aspects are not an easy task for them. Consequently, EFL teachers, as the agent of change in the classroom where the students usually get English exposure, need to motivate them (Ahmadi, Ismail & Abdullah, 2012). Besides providing suitable materials, teachers introduce students with techniques to build their vocabulary. One of techniques that are usually introduced by teachers is taking a note when students meet new words. Even though it is a conventional way in vocabulary building, Schmitt (2000) states that vocabulary notebooks are good to facilitate students in vocabulary learning because it can improve their self-management skills. With vocabulary notebooks, they are trained to know their own goals and needs when meeting some unfamiliar words.

Another technique is retelling. After getting vocabulary input by reading, students retell the story based on their reading. Without being asked to use the vocabulary, students automatically will do since the story they retell or rewrite is the same with the text. Even though it is impossible for them to use all words, at least some

portions of words learned are employed. In parallel, Lee and Muncie (2006) highlight that using the words productively in writing is important to make students remember the target vocabulary learned.

METHODOLOGY

This research belongs to a descriptive qualitative research and obtained its data by interviewing five students who admitted that it was their first time in reading an English language novel. They were also chosen because they got the highest score on vocabulary from a group consisting of thirty-six students. To interview the participants, a guideline for semi guided interview was used as an instrument (see the appendix). The interview session was conducted using Indonesian language for two until three hours through G-chat for 4 participants and WhatsApp for one participant. After that, the data transcription from G-chat and WhatsApp were copied in to pages of Microsoft word application. Then, the researcher did member checking by calling the respondents one by one to ensure that the researcher. Next, the data were coded using three steps of coding such as open coding, axial coding, and selective coding. After coding, data analysis and discussion were presented based on categories shown below.

THE TASKS

In implementing LbA in a reading class, two ultimate goals of this instruction were developing students' attitude in reading and improving their vocabulary size. To achieve the goal, a novel that suits students' characteristics is selected. For the techniques, the teacher designed a set of activity

to be done in the classroom. First, the teacher divided the books into some parts consisting of twenty to thirty pages to be read by the students per week outside the class. Second, in every meeting, students were put in small groups to have a discussion related to assigned pages they had read. Third, they were tested whether they read through a retelling quiz. Fourth, a vocabulary quiz was also conducted to help students recognize words that they got from reading which was conducted using a dictation quiz. Fifth, the teacher created an activity to help students more understand the story in the novel so that they could relate it to their own real life.

FINDINGS

STUDENTS' PERCEPTION ON THE NOVEL CHOSEN

Topic. Four students (Angga, Citra, Dita, and Erni) agreed that the novel chosen had an interesting topic able to develop their motivation in reading. Angga said that the book was interesting to follow. Beti stated that at the beginning, they felt intimidated because it was written fully in English and it was originally from an English speaking country. However, as time went by, she finally enjoyed the class after reading some pages and thought that the story in the novel was amusing. Like Beti, at the first time, Citra had negative attitude toward the novel since it was her first time reading an English language novel. However, after reading some pages, she changed her mind. She was more interested in the reading after knowing that the story of the novel chosen was great and entertaining. She stated that after reading three times, she claimed that the story was funny and could make her laugh. Then, she

felt motivated in reading the book since she was curious what happened with the character in the next pages so that she kept reading the novel and finished it. Like the others, Dita perceived that the story of the novel was closely related to her own life. It made her interested in reading the novel. She also admitted that she liked the story so much that she could remember most of it even though the class had finished. She added that the novel used was appropriate for low level students because it was completed with illustration and the story was related to students' daily life. It made students feel at ease in understanding the story.

Vocabulary. In relation to vocabulary in the novel, all respondents agreed that the novel was a good choice to build their vocabulary mastery. Four students (Angga, Citra, Dita and Erni) stated the novel helped them know more about word formation in tenses (how to differentiate Verb 2 and Verb 3). Beti and Dita confessed that their knowledge of word derivation, like *difference* and *different*, *suggest* and *suggestion*, *announce* and *announcement*, was improved. Beti also stated that after reading, her knowledge about words in terms of synonym was also increased.

Citra and Erni added that the novel told about a kid's daily activities and experiences. The context was able to be found around the students and vocabulary dominantly used in the novel was familiar for them. In effect, they could feel easy in understanding the content. Even though some unfamiliar words were still found, it did not make them understand the story any less.

Culture. Besides topic and vocabulary, what made them excited to read the book was new information about culture presented in the novel.

In relation with culture, Dita stated that it was good to read a novel that was originally from America since she learned something new. She was excited to know about thanksgiving that the characters celebrated.

STUDENTS' PERCEPTION ON ACTIVITIES

Based on the interviews, five students (Angga, Beti, Citra, Dita, and Erni) perceived that activities conducted in LbA such as vocabulary quizzes, retelling quizzes, group discussion, class discussion, and projects given can motivate them to read the novel and help them increase their vocabulary. Even though some of them (Beti, Citra, and Erni) admitted that the vocabulary quiz made them nervous coming to the class. However, they agreed to say that all activities done in LbA were successful to assist them building vocabulary. In line with it, Angga stated, reading the novel and all activities in literature-based learning not only enabled them to know the meaning or definition but to know how to use words properly. Dita also agreed that activities done were able to increase their understanding about word definition and meaning.

Vocabulary Quizzes. Three students (Beti, Citra and Erni) stated that vocabulary quizzes made them feel under pressure. They felt that they were forced to read the novel if they wanted to get a good score. Beti stated that at the first time, she was stressed coming to the class because of the vocabulary quiz since she did not read the novel at all. Based on her confession, she should have read the book before coming to the class. If she did not read the book, she would not be able to answer vocabulary questions well and got a bad score. She admitted that the quiz made her

frustrated. However, she stated that this quiz worked well to help improve her vocabulary mastery. Like Beti, Citra felt the same way. She was anxious coming to the class because she did not read so she was not prepared for the vocabulary quiz. In effect, she was not able to do classroom activities which dominantly tested the students whether they read. Having the same feeling like Beti and Citra, Erni stated that at the beginning she could not enjoy the class because she always felt frustrated. She did not prepare or read the novel. So, she worried that she would get a bad score for the vocabulary quiz. Even though they experienced an uninteresting thing in doing the vocabulary quiz because of lacking of preparation, they realized that this activity forced them to read. If the teacher did not apply this rule, students might have not read the novel.

Meanwhile, Angga and Dita were respondents who did not feel anxious with all classroom activities of LbA including vocabulary quiz. They said that reading the novel was interesting and their vocabulary mastery was improving after reading. Angga added that classroom activities such as vocabulary quizzes, retelling quizzes, group discussion, even the mid assignment, and the final project were all interesting for him. Both of them also agreed that because of the activities done in LbA especially vocabulary quiz, they could know the meaning of some unfamiliar words and they could also use the words in a right context accurately.

Even though three (Beti, Citra and Erni) of them felt frustrated because of this quiz, all of the respondents agreed that this activity was effective to push them to read. Vocabulary could also be improved by doing this activity. They also realized

that because the vocabulary quiz is presented using dictation activity where the students wrote the words what the teacher said using a correct spelling, their word knowledge in terms of pronunciation and spelling was improved.

Retelling Quiz. Besides vocabulary quiz, there was also retelling quiz. Students perceived that this activity pushed them to read. If they did not read, they would submit a blank paper in this quiz and get a bad score. This activity was also a place where the students could use vocabulary in a context. Angga admitted that this quiz and vocabulary quiz were the purpose of why he read the novel. By doing this quiz, he did not only know the definition and meaning of unfamiliar words he found, but he also could use the words in a context. Like Angga, Beti said that she should prepare the quiz well by reading the novel. If she did not read it, she would not be able to retell the story comprehensively in retelling quiz. In parallel, Erni stated that this quiz forced her to read. She kept reading the novel not only once but three times or four times to really understand the story so that she could be fluent in retelling the story in the quiz.

STUDENTS' PERCEPTION ON STRATEGIES TO BUILD VOCABULARY USING THE NOVEL

The data from the interviews showed some techniques that students used to improve their vocabulary by reading the novel in LbA. After meeting new vocabulary that they were not familiar with, Beti, Citra, Dita and Erni usually would ask their friends to know the meaning. While Angga and Beti explained that they often opened a dictionary to solve the problem, Beti and Dita found out the meaning from a transla-

tion tool in their smartphones. Then, Angga, Beti and Citra claimed that they guessed the meaning of the words from the context provided. They also admitted that after getting some new vocabulary, they do techniques to keep the vocabulary. Those techniques are taking notes and using the new words.

Taking notes. Students' effort to remember the words they found was by taking some notes. It could be like a vocabulary journal or annotation written directly on the novel. Beti stated that every time she got new words after reading, she noted them on a sticky memo then she stuck it on her room wall. Taking note was also Citra's preference to remember new words. She said that she wrote the words on a note book, and she thought that by writing the words, she was able to know how to spell the words correctly. Sometimes, she also made annotation directly on the novel by writing the Indonesian translation of the words. Doing like what Citra did, Dita and Erni usually circled words that she did not know. After that, they looked for the meaning of them and wrote it near the words they circled in the novel.

Using the new words. Besides taking some notes either on the book or directly on the novel, students used another technique to improve their vocabulary they learned from reading. Beti, Dita and Erni said that they used the vocabulary after reading in their retelling quiz. To retell the story they read in certain pages, they tried to use the new words they found as much as they could. Beti added that she also used the vocabulary in her writing projects for a mid-assignment which the topic was their dream and a final-assignment which was about their life experience. Then, Erni and Citra also stated that they not only employed

the words in a writing task, but also used those words in speaking when they chatted with friends from the same department (English Education Department). Citra even still remembered what new words she used in the conversation, such as *involved*, *wrap*, *klutzy* and *footstep*. Dita added that one of the things that made her motivated to read the novel was because it was authentic so that it provided more vocabulary to learn.

DISCUSSIONS

The results of this research indicate that based on students' perception, the novel as the learning material and activities done in implementing LbA were effective to assist students in vocabulary building. Even though at the beginning three students (Beti, Citra and Erni) felt anxious when doing quizzes, they could enjoy it after some meetings. Based on the data, they felt anxious and nervous because it was their first time reading a novel in English language. They felt insecure reading an authentic text because of the language barrier. In contrast, two participants (Angga and Dita) admitted that they did not feel what the three participants felt. It might have been caused by their high level of English proficiency. It is in line with Norland and Pruet-Said (2006) who state that LbA works well for students with good English proficiency. For those whose English proficiency is still in a survivor level, LbA demands them to work harder in understanding the novel.

However, after reading some pages in several meetings, they felt interested for some reasons. First, the novel was considered to be fit for freshmen because the topic was near from their daily life so that some of them might have a

similar experience with the characters. In addition, illustration was presented in the novel so that it could help students understand the story. Second, in terms vocabulary, since the topic was about daily life, vocabulary used in the novel was not too hard for them. Unfamiliar words did not hinder students' comprehension. It indicated that vocabulary used in the novel was not far from the students' capacity. It is in parallel with Nation (2006) who states that reading materials should contain 95% to 98% familiar words so that students can feel at ease in understanding the content. It is also supported by Krashen (2003) with his Input Hypothesis which states that learners need a comprehensible input in acquiring a new language. Comprehensible input itself is defined as an input given to the students should be little beyond their current understanding. From the data, it can be known that the novel was interesting since it was related to their students' daily life. Hişmanođlu (2005) was in line with it by saying that reading material is supposed to be interesting and entertaining for students so that they will feel attracted to read more.

For the strategies in building vocabulary, when the students found unfamiliar words in reading, they made efforts to understand the meaning. From the data, it could be seen that the students seldom asked to the teachers. They tried to find the meaning by their own. It indicates that LbA is good to foster students' autonomous learning. That is in line with a research result done by Nassaji (2003) that LbA enables students to learn independently outside the classroom.

After getting new words, students did a following activity named retelling quiz. The teacher

asked students to retell after reading the novel using their own words. Usually, in this session, they used the new words learned. This activity was like a trigger for students to use the words in contexts. It is in line with Lee and Muncie (2006) who highlight that using the words productively in writing is prominent to make students remember the target vocabulary learned well. Additionally, outside the class, some of them also used the words for speaking to their mates. So, it is true what Folse (2004) and Linse and Nunan (2005) say that by developing their vocabulary, students can perform the language well.

The results imply that in applying LbA for EFL students, teachers could introduce some short stories as short authentic texts first to provide scaffolding for the students before going on to reading a novel. It is because not all students have read an English language novel. Reading novel without giving a prior introduction with a more simple text will make them anxious and nervous joining activities in the classroom. It can demotivate them in reading an English text when they cannot understand what they read and finally get a dissatisfying score for it.

After getting sufficient experiences by reading short stories in English language, their confidence might be sufficiently shaped. Then, the teacher can give a higher level of literary work like a novel. By doing so, the students will not be stressed reading a novel. It is since if they are given a novel directly without preliminary, they may be anxious. So, they might have a negative perception before doing the task that could discourage them in reading.

CONCLUSION

LbA is a good idea applied for a reading class. However, students need a proper material. An English Education department of one university in Indonesia implemented the LbA using a novel. To encourage the students to read, the teacher supported it with activities such as a vocabulary quiz and retelling quiz. Based on the students' perception, the activities done are effective to push them read and improve their vocabulary even though some students felt frustrated and anxious at the beginning, but finally they admitted that they got benefits from the activities. Their frustration and anxiety were mainly caused by their lack of experiences in reading English texts. The feeling might have been caused by their unfamiliarity with a novel in English language. However, after reading several pages, students started to be interested in reading the book. So, it is suggested for teachers who want to implement LbA in an EFL context where the students are not familiar with an English language novel to start it by giving a simpler literary work like a short story first before using novels. With a short story, students who do not like reading will not be overwhelmed reading the long writing work written in the target language with unfamiliar vocabulary. Unlike novels, short stories are simple and short. It is good as preliminary materials before introducing students with novels.

In relation to the culture learned from the book, based on the result, students reported that Thanksgiving is the only culture introduced in the novel. In fact, there are still other culture values that can be dug more. The teacher is suggested to assist students to explore cultures

embedded in the language learned from the novel. The culture may be related to the event or taboo and politeness in the country where the setting is explored described in the novel.

The conclusion is that teachers in EFL contexts may apply the approach to develop their interest in reading and help them build vocabulary. However, they had to know the students characteristics. By knowing their characteristics, teachers are able to know what material and what activities designed to support the process. However, it is strongly emphasized that by using literary work and LbA, students can build their vocabulary.

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APPENDIX

Questions of semi-guided interview used:

1. Bagaimana menurut Anda tentang kelas reading kemarin?
2. Bagaimana menurut Anda tentang novel yang di pakai?
3. Menurut Anda apakah dengan membaca novel di kelas reading yang Anda ikuti sekarang ini bisa meningkatkan vocabulary?

Ini kan pengalaman pertama membaca novel Bahasa Inggris. Bagaimana perasaan Anda? Apakah Anda mengalami kesulitan? Kesulitan soal vocab? Bagaimana cara Anda mengatasi kesulitan tersebut?

4. Setelah mendapatkan kosa kata baru, apa yang Anda lakukan untuk lebih memahami dan mengingatnya?

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Error Analysis in Composition Written by Nursing Department Students of Universitas Muhammadiyah Yogyakarta

ABSTRACT

There is more freedom nowadays for workers to move across border. One of the promising opportunities is to become an overseas nurse. However, to become an overseas nurse, one needs a certain level of language skills; thus, it is important to embed English, as the world's lingua franca, in the nursing science course. When the students of the Nursing Department master the English, they will be able to engage in a communication with others within the international scope. It is very important to prepare them with standard, error-free English to prepare them entering the global market. This research tries to figure out the students' language proficiency by viewing their grammatical errors especially in the S-V agreement. The data were taken from the composition written by Nursing Department students, which were then analyzed using the concordance program, namely SCP 4.05. Using the seven pronouns (I, we, you, they, he, she, it) as the key words, the sentence contexts were examined. Then, the sentences that contain errors were taken and categorized. From this research, there are 5 kinds of students' problems reflected in the errors. They are: 1) sentence without verb, 2) errors in the use of be and stem, 3) inflectional -s for the third singular person, 4) modals, and 5) auxiliary verb.

Keywords: error analysis, written composition, students

INTRODUCTION

The advancement of technology and transportation along with the global policies, such as Asean Economic Community (AEC) or European Union, makes it possible for a person to work in another country easily. Consequently, there is a need for lingua franca because of the mingling of different person with different nationalities needs one language to communicate to each other to conduct the business (www.ncsbn.org). One of the most widely known and used language is English. Therefore learning English becomes very important nowadays, and at the same times becomes the rich source to do a research on it. The phenomenon of language produce by the learners already attract attention since

many time ago and “has long tradition” (Sridhar in Ellis, 1985, p.51). The purpose of error analysis has moved from merely checking the errors and linguistics classification to more pedagogic one, to provide information on the teaching materials and remedy (Ellis, 1985). Fauziati (2011) support Ellis view in her writing that error analysis function is broadened to view the learning process by analyzing the language produced by the learners. One way to understand English proficiency is by looking at the errors made by the learners because they are part of the learning. According to Fauziati (2011, p.26), some experts believe that

Current literatures view errors not just as deviations but rather as a source for studying the process/ strategies used by the learner in learning the TL. They are evidence about the nature of the process and of the rules used by the learner at a certain stage in learning course. Therefore, if we want to study the learners' IL system, we should find clues to the systems by analyzing the errors they make.

The term TL here is the target language; it is the language that is learned by the learner. IL is the interlanguage or the language produce by the learner which is not yet the similar to the target language and it has its own characteristics (Richard and Schmidt, 2002).

Hence, it is very interesting to analyze the errors made by the students to understand their competence in using the language. Analyzing the written text is easier because it is the tangible evidence that can be studied over and over. Therefore, the writer chooses to study the composition made by the Nursing Department Students of UMY. Based on the writer's experiences in teaching them, they still had difficulties in accom-

plishing the minimum requirement of writing a sentence, such as subject-verb agreement. Some examples of the sentences are as follow:

She afraid with her boy friend.

They are become piece worker.

She agree to do it.

They not yet married.

Sentence may have correlation in many different ways called “sentences relatedness” (Fromkin, Blair, & Collins, 2000, p. 129) and the relationship between subject and verb in a sentence is called agreement or “subject-verb (S-V) agreement” (Fromkin, et al, 2000, p. 136). S-V agreement is a basic ability to make an intelligible sentence. The students' acquisition on the rules of this S-V agreement can be used as an indication of the student language competency on the understanding of the basic sentence. Richards and Schmidt (2002, p. 184) state that “errors have been studied to discover the process learners make use of in learning and using a language”. This research will figure out the student's language ability viewed from the ability to perform correct S-V agreement in their sentences. The aim of doing the error analysis is to provide information on the difficulties students have in learning English to help teachers or institution to design program (Richards & Schimdt, 2002).

To find out the errors in the S-V agreement, the subject pronoun (I, we, you, they, he, she, it) in the students' compositions were used as the key words in the concordance program to limit the sentences. The focus of the analysis was in the agreement between the subject and verb in those selected sentences. The results of the analysis can be used to investigate the pattern of

S-V agreement and the problems commonly faced by the students in composing a good and eligible sentence. Thus the research question will be: (a) Do the sentences used by the students in their composition meet the requirement of the S-V agreement? And (b) what kind of errors in the subject-verb agreement that the sentences commonly have?

LITERATURE REVIEW

ERROR ANALYSIS

To define errors in language learning, one should also understand interlanguage because both are interrelated. Errors are defined as the norm deviation or faulty in using the target language from the result of “incomplete learning” (Ellis, 2003, p. 260; Richards & Schimdt, 2002). When the errors occur in the language as the learners produce the target language, the specific language is made by them. This kind of language produce by the learners is called interlanguage. Brown in Hourani (2008) defines interlanguage as the language produced by the learners which is different from their mother tongue and the target language. Mitchell and Myles (2004, p. 137) support the argument by stating that

...interlanguage...involved a major shift away from viewing learner language as a defective version of the target language, or as a mixture of first and second language...viewing it as an organic system with its own internal structure.

Thus, interlanguage is the language produced by the language learner that has not been complete yet and contain errors. The language is also different from both the native language and the target language. Below are the examples of the interlanguage:

- 1) *My name is Gilang Cikal Romadhan, I am school at SMA 7 Jakarta.
 - 2) *I love biology but I love not subject language French.
 - 3) *I have a sister, she age 19 years old and she study at University Esa Unggul.
 - 4) *I like sport because with sport we can healthy and strongly.
- (Fauziati, 2011, p. 26)

Error analysis is a methodology or study to investigate learners' errors when they learn a target language. The errors made by the learners in their language production can be the result of their learning process or the product of the language learning instructions made by the teachers. Therefore, the error analysis can be used to figure out the learner's learning process and portrait the language competence mastered by the learners. The language mastery can be treated as the input to emphasize on how to teach learners, and as a basis to prepare the material. Indeed, the error analysis has the pedagogical application or implication in language teaching (Corder in Ellis, 2003).

To study the errors, it is important to know the differences between errors and mistakes as well as the classification of errors. Errors are the result of the imperfect learning where the learners do not master the language completely yet. Meanwhile, mistakes lay on the inability to perform the language correctly not because they lack of competence. Mistakes occur because the factors that influence the performance, e.g. slip of the tongue, carelessness, or fatigue (Richards & Schimdt, 2002). The classification of errors will be explained in the next paragraph.

TABLE I: A SURFACE STRATEGY TAXONOMY OF ERRORS

CATEGORY	DESCRIPTION	EXAMPLE
Omission	The absence of an item that must appear in a well-formed utterance.	She sleeping
Addition	The presence of an item that must not appear in well-formed utterances.	We didn't went there
Misinformation	The use of wrong form of the morpheme or structure	The dog ated the chicken
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing?

Source: Dulay et al in Ellis, 2003, p.56)

The classification of errors fall into “vocabulary (lexical errors), pronunciation (phonological errors), grammar (syntactic errors), misunderstanding of a speaker’s intention or meaning (interpretive errors), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic errors)” (Richards & Schimdt, 2002, p. 184). Another category is called “a surface strategy taxonomy of errors” (Dulay et al in Ellis, 2003, p.56).

The surface strategy taxonomy of errors is one way to describe errors “that focus only on observable, surface features of errors, as a basis for subsequent explanation” (Ellis, 2003, p. 54). The term surface structure comes from transformational grammar “to denote the actual syntactic realization in a language of an utterance” (Poole, 1999, p.195). Chomsky defines the surface structure as the structure which is obvious in the surface to contrast it with the deep or abstract structure (Aitchison, 2003). Therefore the surface strategy taxonomy of errors tries to describe the errors based on the linguistics categories as mentioned in table above (Ellis, 2003).

Besides the categories, there are some steps or

procedures in conducting the error analysis. Corder in Ellis (2003) and Gass and Selinker (2001) propose almost the same steps. There are similarities of both steps from step one to three and there are variation starting from steps four and five. The first step is the determining the data or what is so called language corpus that can be written or oral data along with its size. The second is the error identification, which may refer to the category or type of errors that is chosen, such as grammar (syntactic errors) or vocabulary (lexical errors). The third is to classify the errors based on the grammatical description, e.g., subject-verb agreement, verb form, etc. For steps four and five, Gass and Selinker (2001) use analysis of source and remediation while Corder in Ellis (2003) promotes explanation of errors and evaluation of errors. For this research, the writer took step four belong to Corder in Ellis (2003) namely explanation of errors as the last step because the aim if this research is to explain the errors made by the Nursing Students.

FORM VERSUS MEANING

It is obvious that the form of language determine the meaning. Syntax rules are needed to

construct phrases and sentences out of morphemes as well as words, and the sequences of part of speech in a sentence must be meaningful and make sense. Once the requirement of putting the part of speech in the right order is obtained, the sentence is well formed or grammatically correct (Fromkin et.al, 2000). Hogue (2003) argues that a sentence can also be defined as a group of words that has a subject and a verb and expresses a complete thought. By this, it means that if grammar rules are too carelessly violated, communication may suffer. It is what Hogue (2003) says as having a complete thought. In addition, Harmer (2001) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Through the sentences, the meaning is conveyed or the communication takes place. Therefore, correct grammar is needed to produce an eligible sentence.

It can be summed up here that the form and the meaning are closely interrelated. The evidence of how form can affect the meaning can be seen from the active passive sentence making. The different position of subject and verb will influence the doer and the sentence meaning can be totally different. To perform a language or to put the language into the actual use, the system of language need to be acquired. By obtaining the grammatical or syntactic rules, the sentences produced will be in line with the language system; thus, the sentences will make sense and be understood. Ungrammatical sentence will lead to the disturbance of communication. As the result, the message is failed to be conveyed. It is in line with Ellis (2003, p. 707) who states that analyzing

learners' language should also concern with the "correctness" and "appropriateness" where the former involves "rules of usage" or grammar and the latter involves "rules of language use" or communicative message.

MINIMUM REQUIREMENT OF S-V AGREEMENT.

This research tries to find out learners' problems in using S-V agreement as the minimum requirement, which shows the language ability of the users. However, if the learners have not yet been able to write correctly the minimum requirement, it means that teaching learning process should solve this problem first before moving on to more complex materials. This is in line with one of the functions of error analysis proposed by Richards and Schimdt (2002) to provide information on the problems the learners encounter during their learning language to determine the 'pedagogically relevant materials' (Gass & Selinker, 2001, p. 65)

In conducting an error analysis, it is very important to determine the identification and classification of errors whether it is grammatical or vocabulary errors and to classify the errors (Gass & Selinker, 2001). In this article, the correlation between subject and verb is used to classify the errors. Thus, it is important to know the different forms and types of verbs and any part that correlate with the verb such as auxiliary verb, inflectional -s, modals and stem.

To begin with, verbs can be classified into linking verb and action verb or transitive and intransitive. The component of the verb is the auxiliary verb and the stem. According to Shiach (1995) there are several points to avoid the errors

when using the verb. The first is that verbs have to agree with the subject of the sentence or the part of sentence. The form of verbs varies according to who or what is carrying out the action, expressing the feeling or 'being'. Next, the two main factors that affect the form of the verb are the person or subject whether it is the first, second, or the third person, and also the plurality, whether the person or subject is plural or singular. Hogue (2003) also states that verbs must agree with their subject in number (singular or plural) and person (I, we, you, they, and so on). A singular subject (one person or thing) has a singular verb. On the other hand, a plural subject (two or more people or subject) has a plural verb. Another aspect to be considered is the tenses of the sentence, whether it is in the past, present or future. A pronoun such as 'each, anyone, everybody, etc.' takes a singular verb. Collective noun as they mean a single group, usually take a singular verb.

RESEARCH METHOD

In line with the steps proposed by Corder in Ellis (2003) and Gass and Selinker (2001) that are presented in the previous section, below are the steps:

1. Determining the data or what is so called language corpus
2. Identifying the errors
3. Classifying the errors
4. Explaining the errors

First, the corpus data should be determined. The data were collected from nursing students' compositions consisting of 56 soft-files or compositions. The compositions were typed in the

computer. The compositions were the final written assignment and the students could choose some topics provided by the teachers. The assignments made by the students were submitted in the form of the soft copy as part of the marking. The writer did not tell the participants that their works would be used for research because the interest to do research rose when the writer read carefully the compositions and there was no time to meet the participants again to ask their permission to use their work.

The data then were entered in the concordance program, and the results showed that there were 1482 sentences with 22.853 words. This data then was shortlisted using the key words to make further analysis and to limit the investigation within the subject-verb agreement. The key words were the seven pronouns, namely I, we, you, they, he, she, and it. After each key word was sorted, then the sentences were identified using the grammatical features involving the subject-verb agreement, such as verb form, auxiliary verb, and modals. The next step was to classify the errors which resulted in the types of SV agreement errors found in the composition written by Nursing Department students.

The writer used concordance software namely Simple Concordance Program (SCP) 4.05. Concordance program is software used to search word queries in the linguistic corpus (www.tuchemnitz.de). The corpus serves as the database, and the concordance program provides help to search and to sort words in the database. Since this research tries to find the subject-verb agreement focusing on the verb form, auxiliary verb and modals, the pronouns of I, we, you, they, he, she, and it were chosen as the key words

TABLE 2: SAMPLES OF SENTENCES WITHOUT VERBS

They sad if we sad	he the lord that
they happy	he the only child.
he healty an freesh	it less in nutrient composition
she/he still young than us,	I the activites that contribute often
she always angry and very blazed	and they time to use in the outside house
she afraid with her boy friend	they always health
It curious if there	also they still kids.
I sure that she is	she/he more adult thinking than us
we free for express	
we lazy to walk again	they permission to Aslan for
we similar other people to stop	if we often consumption fast food
if we happy When and	we consumption
you difficult to call him	they always attention their diets they
They difficult to get job	you often consumption of fast
you while together	
we beside our dear	
If they usually with it	
If they still at school,	
They for that small body to take limit	

to see the agreement between the subjects and the verbs. After the sentences were sorted based on the key words, then the sentences were analyzed based on the types of errors that commonly occur in them. The concordance program was able to shortlist the sentences using a certain keyword(s); but, the program cannot classify the sentence errors. The writer was the one who did the analysis to identify and classify the errors.

FINDINGS

After the corpus data were put in the SCP 4.05, they were shortlisted using the keywords consisting of six pronouns. The writer then identified and classified the findings based on the relation between the subject and verb. The findings showed some problems with subject-verb agreement that the writer noticed. The problems were divided into several categories: a) sentence with no verb, b) problems with modals which is

not followed by stem, c) problems with the auxiliary verbs, d) problems with the inflectional -s for the third singular person, and e) problems with be + stem or just S+V-ing without be.

SENTENCE WITHOUT VERB

They sad if we sad they happy he healty an freesh she/he still young than us, she always angry and very blazedshe afraid with her boy friend It curious if there I sure that she is we free for express we lazy to walk again we similar other people to stop if we happy When and you difficult to call him They difficult to get job you while togetherwe beside our dearIf they usually with it If they still at school,They for that small body to take limit he the lord that he the only child. it less in nutrient compositionI the activites that contribute often and they time to use in the outside housethey always health also they still kids. she/he more adult thinking than usthey

permission to Aslan for if we often consumption fast foodwe consumption they always attention their diets they you often consumption of fast

The table reveals that most participants had problems with the use of 'be' and its variations. After a subject, there should be 'be' form if it is followed by adjective, adverb, and noun. For example "She always angry", "We beside our dear", and "They still kids". They were also still confused about word formations since they used noun derivations for the verb. For example "they permission to Aslan", or "We often consumption fast food"

PROBLEMS WITH BE + STEM AND S+V-ING WITHOUT 'BE'

TABLE 3: SAMPLES OF SENTENCES WITH BE + STEM AND S+V-ING WITHOUT BE.

be + stem	s + v-ing without be
she was gave big knife.	it existing activity in it.
It's depends from	we falling in love
It's meaning this faction	we including of good peoples
it is make the	you and/your friends walking together
it is must fulfilled. Sometimes	What you ever of living in the
it is make we miss	What you ever of listening region
it is manage our destiny	explain to you what making pregnant
I'm agree with give mother's	Do you ever falling in love?/•
I'm read on the magazines	all af you ever falling in love
I'm apologize if	you are becoming a fatherwhen you
I'm continue study	You are becoming a rich man and you
I'm very agree the opinian	they willing to kill
we are dead	he usually according to what
we are know what is the meaning	
it is make we miss at situation in	
they are answer	
the finish they are problem	
they are become piece worker	

Unlike the previous issue, 'be' and its variations were used excessively here for stems do not need the form of 'be', for example "I'm continue study". However when the students did not use 'be', they wrote V-ing instead of just stem, for example "We including in good peoples". If the

sentences were intended to be in continuous tense, they lacked form 'be', e.g., "We falling in love".

PROBLEMS WITH THE INFLECTIONAL -S FOR THE THIRD SINGULAR PERSON

TABLE 4: SAMPLES OF SENTENCES WITH PROBLEMS WITH THE INFLECTIONAL -S FOR THE THIRD SINGULAR PERSON SUBJECTS.

he like,	she/he feel lonely
he talk	she agree to do it
he drop	she never feel
he love of god	She live in
he live nearthe	she/he feel lonely
He think,	she hope can back to the
He say that	
he live in	She seen arrogant
He give Lucy a hurt	I hopes, the government

The next problem found was the problem with the inflectional -s. Suppose that the sentences were in the simple present tense with the third singular person meaning that the sentences should use verbs with inflectional -s, such as "He like" or "she agree to do it". It was obvious that it was not because of carelessness or mistyped because it occurred quite frequently.

PROBLEMS WITH MODALS

Modals must be followed by stem and no preposition whatsoever. However, the data showed that most participants used 'to+stem' after modals, e.g., "We must to protect beauty". The other problem was that they used past verb after modals probably because it was intended to be past tense, but instead of changing the modal into past, they change the verb, for example "We can found many advantages". In addition, the students also had problems with modals followed

by adjective and noun. They also tended to use noun formation as verb, for example “So we can conclusion that...”

TABLE 5: SAMPLES OF SENTENCES WITH PROBLEMS WITH MODALS

we must to protect beauty	so we will able to do
we can to less our smoking so	We must able to hold
we must to start from	So, we could conclusion
we must to keep	they will awareness that
we must to increase	we must consumption of nutrient so
We must to close him	we can economizing expenditure
we will to vomit, dizzy	we must collaboration with the
they must to hold of hungry	
they must to be put to	we can quiet and relax
	we will quiet
free mustn't prevented by multistoried	we must always near our mine to God
you will got the beauty	they could pleasant
we must always triad	
we must lerned know how w	that we can of living in the countryside
e will scorned we will escaped	we will only dreaming about
We can spared from stress and looking	we must doing good
beautiful scenery	
we must lerned know how to	
we can found many advantages	

PROBLEMS WITH AUXILIARY VERB

Do you ever goes to mountain rangelf you ever goes you most don't you be afraid if Are you even heard about Genotipe Z Are you agree about news avian influenza Are you like freesh air?/ Would do you fell ? to you how is important become healthyHad you imagined a bad incident struck make we doesn't pleasant in thereMake we doesn't free to move, after that will they not worry sick because In love we not only find passionthat we not must see anything to we not struck they are not know negatives they not yet marriedbut they not think about they not want if they not want if their they haven't capabilityshe is not endure life in city

This section shows that the participants did not have adequate knowledge about how to make a negative and affirmative sentence. This part represents the students' problem in using the auxiliary verb. They were still confused about

using auxiliary, such as 'form be', do, does, and modal. The sample sentences are “Do you ever goes to mountain range?”, “Are you agree about...”, “we not must see anything” and “We doesn't pleasant in there”.

TABLE 6: SAMPLES OF SENTENCES WITH PROBLEMS WITH AUXILIARY VERB

Do you ever goes to mountain range	In love we not only find passion
If you ever goes you most	that we not must see anything
don't you be afraid if	to we not struck
Are you even heard about Genotipe Z	they are not know negatives
Are you agree about news avian influenza	they not yet married
Are you like freesh air?/	but they not think about
Would do you fell ?	they not want if
to you how is important become healthy	they not want if their
Had you imagined a bad incident struck	they haven't capability
	she is not endure life in city
make we doesn't pleasant in there	
Make we doesn't free to move, after that will	
they not worry sick because	

DISCUSSION

The results of the research show that the students' English was still very much influenced by their *Bahasa Indonesia*. In *Bahasa Indonesia*, a sentence can still be understood even though there is no verb in it, for example:

Dia mahasiswa yang baik. or *Dia adalah mahasiswa yang baik.*

Dia Tuhan yang Maha Pemurah. or *Dia adalah Tuhan yang Maha Pemurah.*

Both sentences above have the same meaning and are grammatically correct. However, when the principles in *Bahasa Indonesia* are put in English, the sentences become grammatically incorrect. The fact can be seen in category a) *sentence without verb*. Subjects in the example below are followed by adjectives without linking verb 'be'.

error which means “the use of elements from one language while speaking another” (Richarad in Ellis, 2003, p. 60). During the process of learning, if students, especially Nursing Department students, still have the native language influence surely that their language, especially the written one, will be hard to understand because it is unintelligible for the other. To overcome the problems, it is very important that there should be a paradigm shift from Bahasa Indonesia to English so that the students will be aware of the differences and later are able to use English system and syntactic rules when they use it.

CONCLUSIONS AND RECOMMENDATION

In conclusion, in this globalized era the mastery of foreign language especially English is very important to prepare the students to face the challenge in the workplace and to give them better bargaining position. One way to know the students' mastery is by analyzing the errors that they made during the learning. This information can be used as the basis to determine the learning materials suitable for them. The aim of this research is to know the students language competence by viewing the errors they made in their sentence viewed from the S-V agreement. There are 5 types of errors that the students made; first is sentence without verb, second is errors in the use of be and stem, third is inflectional -s for the third singular person, then modals and finally auxiliary verb.

This research is preliminary one. Many parts of speech still need to be analyzed. Researchers who want to conduct a similar research may analyze the other grammatical points as the basis to conduct the error analysis. As the influence of

Bahasa Indonesia is quite obvious here, there is also an open opportunity to study the influence of first language on the second or foreign language using this method.

It is likely that teachers or curriculum makers should adjust with the students' ability in English. It is important to know the level of students' English proficiency and the goals that students should reach so that teachers and institutions as the curriculum makers can decide the best intervention for the students. The teaching should be conducted from the easy level before moving on to more complex features. It is important to make sure that the students master the Basic English first so that the students will learn language that is in line with their competency and pace. When the teacher acknowledges the students' level, it seems that the teacher can give a higher language skills to promote the learning.

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What Teaching Strategies Motivate Learners To Speak?

ABSTRACT

This study aims to investigate learners' perspective on teaching strategies which motivate learners to speak English. Thirty university learners were given questionnaires and one learner was interviewed. The 5-point Likert scale questionnaires were interpreted based on ranges of criteria. The interview was used to support or clarify the findings from the questionnaires. This study showed that five teaching strategies: problem-solving strategies, simulation, lecture, role play, and direct contact belonged to a strong criterion (mean: 3.00 – 3.99). It indicated that those strategies motivated learners to speak. In addition, the other five teaching strategies: brainstorming, demonstration, games, large-group discussion, and one-to-one teaching strategies showed the mean score ranging from 4.00 to 5.00 which belonged to a very strong criterion indicating that these teaching strategies strongly motivated learners to practice speaking. The current study concluded that the ten teaching strategies motivated learners to speak English; therefore, the use of those teaching strategies in teaching speaking skills should be taken into account by teachers and course designers to help learners enhance their speaking skills.

Keywords: speaking, teaching strategies, teacher roles

INTRODUCTION

Mastering languages means mastering them both in spoken and in written forms. However, verbal language, or speaking, seems to decide more whether or not someone masters language. Therefore, speaking skills in language learning are very crucial since they become one of the determinant factors whether or not a language is mastered by language learners. On the other hand, teaching speaking does not seem easy for English teachers as “the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved” (Richards & Renandya, 2002, p. 201). Learners might be shy, afraid, or doubtful to speak up and practice their English. This situation will be a big problem for learners since it can hinder their improvement. Therefore, teachers should take parts to overcome this issue.

In teaching speaking skills, teachers play various roles, which contribute to learners' success during the speaking activities. For example, Harmer (2007) stated that teachers can be a prompter who helps learners when they suddenly have no idea of what to say during speaking activities. Besides, teachers can also act as participants during speaking activities without dominating them. The last role is that they can be feedback providers to learners. Therefore, the contribution and role of a teacher to improve learners' speaking fluency are absolutely important.

Because teachers bring big impacts to learners' success in speaking, they should maximize their teaching so that learners can achieve their goals. Their teaching can be improved by using teaching strategies appropriate for verbal communicative skill. Various teaching strategies can be chosen based on the learning goals and learners' needs, e.g., asking learners to have discussion with their classmates and providing scenarios to be role-played. Apart from wisely selecting teaching strategies, teachers should also take learners' different characteristics into account to help them achieve the learning goals. Determining learners' preference on particular teaching strategies is not an easy thing to do. Therefore, this paper aims to investigate what kinds of the teaching strategies motivate learners to speak.

LITERATURE REVIEW

Defining teaching is not a simple thing to do. Although many teachers have almost similar methods in teaching, they might have different perceptions on what teaching is for them. Some may believe that teaching is solely transferring knowledge to learners. Others may think that

teaching is promoting learning. Harmer (2007, p.107) revealed that "...being democratic and letting learners participate in decision-making takes more effort and organization than controlling the class from the front." It implies that teaching is not only controlling learners but also promoting learners' participation.

In spite of the diverse beliefs, most teachers would agree that teaching strategies are important in determining a success in learning. A brilliant lesson will not be successfully understood by learners if teachers do not apply appropriate teaching strategies. Orlich, Callahan, Harder, Trevisan, and Brown (2010, p.4) defined a teaching strategy as "thoughtful planning to do something". In addition, Franzoni and Assar (2009, p.19) defined teaching strategies as

the elements given to the learners by the teachers to facilitate a deeper understanding of the information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content. Teaching strategies must be designed in a way that learners are encouraged to observe, analyze, express an opinion, create a hypothesis, look for a solution and discover knowledge by themselves.

Therefore, teaching strategies can be defined as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

Various teaching strategies have been proposed and applied in language classroom to help both teachers and learners achieve learning goals. Those strategies have also been proven through a number of studies. Wehrli and Nyquist (2003) mentioned some teaching strategies that can be applied in a speaking class:

BRAINSTORMING

Brainstorming is a strategy in which learners think of ideas or solutions towards a problem. It is usually done to lead learners to the materials that will be taught, so the learners get initial knowledge on what they are going to learn. Conklin (2006) pointed out that brainstorming enhances learners' teamwork and productivity. It also allows learners to generate as many ideas as possible in a short period of time. Brainstorming can be done in small groups and let learners share their ideas either in a written form or in an oral one.

PROBLEM – SOLVING STRATEGY

Leading learners to critical thinking as well as improving their speaking fluency can be done through problem-solving learning. Problem solving strategy enables learners to work collaboratively as a team to solve a problem raised by the teacher. It also increases learners' motivation. Through the use of English to solve real-life problems, learners are encouraged to practice speaking, which will lead to learners not only to think critically, but also to learn as a team with others (Conklin, 2006).

SIMULATION

Simulation is a good strategy to improve oral fluency. In a simulation, learners play as themselves in a particular situation, for instance, attending a business meeting, reserving a table in a cafeteria, and many other. Harmer (2007) pointed out three advantages of bringing simulation in the classroom: it is fun and motivating, it helps reluctant learners to speak, and it provides a wider range of language as it is used in the

world outside the classroom. Through this strategy, learners can actively practice their English.

DEMONSTRATION

Wehrli and Nyquist (2003) stated that demonstration can be in a form of performing an activity so that learners can observe how it is done in order to help learners prepare transferring theory to practical application. This particular teaching strategy enables learners to visualize what they are going to learn. For example, learners can experiment on making something and explain it to their classmates and teacher. With the use and exposure of English, it will likely enhance their speaking skills.

GAMES

In the last decade, many teachers use learning games as a medium to teach a lesson to learners. Through the use of games in learning, both teachers and learners can create learning games, which can be helpful in language class. Harmer (2007, p.349) revealed that games "aim to get learners talking as quickly and fluently as possible". They can also create fun learning. With a good awareness on the language items taught through games and the appropriate selection on the kinds of games, teachers can promote learning in a non-threatening way. Brewster, Ellis, and Girard (2002) claimed that games for teaching encourage learners to participate and motivate shy ones to speak. Also, learning through games offers practice in fluency which is dominated by learners rather teachers.

LARGE-GROUP DISCUSSION

Discussion is a teaching strategy, which is appropriate to be applied in learner-centered learning. It can be prepared and unprepared as Harmer (2007, p.351) stated that “some discussion just happen in the middle of lessons; they are unprepared for by teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes”. By participating in a large group discussion, learners can articulate their ideas and feelings as well as listen to others’ perspective.

LECTURING

Lecturing is a conventional teaching strategy and tends to be regarded as an old teaching method. However, some teachers still apply this teaching strategy. Wehrly and Nyquist (2003) asserted that lecture is “primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information.”

ROLE-PLAY

Learning a language means learning how to use it in a real-life situation. Therefore, role-play can be a proper teaching strategy used in a language classroom. Harmer (2007, p.352) stated that role-play is very effective “to encourage general oral fluency or to train learners for specific situations”, for example becoming a receptionist, seeing a doctor, and so on. In a role play, learners are prepared to encounter situations where they must use English in the real world (Thornbury, 2005).

DIRECT-CONTACT

Direct-contact teaching strategy means that classroom teachers invite a guest speaker while teaching. In language learning, direct contact with native speakers of the target language offers an experience for learners as well as becomes a trigger to form a good attitude towards a target language and its speakers (Bartram, 2010). To promote speaking, teachers can invite English native speakers so learners can practice their English with the native speakers.

ONE-TO-ONE STRATEGY

Harmer (2007, p.122) explained that teaching one-to-one means “an individual learner working alone with a teacher over a period of hours or weeks”. It is usually called ‘private classes’. As in one-to-one class a teacher focuses only on one learner, the learner has a greater chance to do all the speaking rather than in a large class in which the teacher must share his attention to more than one learner.

In addition to the above strategies, Franzoni and Assar (2009, p.19) mentioned other teaching strategies presented in the table 1:

As the basic reference in conducting this research, the teaching strategies used in this research are the ones proposed by Wehrli and Nyquist (2003), which are brainstorming, learning based on problem solving, simulation, demonstration, games, large group discussion, lecturing, role play, direct contact, and one-to-one teaching.

METHODOLOGY

PARTICIPANTS

The participants of this research were 30

TABLE 1. TEACHING STRATEGIES (FRANZONI AND ASSAR, 2009, P. 19)

TEACHING STRATEGIES
TS1 = Games and simulations
TS2 = Learning based on problem solving
TS3 = Role playing
TS4 = Presentation
TS5 = Discussion panel
TS6 = Brainstorming
TS7 = Case study
TS8 = Question and answer method
TS9 = Project design method

university learners (n = 30) selected using convenience sampling. They were from different majors: 14 participants were learners of the Agriculture department and the other 16 were learners of the International Relations Department. Although they were from different departments, both groups were taught with the same English materials as they learned general English with the four integrated English skills. They also belonged to the same level of English proficiency which is beginner determined by their EPT score (< 375).

DATA COLLECTION AND ANALYSIS METHOD

5-point Likert scale questionnaires written in the Indonesian language were distributed to the thirty respondents. In addition to the questionnaires, an approximately 21-minute audio-recorded interview was done to obtain richer information on the reasons of which teaching strategies that motivated learners to speak.

The data obtained from the questionnaires

were analyzed using descriptive statistics by finding the percentage and the mean score of each teaching strategy. The mean scores were, then, interpreted based on the range of criteria of interpretation. The mean score 1.00 – 1.99 showed low agreement on the statement, the mean score 2.00 – 2.99 showed neutral agreement on the statement, the mean score 3.00 – 3.99 showed strong agreement on the statement, and the mean score 4.00 – 5.00 showed very strong agreement on the statement (Alsamaani, 2012). The data from the interview, on the other hand, were transcribed and coded.

FINDINGS AND DISCUSSION

After the statistical technique was conducted to the questionnaires, each teaching strategy showed the results presented in the following table 2:

After the computational technique done to the questionnaires, based on the range of criteria, it was found that there were only two criteria: strong and very strong criteria. The strong criterion ranges from 3.00 – 3.99 which can be interpreted that most respondents agreed with the statement. The second criterion which appeared in this study is very strong criterion which ranges from 4.00 – 5.00 which can be interpreted that most respondents strongly agreed with the statement. Those two criteria can be interpreted that the teaching strategies belonging to those criteria motivated the learners to speak English.

The table showed that five teaching strategies were in strong criterion; those were learning based on problem solving strategy (mean: 3.95), simulation (mean: 3.93), lecture (mean: 3.89),

TABLE 2. FINDINGS FROM THE QUESTIONNAIRE

No	Teaching Strategies	Item No.	Mean Score	Σf	Interpretation
1	Brainstorming	1	4.27	4.13	Very Strong
		11	3.97		
		21	4.17		
2	Learning based on problem solving	2	4.10	3.95	Strong
		12	3.77		
		22	3.97		
3	Simulation	3	4.10	3.93	Strong
		13	3.97		
		23	3.73		
4	Demonstration	4	3.93	4.07	Very Strong
		14	4.37		
		24	3.90		
5	Games	5	4.17	4.16	Very Strong
		15	4.20		
		25	4.10		
6	Large-group discussion	6	4.50	4.25	Very Strong
		16	4.13		
		26	4.13		
7	Lecture	7	3.87	3.89	Strong
		17	3.67		
		27	4.13		
8	Role-play	8	3.77	3.71	Strong
		18	3.43		
		28	3.93		
9	Direct contact	9	3.40	3.63	Strong
		19	3.77		
		29	3.73		
10	One-to-one	10	4.10	4.11	Very Strong
		20	4.20		
		30	4.03		

role play (mean: 3.71), and direct contact (mean: 3.63). The data indicated that the participants believed that the strategies motivated them to speak in language class. Besides strong criterion, five teaching strategies also belonged to very strong criterion. Based on the interpretation, very strong criterion, ranging from 4.00 – 5.00, means that the respondents strongly agreed on a statement. In this case, they strongly believed that the five teaching strategies motivated them to speak English. The first teaching strategy with very strong criterion was brainstorming which had mean score 4.13. The second strategy was demon-

stration. It had mean score 4.07. The third teaching strategy was games with mean score 4.16. The fourth teaching strategy was large group discussion which obtained 4.25. The last teaching strategy was one to one teaching strategy with mean score 4.11.

The findings of the questionnaires which resulted in strong and very strong criteria indicated that all the ten teaching strategies motivated the learners to speak English. This finding was in line with that found by Wehrli and Nyquist (2003). Therefore, it is strongly suggested for English teachers to apply those teaching

strategies to encourage learners to practice their speaking skills. Teachers can vary their teaching strategies in teaching speaking to provide greater opportunities for learners to practice speaking.

Based on the interview conducted to Niar (*pseudonym*), a female learner of Agriculture Department, it was found that some teaching strategies really motivated her to speak English while some others did not. When she was asked a question on what teaching strategies which motivated her to speak, she said that “Games, especially the group ones, can motivate me to practice my speaking ability in English. Through games, learners can learn English as well as cooperate with others. They are also fun. Learners who at first do not want to speak up are ‘forced’ to speak.”

The second strategy which encouraged her to speak was discussion. Niar stated that “discussion motivates learners to speak, especially if the learners are given a chance to share what they have got from the discussion in front of their classmates.” Besides discussion, Niar also agreed that role play was motivating to be applied in speaking class as she said that it could be a fun activity for learners as they could prepare their performance and those who were still reluctant to speak could be given a part which urged them to speak.

Problem solving strategy and direct-contact seemed to be quite motivating for learners to speak English. As Niar said, “problem solving strategy quite motivates me to speak. However, it will be effective for learners who are really confident to speak. Sometimes those who know how to solve the problems but are unconfident will tend to be silent and be passive.” Besides prob-

lem solving strategy, the direct-contact strategy was also quite motivating for learners to speak. In this teaching strategy, learners have chance to practice their speaking ability with people who have mastered English well or even native speakers. Niar said that “if I meet native speakers, I have to speak in English and it can force me to speak although my English is not good. We are also proud to ourselves if we can speak with native speakers.”

Based on the interview, some strategies were found to be less motivating or not motivating at all to be applied in speaking class. The first teaching strategy which was less motivating was simulation because simulation would only be effective for those who were able speak English while those who were not able to speak English well would unlikely take parts in the activity. The second strategy which was less motivating was brainstorming. Niar claimed that brainstorming was “not really motivating as learners who will be encouraged to speak are those who know the answers of the questions given by the teacher.” In addition, lectures were believed to give less motivation to learners to speak as Niar said that “it will make learners to be passive learners”. Not only lectures, one-to-one teaching strategy also did not motivate learners as “learners have no partner to have conversation with other than the teacher.” The last teaching strategy which did not motivate learners to speak was demonstration. Niar believed that “it only gives sample on how to use the language but not motivates us to speak”.

The results of the interview showed different results from the ones in the questionnaire in which the participant revealed that simulation, brainstorming, lecture, one to one teaching

strategy, and demonstration did not motivate the participant to speak English. It might happen because those teaching strategies did not provide more exposure for learners to speak and they only worked for learners who had strong confidence in speaking English. Thus, teachers who plan to apply these teaching strategies should consider learners' individual differences so that the learning process can give equal opportunity to practice speaking.

CONCLUSION AND IMPLICATION

The objective of this study was to investigate learners' perception on the kinds of teaching strategies which motivated them to practice speaking. From the 5-point Likert scale questionnaires distributed, the findings showed that non-English Department learners agreed that the ten teaching strategies asked in this study motivated them to practice speaking. Those ten teaching strategies were brainstorming, problem solving strategy, simulation, demonstration, games, large-group discussion, lecture, role play, direct contact, and one-to-one teaching strategies.

The results of the present study can lead to some pedagogical implications. Firstly, the study which gather learners' opinion on the teaching strategies which motivated them in practicing their speaking skill may lead to the awareness that learners are motivated to speak when their teachers apply a particular teaching strategy. Secondly, the findings may provide a clearer overview on what teaching strategies teachers can apply to help their learners improve their speaking skills. At last, considering that the present study revealed the teaching strategies which motivated learners to speak based on learners'

point of view, course designers, particularly those who focus on the enhancement of learners' speaking skills, should include the teaching strategies in the teaching plan as they might help learners enhance their speaking skills.

As the present study involved a limited number of participants, the findings might not represent the whole population of non-English Department learners in Indonesia. Therefore, it is expected that further research with a bigger number of population can be carried out to obtain a more-thorough result on teaching strategies which motivate learners in speaking. Also, the current study only gathered learners' point of view and perception on what teaching strategies motivates them to speak; no observation or experiment was conducted to empirically tested whether particular teaching strategies do improve learners' speaking skills or not. Hence, an empirical study should be conducted to prove that a particular teaching strategy is found effective to improve learners' speaking skills.

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Collaborative Writing in an EFL Context

ABSTRACT

Working collaboratively has been widely promoted in education. In the area of English language teaching and learning, working collaboratively can frequently be seen in speaking activities, in which students were assigned to practice speaking with their peers. Unfortunately, working collaboratively in writing is not as popular as in speaking. This study aims to explore the collaborative writing in an EFL context. As a part of a bigger study, the data were collected through out a semester and integrated with weekly meetings, which aimed to reach several objectives through a variety of activities, including group painting, individual writing, and collaborative writing. A total of 64 freshmen that were divided into two groups participated in the study. In the collaborative writing activity, students were instructed to do group painting and write a story written in groups based on their paintings. Each member of the group took turns to write the story, which cohesiveness and coherence should be given attention. Students were given freedom to choose their own topics for painting and writing to encourage them express their ideas. The data were gathered through class observation and students' reflection that was submitted at the end of the semester as a part of class assessment. The observation revealed that students faced some challenges when performing the tasks. Time management, student interdependence, and types of writing were among the issues emerging in collaborative writing activities. From students' reflection, it was found that while most students stated they enjoyed the activities, one student expressed that the collaboration did not work as well as she had expected.

INTRODUCTION

Learning practices in English language classrooms across Indonesia have long focused on the teacher-centred approach to learning, that is, teachers as the main

subject who deliver the lesson while students as the listeners. In this approach, teachers usually stand in front of the class telling the students what to do with the workbooks and telling them the answers of the questions. This may lead to students' dependence to the teachers and lessen students' independence in learning. In addition to this, English teachers teach the lesson using Bahasa Indonesia, due to lack of English proficiency. At the same time, many students learn English passively and have little efforts to improve their English proficiency at their own personal time. They spend much of their time doing things that do not support their English learning, such as watching television, playing online games, or scrolling their smartphones. Students depend too much on the teacher and study for test purposes only. The teacher and student aspects contribute greatly on students' development of English language skills.

Making students more independent has been a big issue for English language teachers, especially for those who teach in the area where independent learning is not culturally encouraged – like Indonesia. Many English teachers, especially in the higher education context, have been trying to use a more student-centred approach that sees students actively being engaged in their language learning. A variety of teaching techniques that are more student-centered have been endlessly implemented to improve students' language proficiency. For example, many students are encouraged to work collaboratively with their peers to work on a project and present it in front of a group of an audience.

Applying the student-centered learning in English classes can be an alternative way to

develop students' language skills: listening, reading, speaking and writing. Writing has been considered as one of the most difficult problem because "it remains unclear how students acquire the skills needed to produce an effective piece of writing in another language" (Khanalizadeh, 2012, p. 334). Thus, it is imperative for English as a foreign language (EFL) teacher to develop students' writing skills to help students' success in learning a language.

In many EFL contexts, writing has not been promoted as a continuous activity. In China, for instance, Lo and Hyland (2007) state that writing activities have been focused on achieving good grades in examination and grammatical accuracy. In Indonesia, the common practice that takes place in the EFL higher education contexts is that students are asked to produce an academic paper at the end of the semester. Unfortunately many teachers have been quite reluctant to provide feedback to students' writing, especially error correction. This might be caused, as Bitchner, Young, and Cameron (2005) argue, by practical reasons and ability and willingness of the teacher.

One way to develop students' writing skills is to have students actively participate in the language learning process, which is by collaboratively working together with their peers in order to better acquire the language. By having students working together, a teacher actually creates the environment for students to learn from each other (Lantolf & Thorne, 2007). The learning environment can help students be less dependent on the teacher. In addition, this method can be a way to shift the paradigm from the teacher-centered approach commonly found in English language classrooms in Indonesia.

While it is believed that many English teachers in the Indonesian higher education contexts have experimented a variety of writing activities, research on collaborative writing in Indonesian contexts has been scarcely conducted. The objective of the study is to investigate the extent to which the collaborative writing work in an EFL context.

THEORETICAL FRAMEWORK

The theory that underlies this study is socio-cultural perspectives from Vygotsky (1978). In his book, *Mind and Society*, Vygotsky (1978) maintains that children learn from other people around them. When they learn their first language, for example, they will acquire the words from adults who communicate with them or with other adults. Similarly, when children get older and go to school, they may also learn a new language that is used by the people around them. Vygotsky (1978) also asserts that human development is inherently a socially situated activity, which implies there is always a need for humans to get together with others to achieve a certain goal.

In the case of learning a foreign language learning like English, language learners can learn and acquire English from the people around them. Learning from their teachers and their peers is also a form of learning from their environment. Peers and teachers who speak English can provide environment for English language learners to acquire English faster, which in turn, would influence their language proficiency. To make sure that the environment supports learners' language development, English teachers can design language learning activities that require students work collaboratively. Working

collaboratively would require students to communicate to each other in the target language.

Following Vygotsky, Lantolf and Thorne (2007) also argue that second language learners learn the target language through internalization and imitation. By this, they mean that language are obtained from the interaction with the people around them and that the learners would carry the language into future performance. Imitation, according to Lantolf and Thorne (2007), plays an important role in language acquisition as it involves psychological and neural processing to actually produce the language. This is especially true when a language learner tries to imitate the teachers to speak or produce a word in the target language.

While speaking skills may have been the most visible skills that language learners can acquire from collaborative working, the other language skill, such as writing, can also enjoy the advantages of collaborative working. In addition, collaborative writing is also grounded in both social constructionist and cognition theory. They provide important insights for knowledge construction. In social constructionist theory, the emphasis is on students' discourse as a means of learning and writing as a manifestation of internalized social interaction. According to Vygotsky (1978), children learn new ideas through their social contacts. By getting in contact with each other, it could give them some advantages during their peer discussions about writing. This kind of learning is also based on the co-author working in the students' ZPD (Zone of Proximal Development). Vygotsky mentioned that children can accomplish tasks and solve problems under the assistance of a more capable peer (Vygotsky,

1978). Furthermore, collaborative writing allows students to have more feedback, which can occur either from the teacher or the peers since there are less group of students compared to many individual students. The feedback is also more detailed and constructive to create a better learning process.

LITERATURE REVIEW

WRITING SKILLS IN LANGUAGE LEARNING

In a preliminary study, it was found that English language students in Indonesia viewed that speaking is the favorite skills of all language skills: listening, reading, writing, and speaking. It was also revealed that writing was considered to be the most difficult skill in learning a language because it heavily depends on the vocabulary mastery (Nation, 2009) and grammar to convey meaning. In addition, Elola and Oskoz (2010) mentions that activities that many teachers design for their classes focus more on English speaking skills, rather than writing skills. There has been a number of attempts to improve students' English writing, e.g. by performing grammar correction towards students' writing.

On the other hand, writing skills are actually depended on the external and internal factors (Lo and Hyland, 2007). The external factors that influence writing skills include activities provided by teachers, language input, and peer collaboration. Internal factors refer to learners' attitudes, personal motivation and learners' perception on the activities. These two factors intertwine each other. Teachers play a very important role in English learning. This refers to the fact that the activities that a teacher designs would highly relate to students external motivation in writing,

which will lead to students' engagement in writing. This includes providing a non-threatening environment for the students to engage in writing activities.

Lo and Hyland (2007) designed a writing program in which the writing topics were related with students' environment and real readers. They applied discussions, demonstrations, and exploration to engage the students before they started writing. After conducted the procedure for six meetings, students were seen to be more motivated and engaged in writing. Their compositions were longer and showed better contents. This might indicate that students would likely perform better when they are provided with more opportunities to write that makes sense to them.

COLLABORATIVE WRITING

To consider that every single writing activity in an English class is conducted individually is probably too extreme. Speck (2002) maintains that every writing activity would have involved other people indirectly. For example, doing brainstorming with others, getting feedback from teachers, having conversation with friends, and researching the topics together are all evidence that writing processes cannot be done individually. However, collaborative writing in this study means that students with a friend or two to actually produce a piece of writing together.

Collaborative writing, though it is not common in Indonesia, has been practiced by many English teachers around the world. The common practices that takes place around the collaborative writing activities are asking students to do peer review (Storch, 2005). In peer review activities, students are usually asked to provide suggestions

to their friends' writing (Rollinson, 2004). This activity requires students to reflect on their own learning and, at the same time, students have to review the lessons that they have had. Storch (2005) argues that collaborative writing should be pushed a little further than providing feedback to their peers. She then did a collaborative writing in which students worked in pairs and wrote a piece of writing together. The results showed that the grammatical accuracy of the pieces of writing that the students produced were higher than when the students did the individual writing. Also, the pieces writing from students' collaborative work displayed higher levels of language complexity and were more succinct. The results also showed that the collaborative writing activities received positive from the students. They enjoyed the activities and considered them helpful to improve their writing skills.

Another study on collaborative writing is also conducted by Khatib and Meihami (2015). His study shows that a group of students who did collaborative writing outperformed their peers who did writing without the collaborative activities. The collaborative groups' writings were better in terms of content, organization, grammar, vocabulary, and mechanics. Hodges (2002) argues that collaborative writing had encouraged students to "redraft their work purposefully and explicitly in pursuit of particular creative effects" (p. 4). Redrafting seems to be the reasons why collaborative writing would benefit the students.

To do the collaborative writing, Mulligan and Garofalo (2011) also did the collaborative writing with their students. Although issues of fairness in task distribution among students should be considered by the teachers, they claimed that

collaborative writing did have positive impacts to their students' writing, as well as their speaking skills. They suggested several steps that teachers could take to carry out collaborative writing. The first, as they suggested, is to pair students, either choosing their partners themselves or being chosen by the teachers. Mulligan and Garofalo (2011) suggested teachers to rotate partners to avoid to encourage students to work with different people with different levels of proficiency. The second step is to provide opportunities for the pairs to brainstorm the topics they want to write about. This step can also be used to talk about the organization of the writing piece. The next part is by encouraging students to meet outside class hours to do research to support their ideas. This step is followed by the students working in class to outline, plan, and write the first draft. Teachers may provide suggestions on the outline. After this, students are to submit the first draft and returned with comments and suggestions. Students then work on the second draft based on the comments and suggestions and receive a grade. This cycle may continue with students assigned to do different roles, so they can explore other roles.

While collaborative writing is useful for students, not all students are willingly involved in the activities. Storch (2011) maintains that many students had persistently been reluctant to engage in collaborative writing. Students did not show positive attitude, which might have been caused by their personal experience on doing collaboration with their peer. On the other hand, Storch (2011) also points out that students with low level second language proficiency may not get the advantages of collaborative work if they are not

paired with students with a higher level of language proficiency. Also, Storch (2011) suggests that collaborative writing activities need to be monitored to ensure the activities work effectively.

METHODOLOGY

This study is a part of a bigger study that required students to work collaboratively. Various activities, such as painting, reading, and discussions were also performed to these groups to create a positive learning environment that engaged students. Individual story writing activities were conducted prior to the collaborative writing ones to provide scaffoldings to familiarize students with the upcoming activities. The collaborative writing activities were conducted for one meeting as a part of series of other activities. Two groups with a total of 64 freshmen enrolled in a course were involved in this research. The course syllabus showed that the course was to teach argumentative writings. The data obtained were mainly based on the teacher/researcher's observation during this particular activity on students' interaction with their group members. During the observation activities, the teacher's role was, among others, to remind the students to follow the time frame and to provide further information when necessary. Another set of data was also collected through students' reflection, which were submitted at the end of the semester as a part of course assessment.

THE TASKS

The students were first divided into several groups of four or three students. Students were then asked to make a piece of artwork, which was

painting in groups with free topics. They were allowed to discuss the concept of their painting prior to the painting activity or to paint on the paper right away and discuss the concept of the writing while painting. This discussion was intended to establish a learning environment for the students to contribute providing ideas for later activities, which was collaborative writing. After painting, students were instructed to write a story based on the painting they created; thus, the painting was actually an idea generator for students to construct a story. On a piece of paper, each member of the groups took turn to write a painting-based story. The second student would continue the story from the first member; the third member would do the same as his counterpart. At the end of the meeting, the pieces of writing that students' produced were displayed on the wall along side with the painting.

FINDINGS

OBSERVATION

Based on the observation, most students seemed to enjoy the writing activities. Some groups could really work together to create a piece of writing. Each member took turns to write on a piece of paper. During the collaborative writing activities, some interesting issues emerged:

Time management. The duration of the whole meeting was 200 minutes each. Although some of the instructions were clearly given in the previous meeting, e.g. how much time for painting and collaborative writing, students spent more time in the painting activities. This might have indicated that students enjoyed the activity because they had not done a similar activity. As a

result of the extended painting time, the allocated time for the collaborative writing was not sufficient for students. Some groups appeared to be rushing when the time of the course meeting was over, which led to some students did not receive equal amount of opportunity to express their ideas in writing.

Students' interdependence. Students were randomly selected to form a group consisting of four to five people. The particular selection process was performed to avoid students to choose their counterparts who had a similar level of English proficiency. In addition, the selection process was intended to create a more supportive learning environment for students with a lower level of English proficiency. Based on the observation, some groups worked well in developing the story. These groups, regardless their diverse levels of English proficiency, were successful to support each member to write up their stories. From their piece of writing, their story was coherent although some grammatical errors were found. At the end of the activity, these groups were able to produce relatively coherent stories based on their paintings.

The other groups seemed to be not as successful as their peers. While they were able to produce a number pieces of writing based on their paintings, the writings were produced by one member of each groups only. They, however, distributed the jobs equally among each member although the jobs were not necessarily related to collaborative writing. For example, as the task on that day was not particularly on performing collaborative writing, some groups decided to distribute the responsibilities between painting and writing. Thus, those who had a higher level

of English command were selected to do the writing, and the rest of the groups were to do the painting.

Types of writing used. During the activity, it was observed that free writing was quite challenging for the students. This might have been caused by the one of the course objectives that required students to be able to demonstrate their ability to write argumentative essays. Apparently, when the students were instructed to do free writing to express their ideas, many of them chose to write a piece of narrative writing, which was taught in the previous semester. During the activities, some students explicitly expressed their opinion to the teacher that writing a narrative was quite challenging because it had a different concept of that of argumentative writing, which was agreed by some other students. Some students stated that, in argumentative writing, they were required to have an introductory paragraph, to support their ideas with evidence, and to write a concluding paragraph. Meanwhile, narrative writing did not necessarily require introductory and concluding paragraphs. This type of writing, as students claimed, was quite challenging for them because they had accustomed to write argumentative essays regardless of they.

REFLECTIONS

In the reflection, most students focused on their enjoyment of doing the painting, and paid very little attention on the collaborative writing activity. They stated that their creative thinking was evoked because they were instructed to create a story based on the painting they made. Although it was a free writing, the ideas to write the story were not completely free because their ideas

were limited by the painting.

Based on the reflection, most students stated that they enjoyed the painting and writing activities. Some of students indicated that they did not expect that their writing ideas actually came from their paintings. With regard to the collaborative writing activity, most of them wrote that they did not mind writing in groups. However, one student explicitly stated that she was actually frustrated with her group because the other members were slow in writing and too carried away with chatting and painting. She ended up writing the whole story by herself.

DISCUSSION

Unlike a study conducted by Khatib and Meihami (2015) in which they had experimental and control groups and compared the results of the writings of the students of the two groups, this study did not attempt to compare the writings of collaborative and non-collaborative writing activities. This study focused on students' reaction on collaborative writing activity. The collaborative writing conducted in the study was only conducted in one meeting with a little help from the other activity, which was painting. The painting activity was intended to help students generate ideas by discussing the concept of writing they intended to produce. The discussion was to create a learning environment for the students, as suggested by Vygotsky (1978), before they executed their action. The discussion was also used to ensure to focus students' attention on the story they wanted to create although the story might change when they finished their painting.

The study implies that EFL teachers need to

ensure that the collaborative writing activities are equally distributed among the members of the groups. Thus, each member of the group bears the same amount of responsibility for the group's success. Alternatively, setting up small groups, e.g. pairs, would be easier for teachers to monitor students. Small groups will also allow students to contribute in the collaboration, such as working on the accuracy of the writing.

Another implication of this study is that providing specific themes may be helpful for students to create a story, rather than instructed students to choose the topic. Khatib and Meihami (2015) asked their students to write a piece of writing using the topic they provided each week, which might have helped their students in the experimental group to succeed. Providing topics for students can help students to narrow down their ideas and focus their attention on the given topic. The topics are not necessarily to be academic related because students may find difficulties to develop the topics. Topics with which students are familiar will become a great contribution to students' success.

CONCLUSION

Collaborative writing may have been popular in many learning contexts. Many EFL teachers may have instructed their students to write an academic paper, bulletin boards, or many other kinds of pieces of writings. The uniqueness of this collaborative writing activity was that the collaboration was conducted on the spot and students were encouraged to work closely with one another. Through the teacher's observation, students involved in this activity seemed to enjoy the collaborative writing activity. However, not all

students were able to work collaboratively in terms of writing. Many students depended on the members of the groups due to the level of English proficiency. The reflection also showed that one student felt frustrated when her group members gave up the writing work to her. On the other side, her frustration might have been caused by her not being able to work collaboratively with students who had lower levels of English proficiency.

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