

JOURNAL OF FOREIGN LANGUAGE TEACHING & LEARNING

Journal of Foreign Language Teaching & Learning is published by English Language Education Department, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta. In Association with APSPBI, articles that have not been published are invited. The Editor in Chief, Associate Editors, and the Reviewers will review the articles and they can make changes to the format without changing the contents of articles.



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Editorial

Volume 3, No. 1, January 2018

Dear readers, I'm delighted to share the good news with you that the latest issue of *Journal of Foreign Language Teaching & Learning (JFLTL)*, the January 2018, Volume 3, No. 1 Issue, is finally out! JFLTL has aimed at exploring the language education topics across cultures, countries, and languages. As it has been the case with the previous issues, the current issue still presents you a range of research topics from English as a Foreign Language teaching and learning. However, I'm happy to share you that currently, we have not only studies from Indonesian contexts, but also one from Afghanistan. The discussions include the topic of feedbacks in L2 writing, anxiety in writing, strategies in teaching tenses, the use of code-switching, and critical incidents in microteachings.

Rahmah Fithriani starts the issue with a report of her study investigating the influence of Indonesian EFL students' culturally constructed view of feedbacks in an L2 writing class. Seven students were involved in this qualitative study. Collecting data through writing drafts, reflective journals, questionnaires and interviews, Fithriani concluded two major findings. The first finding showed that there is an influence of hierarchical structure in the students' view of writing feedbacks. The second finding suggests that the Indonesian EFL students in the current study did not practice face-saving strategy as commonly found in EFL students in other Asian contexts.

Still revolving around EFL writing, Mir

Abdullah Miri and Jamhor Joia focus on the students' anxiety. Experiences of five Afghan EFL students were explored from semi-structured interviews. The findings showed four major themes, namely the students' perception about writing anxiety, the cause of writing anxiety, and the strategies in overcoming writing anxiety. In the study, students viewed writing anxiety as giving negative effects and the major cause of this anxiety is the little exposure to writing. Lastly, the participants reported that receiving feedback from teachers, doing extensive reading, developing their vocabulary knowledge and practicing writing were the major strategies they had used to overcome writing anxiety.

Another qualitative study was conducted by Maryam Sorohiti and Milla Farrihatul Ahna. Aiming to investigate the challenges and the effects of implementing several strategies in teaching English tenses, the study collected data by interviewing four EFL teachers experienced in the area of English teaching. The study found that technical problems, unsuccessful responses, time constrain for preparing the strategies and proper material selection were the challenges the teachers faced in implementing their teaching strategies. Despite these challenges, the teachers viewed that the strategies implemented had some positive effects, namely increased students' motivation, improved students' attitude and understanding towards tenses, accomplished teachers as well as student's awareness of the importance of tenses.

Indah Puspawati conducted a study on the use of code switching (CS) in EFL teaching. Using interviews and observation to three experienced EFL teachers in collecting the data, the study specifically aimed at investigating the belief of the teachers in the use of CS and its functions in EFL classrooms. The findings showed that using CS in EFL teaching was an informed decision the teachers made in order to facilitate their students' learning and that the type of CS they used was mostly inter-sentential one. In addition, the teachers believed that the functions of CS in EFL teaching were to construct and transmit knowledge, to manage the class, and to build interpersonal relation with the students.

Closing the journal with an analysis of teacher journals in a microteaching program, Ardiyani Widya Permatasari, studied the critical incidents found within to understand how teachers reflected on their teaching practice. This descriptive qualitative research study found that there were four types of critical incidents found in the journals written by four student-teachers. The critical incidents were course delivery problems, students' participation, language proficiency problems, and course preparation.

Finally, this issue will not be completed without the contribution of the authors and the work of the board of editorials and assisting staffs. The peer-reviewers have also made it possible to publish the current issue. For these supports, trust, and contributions, I should thank abundantly.

Associate Editor
Arifah Mardiningrum

Submission Guidelines

a. Articles should be original, have never been published elsewhere, and/or have 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

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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.

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In B. van Patten, & J. Williams, *Theories in second language acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.

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Rahmah Fithriani

is a lecturer at the department of English education, State Islamic University of North Sumatra. She received her doctorate in Language, Literacy, and Sociocultural Studies from University of New Mexico. Her research interests include feedback in L2 writing and the use of L1 in L2 teaching & learning.

Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing

1-13

ABSTRACT

The influence of students' culturally constructed view of the feedback process is a significant topic of discussion in studies about feedback in L2 writing. Research has shown that hierarchical relationship cultures and face-saving strategies have significant influence on students' perceptions of feedback process in L2 writing, particularly in Asian societies. Aiming to investigate whether these findings resonate in Indonesian EFL context, this qualitative study collected data through writing drafts, reflective journals, questionnaires and interviews with seven students who took an after-class writing course. Findings showed that students found teacher feedback more valuable than peer feedback, which indicated the influence of hierarchical culture. However, they were not concerned about practicing face-saving strategies to maintain group harmony and cohesion, which is quite common to find in other Asian societies. This study suggested that cultural influences, particularly face-saving strategies do not have as much influence on Indonesian EFL students' perceptions of written feedback in L2 writing as those in other Asian EFL students.

Keywords: perception, cultural influence, teacher feedback, peer feedback, L2 writing

INTRODUCTION

Writing is one of the skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. Unfortunately, L2 learners have also considered

among the most difficult skills to master as it involves problem solving in addition to the deployment of strategies to achieve communicative goals (Graham, 2010; Kurt & Atay, 2007). For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language

into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing. Providing feedback is one of the most appropriate ways of instruction to help L2 learners successfully learn a writing skill (Hyland & Hyland, 2006).

Research has shown that written feedback is a crucial part of the writing process (Cohen & Cavalcanti, 1990). Many studies investigating the effect of written feedback on students' L2 writing have also indicated that written feedback process helps students improve the quality of their writings (e.g. Chandler, 2003; Ferris, 2006; Jahin, 2012; Kamimura, 2006). However, few exist that focus on how feedback is perceived by students. Ward, Grinstein, and Keim (2015) describe perception as the process of recognizing, organizing, and interpreting sensory information in order to give meaning to the environment. It is sometimes distorted by a number of aspects residing in the perceiver, in the object or target being perceived, or in the context of the situation in which the perception is made. Specifically, Lewis (2011) stated that aspects such as the cultural context have a profound influence on that which is being perceived. Furthermore, Carson and Nelson (1996) emphasize that writing is a socially constructed act, thus the pedagogical practices of writing instruction often reflects the cultural values in which it is being done. Considering the relationship between culture, perception, and writing instruction, it can be assumed that culture may play an important role in shaping students' perception of the effectiveness of feedback implementation in L2 writing instruction.

Research investigating how cultural traits have significant bearing on students' perceptions of feedback process in L2 writing has reported different findings. Educational practice in cultures of hierarchical relationships places a great emphasis on "maintaining a hierarchical but harmonious relation between teacher and student. Students are expected to respect and not to challenge their teachers" (Hu, 2002, p. 98). Thus, students from these cultures find teacher feedback authoritative and tend to incorporate all teacher comments in their revision (Miao, Badger, & Zhen, 2006; Tsui & Ng, 2000). As a consequence, these students are also more likely to have negative views of feedback from fellow students and be reluctant to incorporate peer feedback in their writing (Carson & Nelson, 1994; Nelson & Carson, 1998). Interestingly, Miao, Badger, and Zhen (2006) and Tsui and Ng (2000) reported different findings showing that learners from hierarchical cultures value teacher feedback more highly than peer feedback but still recognize the importance of peer feedback. Furthermore, research findings showed that students coming from collectivist cultures which are much practiced in Asian countries generally work toward maintaining group harmony and mutual face-saving to maintain a state of cohesion (Carson & Nelson, 1996; Lee, 2008, Nelson & Carson, 1998). This means that peer feedback may be less successful in a collectivist culture because of students' unwillingness to criticize others.

Given the importance of students' cultural influences on feedback processes in L2 writing and the inconclusive findings of how cultural traits have significant bearing on students' perceptions of feedback process in L2 writing, it is necessary to conduct this study to further explore students' perceptions of written feedback in L2

writing classrooms in a different context, particularly in Indonesian EFL context. Furthermore, since most of previous studies focusing on cultural influences on L2 writing feedback were conducted in ESL context, it is interesting to find out whether the results as reported in the existing literature will also resonate those in this context. This study may contribute to the growing body of literature and provide more information for ESL writing teachers who want to implement written feedback in their classrooms.

LITERATURE REVIEW

The influence of culture in L2 writing has been highlighted in many studies (e.g., Lee, 2008; Scollon, 1999; Tsui & Ng, 2000) showing how cultures influence the pedagogical practices in EFL classrooms, particularly in most Asian societies. These studies also emphasize the differentiating characteristics of L2 writing instruction in ESL and EFL contexts. However, some other researchers (e.g., Holliday, 1999; Kubota, 1999, 2001, 2004) have criticized the attempts to essentialize and polarize the cultural differences of ESL/EFL students. In her critics, Kubota (2004) stated that although "cultural difference is an important topic of discussion in second language education, it should not be conceptualized as fixed, objective, and apolitical based on an essentialist and normative understanding of culture" (p. 21). It is especially true when imaging the ESL learners in countries where English is used as the first language such as Australia and the United States where classrooms are usually demographically heterogeneous. ESL learners in those classrooms tend to have the urge to assimilate with the general norms and practices that are functional in class. As explained by Bhowmik (2009), when ESL learners from different socio-cultural backgrounds work

together in feedback activities, the issues of culture could be minimized because each student is likely to come out of her comfort zones and participate in class activities more actively.

This current study would refer to the research investigating how cultures influence the pedagogical practices in EFL classrooms. It was not aiming to emphasize the cultural differences between students in ESL and EFL contexts, particularly those from Southeast Asian countries with those in English-speaking countries. The reason is because this study was conducted in a demographically homogenous classroom, similar to the following referred studies.

Research on cultural influences in feedback process

Some research investigating feedback in L2 writing has reported different findings on whether cultural traits had a significant bearing on students' perceptions of feedback process in L2 writing. Miao, Badger, and Zhen (2006) and Tsui and Ng (2000) investigated how students from hierarchical cultures perceived and incorporated the feedback they received from teachers and peers differently. The studies of Carson and Nelson (1996; 1998) on cultural influences in feedback activities reported that students' view of cultural values affected the feedback effectiveness in collaborative L2 writing.

Tsui and Ng (2000) focused their study on L2 writing revision after peer and teacher feedback. This study was conducted in a Hongkong secondary, in which English was used as the medium of instruction. Twenty-seven students participated in this study. The findings revealed that teacher comments were perceived more effective and useful than peer comment. There are

two reasons behind these results; first because the students believed that the teacher was more experienced, and second, they also viewed the teacher as a figure of authority whose words should be followed. These findings show how cultural values shape students' perceptions of the feedback they receive from teacher versus a peer. This is in accordance with the cultural value of traditional Chinese education stating that "students are expected to receive and retain, with an open mind and without preconceptions, the knowledge imparted by their teachers and textbooks" (Hu, 2002, p. 100).

The influence of hierarchical culture was also highlighted by Miao, Badger, and Zhen (2006) in their study. They argued that the power distance between teachers and students from hierarchical culture is 'problematic' in the feedback process since students are always expected to abide by what the teachers say, and they are not supposed to challenge the teachers and their opinions. They also explained that in Chinese society the Confucian cultures ascribe a lot of respect to teachers which students at all levels usually follow.

Another cultural value which has been found to have an impact on feedback activities in L2 writing is face-saving strategy which is much practiced in collectivist societies. Carson and Nelson (1996; 1998) conducted two studies investigating three Chinese ESL students taking an advanced composition class in a US university interacted and reacted in peer response groups. Since Chinese people practice collectivist culture in which the primary goal of the group is to maintain the relationships that constitute the group, they argued that writing groups used in composition classes in the United States might be problematic for Chinese students because of the cultural differences.

Furthermore, they stated that students of collectivist culture tend to practice face-saving strategy in a group interaction to maintain cohesion and group harmony among the group members.

The findings of both studies affirmed their argument. The analysis in the first study (Carson & Nelson, 1996) showed that the Chinese students' reluctance in initiating comments during group interactions. When they provided comments to their peers, they monitored themselves carefully to ensure they did not start conflict within the group. These findings supported their hypothesis that the values of collectivist society affected the Chinese students' interaction style. In the second study, Nelson and Carson (1998) compared Chinese and Spanish students' perceptions of peer feedback group. Although the analysis indicated that both the Chinese and the Spanish-speaking students preferred the provision of negative comments showing their mistakes, they were found to have different views in terms of the needed amount and kind of talk in identifying the problems. This study also reported contradictory finding from the Chinese students who perceived problem-identification as the goal of peer feedback but were reluctant to identify and recognize them. In conclusion, peer feedback in this study was less successful for students of collectivist cultures because of unwillingness to criticize others.

Some general features of Indonesian culture

Hofstede and Hofstede (2005) explained that people living in the same social environment at least partly share the same culture, thus it is known as a collective phenomenon. Culture includes some aspects, such as: language, art, and social

activity, and interaction (Tabalujan, 2008). Since classroom context reflects a social unit within the larger unit of a society (Maulana, Helms-Lorenz, Irnidayanti, & van de Grif, W, 2016), culture, thus plays an important role in pedagogical practices, including in L2 writing classrooms.

The influence of culture in L2 writing is also highlighted by Tickoo (1995) who argued that one of the differentiating characteristics of L2 writing instruction in ESL and EFL contexts is how cultures influence the pedagogical practices in classrooms. This is particularly significant in most Asian societies which are heirs to rich and established cultures and traditions. In addition, research also shows that L2 writing pedagogy in EFL context especially that in Asia, is confronted by the issue of culture, which plays a critical role in effective L2 writing instruction (Bhowmik, 2009). Among the issues of culture that influence the effectiveness of L2 writing instruction as reported in some research findings are the hierarchical relationship between teachers and students (e.g., Miao, Badger, & Zhen, 2006; Scollon, 1999; Tsui & Ng, 2000) and collectivist society that practices face-saving strategy to maintain group harmony (Carson & Nelson, 1996; Lee, 2008, Nelson & Carson, 1998).

The two cultural values of hierarchical relationship and collectivist society are also found in Indonesian cultures. Hierarchy is considered very important in Indonesian society, in which one's status should be respected at all times. The teacher-student relationship in Indonesian classrooms reflects this hierarchical structure suggesting obedience to higher authority figures (Maulana et al, 2016). Teachers are the ones who are responsible for managing order and neatness in classrooms and students are expected to follow their rules :

The teacher is seen to be a moral authority and students are expected to defer to all their superiors, including teachers. Teachers are also viewed as the fountain of knowledge – while knowledge is viewed as a more or less fixed set of facts to be transmitted and digested by thirsty learners, later to be regurgitated in test (a deficit model of learning). (Lewis as cited in Novera, 2004, p. 478)

One related aspect of hierarchical culture is the concept of power distance, which can be defined as a measure of interpersonal influence between two persons (Hofstede, 1980). An example of a large power distance in educational settings is that between a teacher and a student, which is much found in Indonesian classrooms. Teachers are viewed as the holders of knowledge which is passed on to the students. Thus, it could be assumed that students of large power distance countries like Indonesia tend to have less value on their peers' opinions than students from countries with a lower power distance do.

Indonesia is also known as a collectivist society that put the importance of a group in a higher position than that of an individual (Hofstede & Hofstede, 2005). The interactions within Indonesian society show a high contact among its members who express a substantial amount of interpersonal closeness (Hall, 1966) and emphasize conformity, social harmony, and family interdependence (Chao & Tseng, 2002; Uchida & Ogihara, 2012). For this reason, saving face strategy is a very important practice. Indonesian students tend to be reluctant to ask questions to their teacher during classroom activities, even when they are invited to do so. This is a strategy commonly used to avoid showing an attitude of challenging teacher's authority or/and demonstrating one's arrogance or

ignorance – to risk the possibility of punishment or personal humiliation (loss of social face)” (Lewis as cited in Novera, 2004, p. 478). To maintain class harmony and cohesion, students tend to practice mutual face-saving strategy by avoiding debates and confrontation when interacting with other class members. Thus, peer feedback could be a problem in Indonesian classes since it may be difficult for Indonesian students to provide negative feedback on their peers’ writings. They probably say what they think the writers want to hear rather than what might be helpful. Thus, it is interesting to find out whether the cultures of hierarchical relationship and face-saving strategy in Indonesian society also influence the L2 writing pedagogical practices in Indonesia EFL context, as reported in other EFL contexts in Asian society.

METHODS

This study applied a qualitative case study approach. Using purposive sampling technique, the researcher recruited seven 6th sixth semester students majoring in English Education at a state university in Medan, Indonesia. Data for this study were collected through a variety of instruments including writing drafts, reflective journals, questionnaires, and interview, to ensure that nuances of students’ perceptions in every stage of written feedback process were captured.

Thematic content analysis with three coding stages was used as the main data analysis. In the first stage of coding, significant quotes and passages on the copies of all reflective journals and written feedback surveys were manually coded using color pencils. The initial findings were then recorded in researcher’s note as guidance in preparing the interview questions. In

the initial coding stage, the findings from pre-coding stage were transferred to a table sheet in a Microsoft Word file. All significant quotes and passages were labeled as ‘data extract,’ which was further analyzed at the sentence level for coding and temporary categorizing. The findings from this stage of coding were later analyzed again in the final coding stage. This process was iterative before reasonable saturation for categories and sub categories could be reached.

The writing course

This study was conducted in an after-class writing course consisting of seven meeting in total. Each meeting was divided into two sessions, with one session lasting for one hour (see Table 1). During the course, students completed two writing tasks of argumentative essay; agree & disagree and comparison & contrast. Furthermore, as part of the writing tasks, students completed a sequential series of tasks including writing the first draft of an essay, providing written feedback on peers’ essays, revising the draft after written feedback sessions, and producing the final draft of the essay. In an effort to get the maximum benefits of peer feedback in this study, the first meeting of the writing course was used to introduce peer feedback through the ALA (Academic Literacy for All) Protocol (Mahn & Bruce, 2010) and train the students how to give feedback on an essay

| Meeting | Session I | Session II |
|---------|--|---|
| 1 | Introduction | Peer feedback training |
| 2 | Teacher's presentation (<i>Agree & disagree</i> essay) | Peer feedback 1 |
| | Writing 1 (first draft) | Revision 1 (second draft) Reflective journal 1 |
| 3 | Peer feedback 2 | Teacher feedback |
| | Revision 2 (third draft) Reflective journal 2 | |
| 4 | Revision 3 (final draft) | Written feedback survey 1 |
| | Reflective journal 3 | |
| 5 | Teacher's presentation (<i>Comp. & contrast</i> essay) | Peer feedback 1 (global issues) |
| | Writing 2 (first draft) | Revision 1 (second draft) Reflective journal 4 |
| 6 | Peer feedback 2 | Reflective journal 5 |
| | Revision 2 (third draft) | Teacher feedback |
| 7 | Revision 3 (final draft) | Written feedback survey 2 |
| | Reflective journal 6 | |

Table 1. Writing Course Schedule

FINDINGS

The results of data analysis showed that the hierarchical culture in Indonesian society played a role in shaping students' perceptions of the value of written feedback. The students reported to value more teacher feedback than peer feedback. However, the culture of power distance and collectivist society did not seem to have much influence in students' perceptions because they were not reluctant to voice their disagreements with the teacher and peers and did not hold back when criticizing peers' drafts. The findings will be presented in two themes, as the following:

Theme one: Valuing more teacher feedback than peer feedback

Indonesian society considers hierarchy a very important aspect in social life. One principle of hierarchical culture is obedience to higher authority figures. As a result, students from hierarchical cultures where

teachers are ascribed the highest power and ultimate source of knowledge in classroom interactions may perceive different values of written feedback provided by teachers and peers (Miao, Badger, & Zhen, 2006, Scollon, 1999; Tsui & Ng, 2000). The analysis of the data in this study also showed that students valued teacher feedback more than peer feedback, which was reflected from the amount of written feedback incorporated in their writings. As shown in the Figure 1, although the total number of teacher's suggestions/corrections was smaller than that of peers', students yet incorporated more teacher than peer feedback in revisions. A closer look at the data from interview revealed that these different values resulted from three reasons: different levels of confidence in teacher and peers as feedback providers, different levels of confirmation of written feedback usefulness, and discrepancy of teacher and peer feedback incorporation.

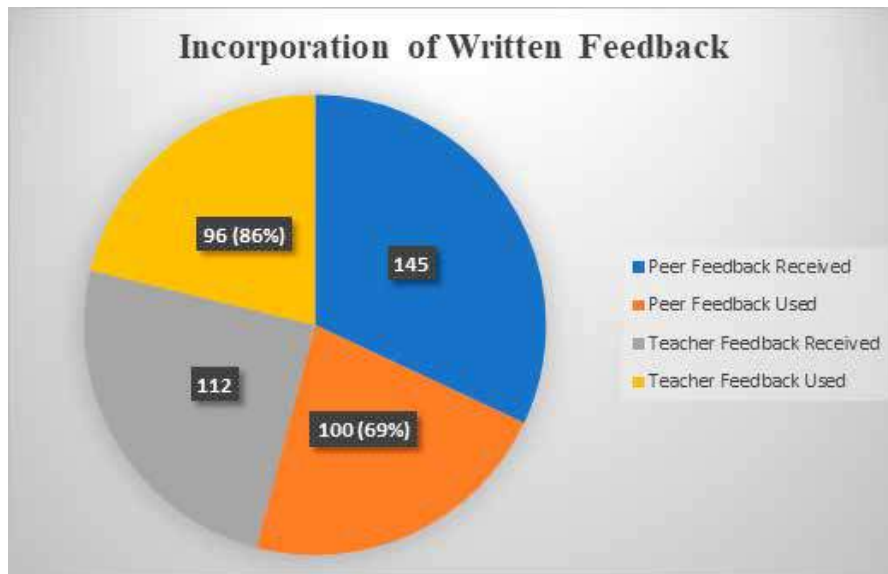


Figure 1: Distribution of Written Feedback Received and Used

Students showed different levels of confidence to written feedback they received from teacher and peers. When referring to teacher feedback, they used words like “trust,” “believe,” and “sure” of teacher’s competence. In addition, they also showed high confidence in the quality of teacher’s comments by stating that they were “more trustworthy,” “more accurate,” and “more qualified.” In the following excerpt, the student explained why he trusted teacher feedback more than peer feedback.

I think teacher feedback is more qualified. I personally trust teacher feedback more than all my peers’ feedback. Because I can also see the result from teacher feedback looks better and fits better in my essay, compared to feedback from my peers. (Excerpt 1, Interview)

On the contrary, when talking about peer feedback, students tended to use words showing low confidence like “distrust,” “doubt,” and “uncertain.” Furthermore, they also claimed that peers have lower competence as feedback provider by stating that they “have equal knowledge,” or “have no or little experience.”

I think that my word is correct, it doesn’t need revising. But she thinks that my word is wrong. Well, it was happened because we have a different understanding about it. I don’t know which the correct one is. Therefore, it is one of the lack of getting feedback from the peer because we have the same level in knowledge. That is why I cannot believe 100% the feedback from peer. (Excerpt 2, Reflective Essay)

In the reflective essay, the student expressed her disagreement with her peer’s correction. She also stated that one of the drawbacks of peer feedback was because the feedback provider and the feedback receiver were at the same level in knowledge thus peer feedback cannot be totally trusted.

Different values of teacher and peer feedback were also indicated by how students perceived the usefulness of written feedback in their revisions. In terms of the usefulness of written feedback in the revision, all students responded positively. However, when referring to teacher feed

back, they confirmed its usefulness in absolute but the usefulness of peer feedback with reservations. In the students' words, teacher feedback was 'very,' "definitely," or "totally" useful while peer feedback was "basically," "sometimes" or "less" useful. This different acceptance of written feedback can be seen in the excerpt below:

I think teacher feedback is worthier than peer feedback. It was really helpful and very detailed in all aspects from grammar, idea, to the conclusion were commented by the instructor. (Excerpt 3, Interview)

The student quoted in excerpt 3 explained the usefulness of teacher feedback by using the word "very" to intensify the degree of how helpful and detailed the teacher's comments she received. Furthermore, she praised teacher feedback on all aspects of writing which shows her trust in teacher's knowledge and competence. Meanwhile another student (quoted in excerpt 4) used the word "enough" which is a lower degree of intensifier when talking about the quality of peer feedback that she received. She also only praised one particular aspect of writing, in this case grammar where she thought her peer was competent to comment about.

About 50% [of peer feedback was used in revisions], because I think my friend's suggestions are good enough, especially about grammar. (Excerpt 4, Written Feedback Survey)

The last indication that students valued teacher feedback more than peer feedback is the different amount of teacher and peer feedback incorporation. As seen in figure 1, students incorporated higher percentage of teacher feedback (86%) in their revisions, meanwhile for peer feedback, only 69%

was used in revisions. This discrepancy of feedback incorporation was also admitted by students as highlighted in the following excerpts:

I took 50% of comments from my peer because I think [only] 50% of the comments are right and useful for my essay... Most of the comment I have from teacher feedback, 90% of comments I took because I think the comments from teacher's feedback is really helpful. (Excerpt 5, Written Feedback Survey)

I used 40% of my peer feedback in my revision. I do that because I think the correction is wrong... I used 80% (of teacher feedback) in my essay because I think my teacher has more knowledge than me. (Excerpt 6, Written Feedback Survey)

Both students quoted in excerpts 5 and 6 admitted of using much higher teacher feedback than peer feedback in their revisions. Despite their different reasons for doing so, the fact that they incorporated more teacher than peer feedback also indicated that they value teacher feedback more.

In summary, students gave more credits to teacher comments more than peer comments. In this case, students have higher confidence in teacher feedback which resulted in higher percentage of teacher feedback incorporation in revisions. However, it should be noted that student valued both teacher and peer feedback although with different levels of confirmation Theme two: Claiming authority as feedback providers and receivers. Another principle in hierarchical culture is the high-power distance between teachers and students. Thus, educational practice in cultures of hierarchical relationships places a great emphasis on "maintaining a hierarchical

but harmonious relation between teacher and student. Students are expected to respect and not to challenge their teachers" (Hu, 2002, p. 98). In addition, Indonesians as collectivist society also practice face-saving strategy to maintain cohesion and group harmony among the group members.

However, the data analysis demonstrated that despite the high-power distance between teachers and students and the practice of face-saving strategy in Indonesian society, the students in this study were not hesitant to claim their authority as feedback receivers and feedback providers. When receiving feedback from teacher and peers, students were not reluctant to voice their disagreement and reject the feedback for personal reasons such as "I don't think the comments are correct," "I dissatisfied with the feedback provided,". In addition, as the writers, they were also aware that they were the decision makers in deciding what comments to incorporate or ignore in their revisions. They rejected the feedback using some reasons such as "the original draft is better," "suggestions/revisions changed the intended meaning," and "feedback interfered with writer's voice and style. In the interaction below (Excerpt 7), the student showed how he claimed his authority as the writer of the essay. Although he confirmed the quality of the feedback, he rejected to use it in his revision because he saw this contribution as intrusive. It can be said that students valued teacher feedback and confirmed its quality, but it was not necessarily for them to agree with and incorporate it in their writings.

Interviewer: In your reflective journal, you wrote that you took only 50% of teacher feedback. Why?

Student: The teacher gave me only two sug-

gestions. I took one but ignored the other because I think the suggestion [which was ignored] was not applicable in my writing. The other I think was acceptable although a little bit difficult to make it flow with my sentences, with my idea. I admitted the first comment was good, but if I kept using it in my revision...what can I say...the idea didn't flow so I had to rewrite everything. (Excerpt 7, Interview)

When serving as feedback provider, students did also not hesitate to give comments on her peers' drafts which was shown in their statements like, "I provided as much feedback as necessary, "I gave feedback based on one's understanding," "I gave feedback to help improve peer's essay," "I did not hold back when giving criticism," and "I believe that the writers will not be offended with my feedback." Those statements indicate that students realized that being a feedback provider allowed them to speak as a teacher might. They also knew that the purpose of their giving comments on peers' drafts was to state their opinions on what peers needed to do to improve their writings. When providing criticism, they also did not hold back just because of not wanting to hurt anyone's feelings. As a result, students in this study were not concerned with maintaining group harmony and practicing face-saving strategies.

As long as I think it is necessary, I will give feedback on my peers' drafts. Because I believe that my friends know that I had no intention to insult or offend them. I personally also expected that my friends be honest to me when giving feedback. When they think it's good, they can praise it. When they think it's not good, they can criticize it. Even when they think my essay was good, I still expected them to provide me much feedback. (Excerpt 8, Interview)

The interview excerpt above clearly illustrates that the student's only intention was to help her peers improve their writing by not holding anything back when providing feedback. She furthermore explained that she expected the same treatment from her peers. This indicated that she was not concerned about practicing face-saving strategies to maintain harmony with her peers by subordinating honesty to politeness.

DISCUSSION

The finding showing that the students valued teacher feedback more than peer feedback is in line with those of Miao, Badger, and Zhen's (2006) and Tsui and Ng's (2000). Miao, Badger, and Zhen (2006) reported that the students in their study "value teacher feedback more highly than peer feedback but recognize the importance of peer feedback" (p. 193). Similar to this, Tsui and Ng (2000) found out that their students favored teacher comments. They furthermore explained that the reasons were because the students thought that "the teacher was more experienced and a figure of authority and that teacher's comments guaranteed quality" (p. 160).

Two among the reasons, namely: "the teacher was more experienced" and "the teacher's comments guaranteed quality" were also mentioned by the students in this study to explain why they valued more teacher feedback. Interestingly, the other reason saying that the teacher was a figure of authority whose words should be followed did not seem to be a reason. Although hierarchical societies tend to accept more power distance, including the distance between a teacher and a student, the students did not hesitate to disregard teacher's suggestions and to voice their disagreement with them. This indicates

that power distance did not have any significant influence in students' perceptions of written feedback.

The second finding showing students' willingness to criticize peers' writings and to voice their disagreement with peers' comments is quite the contrary of Carson and Nelson's (1996). The results of their study showed that that "the Chinese students' primary goal for the groups was social-to maintain group harmony-and that this goal affected the nature and types of interaction they allowed themselves in group discussions" (p. 1). They furthermore described some characteristics of the Chinese students' interactions: (1) reluctance to criticize drafts because they thought might be hurtful to other group members; (2) reluctance to disagree with peers because it would create conflicts within the group.

It can be assumed that such different findings between this study and that of Carson and Nelson (1996) may lie in three reasons; (1) students' understanding of the written feedback purpose; and (2) the nature of feedback interactions. In the beginning of this study, the students were introduced to the concept of written feedback through the ALA protocol. Through this activity, students got a very good understanding of the purpose of peer feedback throughout the composing process that is to help improve the quality of the writing and develop writing skills of both feedback receivers and providers. They characterized their interactions in the peer feedback activities as task oriented. They focused on providing comments that helped improve their peers' essays and viewed the social dimension of maintaining the state of cohesion as subordinate to the task dimension. Thus, although Indonesians belong to a collectivist society which

practices face-saving strategies to maintain cohesion and group harmony among the group members, the students' mutual understanding of the written feedback purpose in this study seemed successful to prevent them practicing those strategies which may not work toward the fulfillment of the purpose.

Another speculation to explain the contrast findings is that the nature of interactions between students in Carson and Nelson's (1996) study was different from that in this study. In the former, students provided feedback through discussions in groups of three or four consisting of speakers of different mother tongues. In the latter, students worked in pairs or groups to provide written feedback on drafts. This means that students in this study did not involve in face-to-face interactions where the feedback provider would look at the face of the writer when giving suggestions or criticism. Furthermore, face-to-face interactions would also allow the feedback provider to read the feedback receiver's emotions through verbal and nonverbal cues, such as facial expression, which perhaps could be a factor that made students of collectivist society practice face saving strategies in peer feedback to maintain group harmony. Thus, the nature of interactions in this study might make it easier for students to be as honest as possible when providing feedback.

CONCLUSION AND SUGGESTION

The findings of this study may contribute to the existing literature showing how cultures influence the pedagogical practices in EFL classrooms, particularly in most Asian societies. Some cultural influences, particularly hierarchical culture still plays a role in shaping students' perceptions of the different values of written feedback they

received from teacher and peers. However, providing students with a fundamental understanding of the purpose of feedback activities through the ALA protocol seemed successful in minimizing those influences. With some adjustment to accommodate the different contexts of where it is implemented, teachers who would like to incorporate peer feedback in their teaching practice could also make use the ALA protocol to introduce the students with the concept of peer feedback.

This study might lead to similar research studies that may collectively provide a more extensive framework for understanding cultural influences on Indonesian EFL students' perceptions of written feedback in L2 writing. The replication of this study in a formal classroom setting with a larger size of participants could be conducted to increase the generalizability of the results. Furthermore, since this study involved written feedback only, it might be interesting to investigate whether there are similarities or differences in terms of cultural influences in the combination of written and oral feedback in L2 writing.

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Writing Anxiety in an Afghan EFL Setting: Voices From Five Afghan Students

14-29

ABSTRACT

Language writing anxiety is a phenomenon that majority of EFL students, particularly Afghan English language learners, experience. To address this issue, this qualitative study explored the reported experiences of five Afghan undergraduate English majors, studying at an Afghan university, with writing anxiety. After collecting data through semi-structured interviews, the data was transcribed verbatim, and four major themes were constructed. The results revealed that anxiety has both positive and negative effects on students. The findings also showed that participants' little exposure to writing activities was the major reason behind their writing anxiety. The participants reported that receiving feedback from teachers, doing extensive reading, developing their vocabulary knowledge and practicing writing were the major strategies they had used to overcome writing anxiety.

Keywords: EFL Writing, Writing Anxiety, Afghan EFL Learners, Students' Reported Experiences

INTRODUCTION

Anxiety is a natural feeling that may happen in different situations, such as preparing for a job interview, speaking in a public place for the first time, or taking an exam. This phenomenon is crucial in education, particularly in language learning process. According to Kara (2013), anxiety is considered as "one of the factors that affect the process of learning" (p. 104). Besides, Chin Lin (2009) noted that anxiety is a type of feeling that provides positive attitudes; for example, it warns us to think critically about issues that seem serious to us. He also noted that these emotions and feelings help us to evaluate potential threats and respond to them in an appropriate way, perhaps by paying attention.

Writing is one of the main language skills which requires visual memory, attention, study process and good performance (Boniface, Candria & Contento, 2008). However, anxiety is something natural that we all have in common, regardless of the way we perceive and respond to it. In the same vein, Negari and Rezaabadi (2012) noted that writing is a crucial skill which requires too much time. They argued that some students prefer teachers who are strict and require students to write accurately, while some students prefer to work with peers as well as their teachers to improve their writing skill.

Anxiety is a familiar emotion because it is part of everyone's life, especially in education settings. It is inevitable that how students feel affects their learning process. For example, although teachers postulate that there are students who have positive attitudes toward writing, some English teachers assert that students' negative attitudes toward writing negatively affects

their written production. For instance, in some of our courses, when teachers asked students to write, students were concerned with making mistakes and performed poorly. We believe teachers' reaction towards students' writing anxiety affects students' progress in writing. That is, if they keep blaming the students, students' anxiety might increase. However, according to our experience, some teachers with positive feedback and comments could help students to improve their writing skill dramatically.

Since anxiety is common among EFL learners, this qualitative report is concerned with the reported experiences of students with writing anxiety. Besides, research suggests that instructors should seek effective ways to ease anxiety that students might feel while learning and writing a language to support successful language learning experiences. Consequently, as we come to understand anxiety better, there is much that we can do as individual to take steps to reduce it and learn to appreciate our emotions without fear which will help us more. By focusing on the role of anxiety in writing performance among students of writing classes, we hope to provide some genuine understanding of anxiety and how it can be addressed to successfully support writers in our context.

Although there is a rich body of literature on writing anxiety, there is a gap in literature on this topic in the context of Afghanistan. Therefore, this qualitative study explores the reported experiences of Afghan English students regarding writing anxiety. On the hand, it seems that the topic of anxiety works as a serious/critical issue for some EFL students at schools and universities in Afghanistan, as the culture of writing is so low in Afghanistan. Thus, as published research on second language

writing anxiety in Afghanistan context is rare, there is an urgent need for further research to understand its nature and influences on EFL students' writing skill. This study is highly significant as it gives voice to Afghan English language learners and investigates their reported experiences with writing anxiety when writing a text. The study will also allow teachers to learn from students' perceptions regarding learning anxiety, and perhaps modify their teaching philosophy to address students' needs.

LITERATURE REVIEW

Language Anxiety

Anxiety can play a great role in giving negative or positive feeling for learning progress as well as writing achievements of students. There is a close relationship between the levels of anxiety and how students perform in their language learning as Horwitz (2001) found that language anxiety is something related to students' achievement, even anxiety can hide students' performance. He claimed this because there is significant negative relation between students who are anxious and their writing achievement. In the same vein, Ningsih and Kusumaningputri (2015) also noted that when the students score is low for their achievement in their writing classes they were affected negatively. This negative effect of writing anxiety may occur to many students, even those who have a low-level anxiety. Thus, anxiety can affect writing students and their performance, no matter if their level of anxiety is high or low.

Some researchers postulate that anxiety even exists among advanced adult students of foreign languages (see Ewald, 2007; Marcos-Llinas & Garau, 2009). For example,

Ewald (2007) and Marcos-Llinas and Garau (2009) pointed out that foreign language anxiety is common among advanced learners and it increases when their language and linguistic ability are not improved. Gregersen and Horwitz (2002) discovered that students suffer from high levels of foreign language anxiety that is typical for intelligent students as well, because, they start to make great expectations of themselves and underestimate towards presenting. This shows that those students are over concerned about others' opinions and they will pay too great attention to errors that will damage their concentration on their lessons.

Lightbrown and Spada (2006) defined language anxiety as "Feelings of worry, nervousness, and stress that many students experience while learning a second language" (p. 61). According to this definition, it can be argued that learners who experience anxiety may feel stressed, and they might decide not to participate in their class discussions, or may not do their homework on time. Anxiety can be considered as one of the major factors of academic performance. For instance, Tanveer (2007) indicated that "Students' feeling of stress, anxiety and nervousness may impede their language learning and performance abilities" (p. 1). This implies that anxiety avoids us from doing language tasks correctly. According to the previous studies in language learning, anxiety has the fundamental role in language learning due to its negative relationship to learners' language learning performance (Atay & Kurt, 2006, p. 127). Consequently, the role of anxiety in learning can be clearly understood.

Writing Anxiety

As previously stated, anxiety itself is one of the important and controversial issues

ineducation, specially in writing learning. In *Advanced American English* Longman (2005), anxiety is defined as a feeling of being worried about something that may happen, or it is a feeling of desiring something very much, but being worried that you will not succeed. This anxiety can have great impact on writing skill as Karakaya (2011) defined anxiety as a critical and effective imagination and thought in language learning and writing process. But, these effects can be positive and negative. McLoad (1987) also defined writing anxiety as a type of anxiety related to some situations in which a person has difficulty during the writing process, (as cited in Bayat, 2014, p. 1134). According to Banga (2016), anxiety is something general and public for different irregularities that causes nervousness, fear, apprehension, and worrying.

Hassan (2001) also described writing anxiety as a general obstacle of writing activity in a context which is observed by the individuals who necessarily need some amount of writing skill for evaluation of that writing (as cited in Negari & Rezaabadi, 2012, p. 2). From this finding we can predict that writing anxiety is a considerable point in educational fields and language learning skills like writing. The results of Al-Sawalha, Salem, Chow and Foo's (2012) study showed that majority of the Jordanian EFL students experienced high level of writing anxiety. From the above-mentioned literature on writing anxiety in EFL context, it can, therefore, be argued that there are students who experience writing anxiety when composing a text.

Writing Anxiety in EFL Context

According to Rodríguez, Delgado and Colón (2009), being nervous, stressed or

anxious seem to be typical for EFL learners. However, it is not always the same. Writing anxiety is a considerable challenge that mostly happens when EFL students want to write something (Al-Ahmad, 2003). He pointed out that writing anxiety in EFL creates many challenges as it often negatively affects the learners' writings, so something should be done to reduce students' anxiety and stress. Likewise, Latif (2007) studied writing anxiety in foreign language contexts and discovered that Arab students were not able to write in English at schools and university levels because writing tasks and activities were less than what was needed. Besides, Erkan and Saban (2011) asserted that many of the Turkish EFL students in their study did not like to write at all since they had experienced writing anxiety.

On the other hand, Zhao et al. (2013) argued context directly affects the level of writing anxiety. They found out that anxiety was less common among those students who had visited the country in which the target language was spoken and written as the first language. To illustrate, Cheng et al. (1999) also investigated a study related to second language (L2) writing anxiety in relation to second language writing achievement. The result yielded that L2 anxiety and L2 writing anxiety can impact students negatively in different ways. Besides, he found that low level students were more anxious while writing compared to high level students. Lin, Chin and Ho, Shuan (2009) described that students' writing ability is very important because it can impact their future, particularly careers which require jobseekers to have high English communication skills. These scholars also found that when students were asked to write a formal text, they could not perform very well because they were anxious as they were limited with the

writing genre.

Learning strategies are considered to have a powerful effect on foreign language anxiety. Students who are confident about their learning strategies are likely not to experience high level of anxiety (Yan & Horwitz, 2008). However, according to Negari and Rezaabadi (2012), when we put students under low and high anxiety situations, they will try to perform better in high anxiety situations; they will care more about grammar and vocabulary choice and other skills while taking a writing test. Likewise, Rezaei and Jafari (2104) argued that EFL students face more problems during the writing process since they experience writing anxiety, such as fear of making mistakes, generating ideas, etc. Finally, they suggested that educational services should care about the needs that EFL learners have in educational field because Iranian students need to have a clear understanding of their writing to reduce the fear of being checked of writing ability and proficiency.

Sources of Writing Anxiety

Different factors contribute in causing writing anxiety among English language learners. Kara (2013), for instance, noted that the course materials which do not contain appropriate and adequate explanations and writing tasks can cause students to experience writing anxiety. Besides, Chin Lin (2009) claimed that academic or formal writing could cause anxiety because students mostly think that their freedom and creativity of writing might be limited. Writing anxiety affects students' motivation and their willingness to participate in writing courses (Martinez, Kock, and Cass, 2011). In the same vein, Özbay and Zorbaz (2011) argued that "Writing anxiety can be manifested emotionally as sadness, anger,

and fear; or physically as various cramps when a person is required to write" (p. 36). According to Bruning and Horn (2000) and Schweiker-Marra & Marra (2000), writing anxiety occurs because of language complexity in general and complexity of writing as a skill (As cited in Kara, 2013, p. 104).

Students' weak performance also may affect their writing and cause them to be anxious about their performance. As Tsai and Cheng (2004) explored, writing anxiety is related to students' poor performances in English writing exams and the writing that is needed for a job, (p. 101). The results of Negari and Rezaabadi (2012) suggested that the students felt less nervous in writing when the teacher announced that their papers will not be scored in contrast to the time when their papers were to be scored by the teacher. So, we can say that lower score of writing tasks can affect students' writing performance negatively. In Shang's (2012) study, students reported that their English writing anxiety was caused by their fear of making mistakes in language structures such as grammar and vocabulary (p. 60). In term of causes of writing anxiety, Abdul Latif (2007) indicated the following factors as the reasons for high English writing apprehension "Lack of linguistic knowledge, low foreign language self-esteem, poor history of writing achievement and perceived writing performance improvement, low English writing self-efficacy and instructional practice of English writing tutors" (p. 73).

Moreover, the findings of Rezaei, Jafari, and Younas (2014) showed that Iranian EFL students experienced high level of writing anxiety. Also, he reported that fear of teacher's negative feedback, low self-confidence in writing and poor language knowledge were reported as the main causes of second language writing anxiety (p. 7). All these

present the reasons of anxiety and concluded that anxiety is an unnatural phenomenon that will need to take some steps to decrease and avoid it. Generally, it can be argued that there are many different factors that cause writing anxiety.

The Impacts of Anxiety on Students' Writing

There are several factors which indicate that anxiety negatively affects students' writing. Many studies have described that students with higher anxiety received lower grades on essays, written exams, and their writing tests (Daly, 1985; Lee & Krashen, 1997). Boniface, Candria, Contento (2008), in their observation discovered and saw that the children who experienced high level of anxiety made more errors in dictation and spelling tasks. This result indicated that students who had stress made more spelling errors in dictation of words in comparison. On the other hand, Negari and Rezaabadi (2012) claimed that when students were experiencing higher level of anxiety, in their final exam their marks weren't just better in one part of their writing but it was good in all parts. The results of this study demonstrated that these students may be able to improve their concentration in general and their writing skill in particular. Thus, anxiety can affect students' writing performance positively and negatively.

The negative effects happen when students cannot overcome their writing anxiety. According to Ningsih and Kusumaningputri (2015), anxiety, even low-level anxiety, can negatively affect students' grades if they do not overcome it. This means that anxiety can function as a controller to avoid the error as well as mistake, if the students try to overcome and use from their anxiety and concern in a useful way they will accomplish a better result.

Writing anxiety is experienced through testing due to students' worry that they will perform poorly during an examination or they will fail after finishing their test, as the research revealed (e.g., Herwitt & Stephenson, 2011), "The quality of students' performance is poorer and they get worth grades than non-anxious examinees" (p. 9). Therefore, it can be argued that writing anxiety is a common challenge among EFL learners, which causes them to be worried throughout their learning process.

Students' Attitudes Toward Writing Anxiety

Some educational studies show that when anxiety affects students, they will show reaction toward it. For example, Yaman (2010) discovered that "as students' writing anxiety increased, their attitudes about Turkish courses changed negatively" (p. 271). Also, Uçgun (2011) found that the writing anxiety levels of the students differed in terms of the number of books they read, (p. 546). Kurt and Atay (2007) reported that students who received peer feedback significantly reduced their levels of writing anxiety, became more aware of their mistakes, used their peers' opinions to improve their essays, and looked to writing process from a different perspective, (as cited in Rodríguez, Delgado, & Colón, 2009, p. 24). This shows that having writing skills and techniques has positive effects on the writing anxiety. If the students use from each other's opinions and ideas, they can perform better and better and we think it will help them to decrease their writing anxiety.

According to Oğuzhan (2013), students express their ideas freely and feel less anxious when they write in the environments

where they can carry out their creative ideas without limitation. Finally, the students may show their reactions toward writing through nervous and unexpected attitudes. For example, Tsai and Cheng (2004) discovered that students with somatic (physical) anxiety show physiological reactions, such as unpleasant feelings, and nervousness, etc. to anxiety. However, there would be some students who have another presumption of writing and anxiety; for example, Alico (2016) discovered that for some of the students, writing is a lot of fun and they enjoy writing when they are writing down their ideas, they do not fear of being checked and evaluated and feel confident in their ability to clearly express their ideas in writing.

From these finding we can guess that the skill of writing is not an overall concern that we have in our daily classes. Also, there are some other aspects and factors that help students to reduce their level of anxiety in their writing performance. For example, Ezhdehakosh's and Zamanian (2013) pointed out that e-mail appears to have the potential effect to decrease students' anxiety in their writing tasks because it motivates them and rises their interests about their learning. This shows that when the students use online writing, they feel more comfortable and enjoy from their writing online than writing by their hand and this method can be helpful for decreasing writing anxiety.

Strategies for Overcoming Writing Anxiety

Writing is an important issue in which many people including professional writers like professors experience usual concerns about writing. During studying and taking writing courses, students might experience writing anxiety. Therefore, they

need to think about some ways that can help them remove or at least decrease that anxiety. Based on some scholars, there are some strategies that can help students prevent and decrease such anxiety from their academic performance. As Rezaei, Jafari, and Younas (2014) said, teachers should guide their students to minimize their writing errors. They said that through positive reinforcement writing anxiety can be lowered as well (p. 7). Thus, when students face writing anxiety in writing classes, the writing teacher ought to consider the students and take steps to prevent writing anxiety. Furthermore, Tsai and Cheng (2004) suggested that teachers should pay more attention to help and show their students a positive and realistic perception of their writing performance for the development of their writing skills; they should help students learn to face difficulties, even failures without losing confidence. As the result of these ideas, writing teachers are advised to assess students' writing performance according to the standards they use while assessing their students' writing performance.

In respect to that, teachers should know that some students may become highly anxious about second language writing, and this is associated with the class environment. For instance, Negari and Rezaabadi (2012) suggested that it is essential for teachers to look for effective ways to decrease writing anxiety in a way which does not make students so carefree that they do not concentrate on their tasks, especially in the case of L2 writing. Also, Alico (2016) made it clear that to make English writing successful, English teachers should explore first the writing anxiety of learners as well as their language learning motivation to serve as the measure for better teaching and learning of English composition writing. Besides, Alico said that

teachers are recommended to apply writing tasks frequently because it forces the students to participate in the learning process more. This can be another way to increase the students' writing performance and decrease their anxiety for further writing. Beside the mentioned strategies and ways of overcoming writing, we also will do this study to find out what the students will suggest as their recommendations for decreasing writing anxiety.

METHODOLOGY

The current research employs a qualitative research design to explore the perceived reported experiences of five Afghan English language majors regarding writing anxiety. Merriam (2009) argued that questions related to perceptions and reported experiences could be investigated only through qualitative research design. She specifically noted, "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). Besides, Gay and Airasian (2000)

asserted that qualitative research design allows researchers to collect "holistic perspective which preserves the complexities of human behavior" (p. 56). The term qualitative research is also associated with arrangement of different methods, perspectives and approaches. For instance, Mason (2002) pointed out, "Qualitative method searches whatever it might certainly represent a unified set of techniques or philosophies, and indeed has grown out of a narrow range of intellectual and disciplinary traditions" (p. 53).

The participants for this research were five Afghan English language majors; three males and two females. Purposeful sampling was used for choosing the participants. The recruited participants for this study were all EFL learners at the English Department, Faculty of Language and Literature, Peace University (pseudonym). They all had the experience of taking at least one writing course in their program. The following table briefly demonstrates the demographic information of the participants.

Table 1
Participants and Demographic Information

| Participants (Pseudonym) | Gender | Cohort | Age |
|--------------------------|--------|--------|----------|
| Hamid | Male | Senior | About 22 |
| Ali | Male | Senior | About 23 |
| Zahra | Female | Senior | About 22 |
| Sara | Female | Senior | About 22 |
| Mohammad | Male | Senior | About 24 |

Semi-structured interviews were used to collect data from the participants. That is, follow-up questions were asked during the interview to collect in-depth description about what is happening on the ground regarding students' writing anxiety. After conducting the interviews, the data were transcribed verbatim. With the research questions in mind, the transcripts were read several times to code the data. After coding the data, the codes were combined into some categories, and finally the categories were put into four major themes. In order to check the validity of the data, the findings were shared with the study participants to check whether they were accurate. Besides, another research-scholar was requested to conduct a complete review of our study and highlight the major strengths and weaknesses of our research. In the next section, we discuss and interpret the major themes in detail.

RESULTS AND DISCUSSION

This study attempted to explore the perceived reported experiences of the participants with writing anxiety. After coding the data, the codes were divided into the four following major topics: (a) Students' perceptions of writing anxiety (b) Why writing anxiety? (c) The impact of writing anxiety on students' writing, and (d) How to overcome writing anxiety?

Students' Perceptions of Writing Anxiety

All participants in this study have reported that writing is one of the pivotal skills of a language, which helps learners to share their ideas and communicate with others. For example, Sara, one of the participants stated, "writing is like talking with others." However, if students experience

anxiety before or during writing, the quality of their writing will be decreased. Atay and Kurt (2006) argued that anxiety has the fundamental role in language learning due to its negative relationship to learners' language learning performance.

Like many published research on anxiety, the participants in this study all reported that anxiety is something natural in language learning (See Ewald, 2007; Marcos-Llinas & Garau, 2009). They described writing anxiety as being worried and anxious when producing a written text. Similarly, Karakaya (2011) defined anxiety as a critical and effective imagination and thought in language learning and writing process. However, these effects can be positive and negative. Banga (2016) highlighted that anxiety is something general and public for different irregularities that causes nervousness, fear, apprehension, and worrying. Besides, Marcos-Llinas and Garau (2009) asserted that foreign language anxiety is common among advanced learners, and it increases when their language and linguistic ability is not improved.

However, according to the participants' perceived reported experiences, anxiety is something that stands against the improvement of language skills, especially writing. They all argued that anxiety negatively affects language learning, except Mohammad, who claimed that a little anxiety is good for students because it makes learners focus on their writing. In the same vein, Gregersen and Horwitz (2002) found that second language learners suffer from high levels of foreign language anxiety that is typical for intelligent students as well because they start to make great expectations of themselves. This indicates that students are over-concerned with the opinion of others and will pay great attention to errors that will help them to be careful

while writing and the outcome of that is good for students.

The attitudes of students toward writing anxiety are different as our participants had different perspectives toward writing. They mostly had negative attitudes toward writing anxiety; for example, Zahra and Hamid reporting that they used to get anxious when experiencing anxiety in writing. Zahra specifically noted that writing anxiety undermines her productivity. She usually kept thinking about making mistakes or not writing correctly. She postulated that she used to hate writing because of experiencing anxiety – “I used to start crying just because of not being confident about my writing skill and believing that my writing is poor.”

One of our participants reported that he did not want to share his ideas and feelings in his writing because of feeling anxious. This finding provides conclusive supports for Oğuzhan’s (2013) argument about writing anxiety and students’ productivity. According to Oğuzhan (2013), when students are not experiencing anxiety, particularly in their writing, they invest more and show creativity in their work. Likewise, Tsai and Cheng (2004) discovered that the students who have somatic (physical) anxiety they show physiological reactions to anxiety, such as unpleasant feelings, and nervousness.

Attitudes of Mohammad and Sara toward writing anxiety were like those of other participants. They also resisted against writing anxiety even though to some extent they felt anxious about their writings. This indicates that there are some students who strive for overcoming writing anxiety. For example, Alico (2016) discovered that writing is a fun process for some students even though they experience anxiety.

It is enjoyable for them because writing allows them to express their ideas. They try not to think about being judged or evaluated by others; they trust their writing skill and treat writing as a way to express their emotions. Therefore, it can be argued that writing, although it can create anxiety among students, is perceived as a critical skill in language learning.

Reasons for Writing Anxiety

Published research on writing indicates that there are several factors affecting writing anxiety. For instance, Kara (2013) found that the coursebook may cause some students to fail as they do not provide numerous opportunities to practice the language. For instance, most textbooks lack sufficient explanations or exercises. They also do not provide students with chances to practice various stages of writing process, which cause students not to be prepared for the final product, resulting in experiencing writing anxiety.

The findings of this study yielded that there are some other reasons that follow Kara’s findings. The participants mostly noted that low proficiency in writing skill, inappropriate knowledge of grammatical structure and vocabulary have been the major reasons behind their writing anxiety. For some of them like Ali and Hamid, it had been difficult to choose a topic because they did not have enough information about the topics; they had difficulty generating ideas. The participants also reported that not having detailed knowledge of the rules and strategies for composing an academic text (e.g., an essay) had caused anxiety in them, which is corroborated by Kara (2013). Besides, writing anxiety occurs because of language complexity in general and complexity of writing as a skill (see Bruning & Horn, 2000; Schweiker-Marra

& Marra, 2000).

Another factor which contributes to writing anxiety, according to all our participants, is fear of making mistakes. They reported that being afraid of making mistakes made them reluctant to compose a text. The results of Negari and Rezaabadi (2012) suggested that when students were assured that their writing will not be scored, they performed better comparing to the exam situations. Likewise, Shang (2012) showed that fear of making grammatical and vocabulary mistakes were the major causes of writing anxiety among English learners. Although lack of ability of students' performance may also have effect on their writing, Sara, one of our participants, claimed that students who had low self-confident would be anxious about their writing process. Moreover, Tsai and Cheng (2004) asserted that writing anxiety is related to students' poor performances on English writing exams and writing that is needed for a job.

According to Abdul Latif (2007), the following factors are the reasons for high English writing apprehension: "Lack of linguistic knowledge, low foreign language self-esteem, poor history of writing achievement and perceived writing performance improvement, low English writing self-efficacy and instructional practice of English writing tutors" (p. 73). Also, the findings of Rezaei, Jafari, and Younas (2014) showed that fear of teacher's negative feedback, low self-confidence in writing and poor linguistic knowledge were reported as the main causes of second language writing anxiety. As an exception, two of our participants, Zahra and Sara, claimed the teacher's knowledge and qualification affected students' level of anxiety because if a teacher does not equip students with the required writing skills, they will

feel frustrated and worried about their writing as they lose the opportunity to learn writing techniques.

The Impact of Writing Anxiety on Students' Writing

All the participants, except Mohammad, argued that anxiety has had a negative effect on their writing skill. According to Mohammad, anxiety caused him to focus more on his writing skill and produce a text with fewer mistakes. On the other hand, one of the major findings of the current study is students' fear of losing scores because of anxiety, especially writing anxiety. This is corroborated by Herwitt and Stephenson (2011). According to these scholars "The students whose quality of performance is poorer and get worth grades than non-anxious examinees" (p. 9). In addition, Ningsih and Kusumaningputri (2015) found that even those students who have very low level of anxiety also received low scores if they are unable to bring changes in their anxiety. On the other hand, we found that except Ali, all the other participants reported that anxiety has caused them to be afraid of losing their scores because it had prevented them from expressing their ideas as they wanted.

The other effect that our participants mentioned due to anxiety was making mistakes when writing a text. This happened when they could not generate ideas or remember information. Boniface, Candria, Contento (2008) described that children who experienced high level of anxiety made more errors in dictation and spelling tasks. Besides, our participants reported that they have experienced anxiety during exams as well. Their reported experiences are like Negari and Rezaabadi's (2012) findings, which indicate that learners who had

participated in their study did not have high level of anxiety during their final exam. Likewise, Ningsih and Kusumaningputri (2015) argued that when students' writing scores were low, they become more anxious; that is, the result negatively affected their attitudes toward their writing. This negative effect of writing anxiety may occur to all students even for the learners who may have a very low anxiety. That is, Anxiety can function as a controller to avoid making error if students try to overcome and use from their anxiety as a tool to accomplish a task.

How to Overcome Writing Anxiety?

The participants in this study mostly have practiced different writing activities and vocabulary exercises to overcome their writing anxiety. They also reported that the number of writing courses helped them to learn more strategies for decreasing their anxiety level in writing courses.

Mohammad, one of the participants, mentioned extensive reading as a strategy he used to reduce his writing anxiety. He noted that reading various texts has helped him to learn more lexicons, collocations and sentence structures, resulting considering the words usages when composing something. In the same vein, Uçgun (2011) found that the writing anxiety levels of the students differed in terms of the number of books they read, (p. 546).

Sara and Zahra, two of our participants, claimed that a skilled and experienced writing teacher can significantly help students decrease their writing anxiety level and improve their self-confidence. This argument is corroborated by Rezaei, Jafari, and Younas' (2014) study, which indicated that teachers should guide their students to minimize their writing errors.

They asserted that "through positive reinforcement, writing anxiety can be lowered" as well (p. 7). Moreover, Tsai and Cheng (2004) suggested that the teacher should pay more attention to help and show their students a positive and realistic perception of their writing performance for the development of their writing skills; they should help students learn to face difficulties, even failures without losing confidence (p. 109). Besides, there is a need for an intelligent teacher who can help the students as it is supposed to. This had been useful for participants as well, as Sara and Zahra told that a good teacher who knows about writing will guide us on the right way as we need to understand and learn writing skill in language learning process. Negari and Rezaabadi (2012) suggested that it is essential for teachers to look for effective ways of decreasing writing anxiety in a way in which does not make students so carefree that they do not even concentrate on their tasks, especially in the case of their L2 writing.

CONCLUSION AND IMPLICATIONS

This study explored the reported experiences of Afghan English learners with writing anxiety. It specifically investigated the challenges students perceived with writing anxiety and the strategies they employed for overcoming those challenges. Afghan students' recommendations towards ways for helping students with writing anxiety were described as well.

The current study has several implications for teaching, research and higher education. In the light of the findings of this research, English teachers in Afghanistan need to treat writing as a process and incorporate variety of in-class writing activities. They can use formative assessment to

decrease students' anxiety. This allows teachers to provide students with constructive feedback, help them with generating ideas, and utilize words and grammatical structures correctly. Moreover, there is a conspicuous lack of writing support centers (e.g., writing center, writing lab) in Afghan university settings. Afghan higher education authorities can establish writing support centers where students get free consultations on their writing. As the findings revealed, Afghan English students in writing courses do not receive regular feedback on their writing since large heterogeneous courses and workload prevent teachers from doing so. Thus, establishing writing studios, writing lab or centers can highly help students improve their writing in general and reduce their level of writing anxiety in particular.

Since this is a qualitative study, the results cannot be generalized to all Afghan English language teachers. Other researchers can conduct a quantitative study and collect data from a larger sample. Besides, teachers' perceptions and reported experiences are not explored in this study. Further research should be conducted to explore teachers' voices, their challenges and recommendations toward students' writing anxiety. Future research can also describe the effects of writing anxiety on students' mental and physical states. It is also needed to compare the level of anxiety male and female English learners experience in writing courses.

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Appendix A

Individual Interview Protocols

Thank you for your willingness to participate in this study. The purpose of this research is to investigate your perceived reported experience with writing anxiety. This interview will take approximately 30-45 minutes of your time. The structure of the interview is semi-structured; that is, follow-up questions might be asked during the interview based on your responses to the questions.

Section I: Background Questions

- How long have you been studying English?
- How many writing courses have you taken?

Section II: Reported experiences of EFL writing students regarding writing anxiety

- Do you like writing skill? How do you feel about your writing skill?
- How you ever face any challenges during the writing courses you have taken?
- Have you experienced anxiety or stress in your writing courses?
- What do you do when you have anxiety during your courses?
- What were the reasons or causes behind the anxiety you felt or experienced? Do you think those reasons are very important in writing skill? Why?
- What are the effects of writing anxiety on your writing or your daily life?
- What were the signs of your anxiety while you were writing in writing classes?
- Do you think the anxiety you experienced affected your writing?
- What strategies did you use to overcome to your anxiety in writing courses? Were they efficient and useful? Why?

Section III: Recommendations and of the writing students

- Are you interested in taking more writing courses? Why?
- Would you like to encourage other students to take writing courses?
- What are your suggestions and advice for those students who want to take writing courses in the future?
- Do you have any questions, comments or concerns regarding the topics we discussed?

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The Challenges and Positive Effects in Implementing Strategies in Teaching Tenses

30-41

ABSTRACT

Implementing certain strategies in teaching tenses often brings certain challenges as well as positive effects. This research aimed to explore the challenges faced by English teachers and the positive effects they experienced in implementing strategies they chose in teaching tenses based on teachers' perception. This qualitative research was conducted at a Language Training Center (LTC) of a private university in Yogyakarta, Indonesia. Interviews were administered to three female and one male English teachers with two to seven years of teaching experience to explore their experiences in implementing strategies in teaching tenses. The findings revealed that technical problems, unsuccessful responses, time constrain for preparing the strategies and proper material selection were the challenges the teachers faced in implementing the strategies. Meanwhile, the increased students' motivation, improved students' attitude and understanding towards tenses, accomplished teachers as well as student's awareness of the importance of tenses were claimed as the positive effects of implementing the strategies in teaching tenses.

Keywords: tenses, teaching strategies, teaching challenges, positive effects

INTRODUCTION

Lack of various teachers' strategies in teaching tenses may lead to the lack of students' mastery of tenses. According to Vijaya and Viswananth (2010), when teachers do not apply appropriate ways to facilitate students in learning tenses, the students will likely get confused to use proper tenses and mix up the tenses in the wrong way. Their confusion is potential to fail them to master tenses. Therefore, a certain strategy to make students understand tenses better is needed in teaching tenses. Iskandarwassid and Sunendar (2009) stated that a strategy is a useful way used by teachers to facilitate students in teaching process and ease the teachers to develop students' competence in learning process. They further explained that related to teaching tenses, a strategy refers to ways of teaching chosen by a teacher to deliver tenses materials to be meaningful and understandable. They are purposefully selected or determined by teachers to make their students understand the materials. Therefore, when teachers are able to determine appropriate strategies in teaching tenses, students will more likely understand the materials better.

In implementing certain strategies in teaching tenses, teachers might experience choosing strategies that at first are considered appropriate, but then turn out to be inappropriate ones. The strategies purposefully chosen and planned to facilitate the teaching and learning process might not work effectively as well as efficiently as expected. In other words, English teachers may face various challenges. As an example, Ludescher (2006) illustrated that when teachers were explaining the tenses materials by using videos, it was found that not all students were interested in watching the

video. This means, when teachers teach tenses using videos, there is a challenge when the students do not pay attention to the videos and care to what the teachers are explaining or reviewing. Similarly, when teachers are trying to use more various technologies to teach tenses, instead of driving students' excitement to learn tenses, using technology is potential to bring problems in the classroom. Moreover, there are always students who do not follow the teachers' instruction (Young, 2008). Therefore, a careful anticipation of the challenges likely to happen when applying certain strategies in teaching tenses is required.

Despite the challenges, the implementation of teaching strategies can bring positive effects to both teachers and students. As an example, the implementation of teaching strategy of Inquiry-Based Learning provides advantages to students and teachers (Guido, 2017). For students, it promotes a deeper understanding of content, makes learning rewarding and builds initiative and direction. It also benefits teachers as it offers differentiated instruction as well as can be applied in any classrooms regardless of students' different skill levels. Another example can be seen in the implementation of a contextual teaching and learning strategy. According to Ovalna (2010), when English teachers use a contextual teaching and learning strategy for teaching tenses, the teaching process is easier for teachers since students will understand the materials more by seeing the context around them directly. At the same time, students also improve their tenses mastery and their understanding of the current tenses issue through relating it to the real context (Ovalina, 2010). Thus, implementing the strategies in teaching tenses is beneficial for both English teachers and their students.

Since the challenges and the positive effects in implementing the strategies in teaching tenses are closely related, English teachers need to be aware of the possible challenges which lay ahead when they are trying to implement a certain strategy and realize the promising positive effects expected to happen. Based on the researchers' informal observation at a Language Training Centre in a private university in Yogyakarta, not all English teachers were aware of particular challenges. In addition, not all English teachers in this LTC realized the positive effects of implementing strategies in teaching tenses. As a teachers' reflection, the teachers' perception on the challenges and positive effects in the implementation of tenses teaching strategies needed to be explored.

Based on the explanations above, the researchers conducted research focusing on the teachers' perception on the challenges and positive effects the teachers experienced when implementing certain strategies they chose in teaching tenses. Understanding the challenges can make teachers anticipate the problems and negative responses that may appear during the implementation, so the teacher can prepare more solutions. Meanwhile, realizing the positive effects the teachers experienced during the implementation may motivate them to apply the same strategies in different occasion. Therefore, the findings of this research can be used especially by novice teachers in taking some consideration and making decision in their teaching practices

LITERATURE REVIEW

Teaching Method

Most of teachers think about how to teach their students using the best way to facilitate and succeed the teaching and

learning process. A lot of teaching procedures appropriate to students' need, aims, and students' learning style are implemented. For example, when the students want to learn tenses well and to write using correct grammar, the teachers may teach them using structural approach. If English teachers want to focus on teaching tenses, they use a structure approach as this approach discusses the grammatical structure or is grammar-based. The structure approach can be suitable for students, since the teachers can facilitate them to focus on learning tenses. Based on Geysers (2006), a structural approach focuses on "grammatical structures and vocabulary items that will form the primary focus of English language instruction" (p.33). Geysers (2006) said that the characteristics of a structural approach are teacher-centered, grammar-based, lots of drill, and controlled and predictable learning. The example of this approach is an "Audio-Lingual Method" (Geysers, 2006, p.33).

Meanwhile, if students want to speak English fluently in daily life, a communicative approach might be the most beneficial approach. Geysers (2006) stated that a communicative approach focuses on "meaningful communication to be the primary focus of language instruction" (p.33). Also, Geysers stated that the characteristics of a communicative approach are "students-centered, communication based, lots of students' interaction (pairs, groups, whole class), and variable rate of acquisition" (p.33). Total Physical Response (TPR) is an example of a communicative approach. From determining the teaching method used, English teachers might develop the strategy in teaching tenses.

Strategies in Teaching Tenses.

In applying a teaching method, English teachers implement teaching strategies to make teaching and learning process successful. For example, English teachers can teach tenses using various teaching media, such as texts, songs, poems, stories, games, audios, and videos (Hayat, 2011; Ludescher, 2006; Robertson & Acklam, 2000; Witchukriangkai, 2011; Yassaei, 2012). An illustration of teaching tenses using text can be seen in the classroom in which the teacher gives her/his students texts containing past tense and past progressive tense. The students are asked to identify the grammar rules and the sentence structure in the texts. Meanwhile, Hayat (2011) and Ludescher (2006) said that English teachers can use songs, poems, stories, and games to teach tenses to gain students' interest. By using songs, poems, stories, and games, the teachers can create classroom activities, such as singing songs, reciting poems, retelling stories, and playing games. Those activities are specially designed by the teachers to facilitate their students to learn tenses. The teachers look for the songs, poems, and stories that contain the tenses they are going to teach that day. Hayat (2011) stated that the teachers also use games such as scrabble word games that involve the students to indirectly apply the proper tenses. Besides, the teachers use audios and videos when teaching tenses (Robertson & Acklam, 2000 and Yassaei, 2012). The students are asked to listen to the audios and to watch the videos. Then, they have to analyze the tenses used. In addition, the teachers use technology such as the internet and Microsoft Office (Wang, 2012). Teachers present the tenses materials with the support of technology, such as using Microsoft Power Point to deliver the teaching materials. The teachers also use social networking platform like

Edmodo when holding virtual class. All of those teaching strategies implemented are to make the students understand the materials and to make the teachers deliver the materials more easily.

The Challenges in Implementing the Strategies in Teaching Tenses

It is common for English teachers to face challenges in implementing certain strategies in teaching tenses. The challenges faced by the teachers in implementing the strategies in teaching tenses may contribute to the unsuccessful responses. Students might not give expected good responses on the teaching strategies (Ludescher, 2006; Witchukriangkrai, 2011; Young, 2008). They might not follow the procedures and pay attention to the teachers. When the teachers teach present tenses using videos or movie clips to get the students' interest, the teachers expect that the students enjoy the videos and can learn the tenses used in the videos or movie clips, so they can apply the use of tenses into real context. However, there is possibility that some of the students do not pay attention to the videos or movie clips and they talk to other students instead. The next possible challenge can occur when the teachers explain the tenses materials using Microsoft Power Point, some students might not pay attention and might not follow the teachers' instructions. Furthermore, selecting proper materials for preparing the strategies may also become a potential challenge in implementing the strategies in teaching tenses. The teachers are required to consider the content, students' need, and students' level when choosing the materials (Solak & Bayar, 2015). It becomes teachers' concern to see the content first whether the materials presented for example in the videos or movie clips are appropriate to the students' level, students' need, and also the students'

background before playing them in the classroom. Another potential challenge in implementing the strategies in teaching tenses is that preparing the strategy takes time (Ovalina, 2010). In a different time, when the teachers use games for teaching tenses, they have to provide more time to prepare the equipment, search the appropriate tenses materials, and design the concept (Hayat, 2011).

The Positive Effects in Implementing the Strategies in Teaching Tenses

Although there are challenges in implementing the strategies in teaching tenses, based on teachers' perception, the strategies give positive effects to teachers as well as students. Ludescher (2006) argued that there is an improvement of students' motivation and students' attitude in learning tenses. Ludescher added that the students enjoy the class, feel happy, feel interested, and are participative. Those reactions occur when the teachers implement the use of selected songs, stories, and poems which are interesting. The procedure involves the students being asked to pay attention to songs, stories, or poems and then analyze the tenses used in those songs, stories, or poems. After that, they are asked to apply the tenses in their own sentences. Ludescher further asserted that when the teachers teach tenses using the interesting strategies, such as using songs, stories, and poems specifically chosen based on the students' favorite, the students will feel unthreatened since the teachers wrap the classroom activities interestingly. In addition, by implementing teaching strategies, students get better understanding of tenses (Ovalina, 2010; Witchukriangkrai, 2011; Xin (2010). In explaining the concept of present tense, for example, the use of pictures will ease the students in understanding the concept. The pictures showing someone's

activity in the morning will help the students in describing the activities using present tense. The pictures help the students understand the context of the tense used. Another important thing is that successful strategies in teaching tenses give positive feelings to the teachers in teaching process (Ovalina, 2010). The teachers feel that they are successful in their teaching because they see the students understand what they have taught and explained.

METHODOLOGY

In conducting the research, the researchers used a qualitative research method. This research was conducted to discover the challenges and the positive effects in implementing the strategies in teaching tenses based on teachers' perception. This research included the description of the participants' view through words. The research design was the descriptive qualitative research. Through descriptive qualitative research, the researchers explained the findings related to the previous studies.

The research was conducted at a Language Training Center (LTC) of a private university in Yogyakarta. This Language Training Center was selected because teaching tenses is included in the teaching materials set by the institution. The English teachers in this language centre teach tenses every semester. Moreover, in this LTC the teachers teach university students from various majors except English language education major. Therefore, the challenges and the positive effects in implementing the strategies in teaching tenses might variously occur.

The researchers selected four English teachers of LTC. The criteria to be the participants were that they had experience in teaching tenses at least for two years, so they really knew the context of the chal

lenges and the positive effects in implementing the strategies. The four participants were three female English teachers and one male English teacher. All of them have experienced in teaching English at LTC for two to seven years. Two of the participants teach tenses in the basic level and two of them teach tenses in the intermediate level.

The researchers used an interview as the data collection method. Before doing the interview, the researchers involved expert judgment to validate the interview guideline as the instrument. Based on the expert judgement, there was no significant revision. The points of the interview guideline cover the questions asking the participants what strategies they used in teaching tenses, the challenges faced in implementing the strategies, and the positive effects they experienced when implementing the strategies. The researchers used Bahasa Indonesia in conducting the interview to prevent misunderstanding. The researchers interviewed the participants face to face. Member checking was administered to ensure what was transcribed from the recording was what the participants said during the interview. The result of the member checking was that all participants agreed that the data transcribed were exactly the same as they stated in the interview, meaning there was no manipulation of the data.

FINDINGS

In this part, the researcher provides the findings of the research. In addition, the researcher also presents the discussion supporting the findings of the research. The findings reveal the teachers' perception on the challenges and positive effects from the implementation of teachers' strategies in teaching tenses.

The strategies in teaching tenses

In the teaching and learning process at LTC, all the participants applied certain strategies in teaching tenses. The strategies they used included the use of technology, traditional drills, texts, stories, songs, poems, group work and giving exercises. The first participant mentioned, "I use power point to explain the materials." The similar answers were also revealed by the other three participants. In addition, participant two mentioned, "Sometimes, I use online exercises," while participant three said, "I once used video from Funny English website". A participant also mentioned, "I applied physical activities (a game)." These applied strategies in teaching tenses were perceived by the participants to have brought both the challenges and positive effects.

The challenges in implementing strategies in teaching tenses

The first research question was "what are the challenges faced by English teachers when implementing the strategies in teaching tenses?" Based on the participants' experience in teaching tenses, it was revealed that the challenges they faced were related to several conditions. They included technical problem, unsuccessful responses, managing time for preparing the strategies, and selecting the materials.

Finding 1: Technical problem

The strategies involving technology used by teachers to support their teaching brought some challenges to the teachers. The source of the challenges came from the laptop and the internet. This challenge was experienced by two participants. The first participant argued, "My laptop suddenly could not work (when I was teaching)." In

addition, the second participant said, "The students sometimes cannot access the internet." This challenge sometimes arises although the teachers have already prepared to use computer or the internet. There was a time when the teacher's laptop was broken while the materials needed were in the laptop. When the teachers showed the movie clip or the video relating to tenses used, the laptop suddenly could not work, so it could offend the teaching process. Another challenge was there was no internet connection when needed. The students could not access the internet for online teaching and learning platform.

The finding was in line with the Brändström's study. One of Brändström's findings was about disadvantages of using technology in teaching tenses. Brändström (2011) claimed that the technical problem was a challenge in using technology, especially when the teachers want to use technology as their strategy in teaching tenses. Sometimes, the teachers had lack of internet access. When teachers used the internet to teach students in the class, there was no internet connection. When students were asked to search for materials, they did not have internet connection. Moreover, Wang (2012) stated that sometimes, English teachers got a problem with their electronic files while they were teaching tenses in the classroom. Wang's statement was proven in the teacher's experience in this research when the teacher presented the past tenses using Microsoft power point, in the middle of presentation the teacher's laptop could not work and the learning audio played did not work.

Finding 2: Unsuccessful responses

Ideally, English teachers used strategies to teach tenses in order to succeed their aims and objectives. However, the strate-

gies sometimes did not get successful responses from students. This finding was mentioned by three of four participants. The second participant argued, "Sometimes, we do pair work or group work to discuss tenses, but it did not work well because the students were not active or their level of vocabulary acquisition was low." In addition, the second participant stated, "When I applied physical activities (a game), the class became noisy." Moreover, the fourth participant also mentioned, "When the videos were played, there were some students who still talked to their friends." From the participants' statements, the challenge faced by the teachers was that the teacher received unsuccessful responses, such as the students refused to participate in the group discussion; the students did not follow the teachers' instruction when doing a game; the students did not pay attention either when the teachers showed the learning videos of tenses.

According to Ludescher (2006), some students were not interested in following the strategies being applied by the teacher; they did not pay attention to the teacher. They preferred to talk to their other friends to pay attention to the teacher's explanation. Those Ludescher's statements were reflected in the findings of this research which revealed the similar situation in which the students did not respond well as expected as seen when the teachers conducted group work, applied a game, and played a video. It showed that the teachers received unsuccessful responses from the students. Witchukriangkrai (2011) mentioned that the cause of unsuccessful response from students was that there were some low learners who could not follow up other fast learners, so they became demotivated and they were not interested to participate in classroom activities. Witchukriangkrai also added that since

students who were low learners were not able to follow the classroom activity, they distracted the attention. For example, they made the class become noisy and they talked to their other friends.

Finding 3: Time Constrain for preparing the strategies

When implementing the particular strategies in teaching tenses, the English teachers needed more time for preparation, but sometimes the teachers did not have much time to prepare everything. This challenge was claimed by three of four participants. The third participant admitted, "Since I must prepare the tenses materials that are appropriate with different students' characteristics, it takes time." In addition, the second participant mentioned, "When using Edmodo, it needs much time to prepare, so I sometimes have no time (for preparing)." The fourth participant also had the same statement. She said, "I must spend extra time to look for materials or video that is appropriate with the considerations."

The finding justified that when preparing the strategies to teach tenses the teachers needed much time. Ovalina (2010) revealed that teachers required much time for preparation. For example, teachers had to prepare the lesson plan and the materials which were appropriate with different characteristics of students. Moreover, according to Young (2008), the challenge of using technology was that "many teachers found it hard to find time in their overloaded work schedules to attend courses and to practice the new skill" (p.37).

Finding 4: Considering proper materials

The researcher found out that English teachers should consider the context when selecting the materials. It was pointed out by the fourth participant. She stated, "When we use the movie segment clips, we must choose the movie clips carefully whether the content and the tenses materials are appropriate to be used in our university because the (western) movie clips are culturally different from us." It means that the teachers were required to think about the content of the materials in teaching tenses. Moreover, the level of the materials whether it was appropriate with the students as well as the institution became the teachers' concern in teaching tenses. In other words, it also became the challenge faced by the teacher, since they need to consider the students' level in addition to the content.

This finding was in line with Solak and Bayar (2015). They gave suggestion that "the materials such as course book, video, and internet should be chosen carefully according to the students' interest and level" (p.114). This means that teachers must determine whether the materials fitted students' language level or not because it might be difficult for them. Thus, there was a consideration when selecting proper materials and it was challenging.

The positive effects in implementing the strategies

Based on the teachers' perception, during the implementation of certain strategies in teaching tenses, such as using text, stories, poems, pictures, novels, games, videos/audios, and technology, the teachers and the students got positive effects. In this part, the researcher provided five findings of the positive effects from implementing the strategies. The positive effects were related to students' motivation, students'

attitude, students' understanding, teachers' self-accomplishment, and significance for students.

Finding 1: The increase of students' motivation to learn tenses

The finding showed that students' motivation could increase after the English teachers implemented the strategies in teaching tenses, such as using songs and stories. This effect was highlighted by three of four participants. The second participant argued, "I use songs to introduce the verb form, such as the present and past forms." Further she claimed, "students' thought about tenses can change, so they do not think that tenses are difficult." The third participant added, "I use One Republic's songs and John Meyer's songs for teaching tenses. Students are happy and excited." In addition, the fourth participant also mentioned, "If the topic is narrative, I use a story and finally they identify the tenses in the story. Students look interested in learning the materials and they can look for what is required from the task easily." Those statements proved that students were being motivated. For example, students did not think that tenses were difficult. Students were happy, excited, and interested.

The finding showed that the students were being more motivated when the teachers implemented the strategy in teaching tenses. This finding was related to the previous study from Ludescher (2006). Ludescher found out that implementing strategy in teaching tenses, such as using stories, songs, and poems brought positive effect. As an illustration, students enjoyed when teachers used stories as the teaching strategy to teach tenses. The students were interested in analyzing tenses used in the stories. Besides, Ludescher also added that

using songs was easy for students to memorize and the songs made the students enjoy their learning tenses process. Students also did not feel threatened since they enjoyed the learning process and they did what they liked. Hence, using stories and songs as one of the strategies in teaching tenses could increase students' motivation in learning tenses.

Finding 2: The improvement of students' attitude toward tenses

Besides, there was also the improvement of students' attitude toward tenses. This finding was claimed by three of four participants. The second participant said, "All members of the class can participate in doing a task actively." The third participant added, "I create a game for students to make them not bored and not sleepy." Moreover, the fourth participant mentioned, "Because the strategy used visual things, the strategy makes students easier to look for verb form based on the event." From the statements, it seemed that students participated actively; students did not feel bored and sleepy; and students wanted to find out verb form through visual media, like videos and pictures.

From the finding above, the students had the improvement of attitude after the teacher applied the strategies. The improvement of the attitudes was that the students participated collaboratively with the teacher since they were not bored and sleepy. It was related to Ludescher (2006) who asserted useful effect of using strategies in teaching tenses. Ludescher stated that the implementation of strategies could encourage all students to participate actively in the classroom. The students were then involved in the whole activities. Another study also mentioned that the students felt interested to follow the teaching and learn

ing tenses because the teachers used visual tools like a picture and a video to teach tense (Krčelić & Matijević, 2015).

Finding 3: The improvement of students' understanding

Students got better understanding after English teachers taught tenses by implementing the strategies in teaching tenses, such as using texts, pictures, and videos. The four participants encountered the finding. The first participant stated, "Students can do self-correction although they are still guided." Moreover, the second participant said, "They can differentiate simple present and present perfect tense." The third participant added, "Using reading text, students might understand the context of tenses and how to use the tenses." Moreover, the fourth participant also mentioned, "The use of a video with subtitle makes them understand the use of the tenses." It could be concluded that students could use the proper tenses in appropriate context, and they could differentiate between one tense and the other tenses.

The finding showed that the strategies created the improvement of the students' understanding. The improvement of the students' understanding means that the students' knowledge about tenses improved. Based on the teachers' perception, they could understand how to use tenses properly by considering the time needed, such as present, past, and future. The finding was related to Krčelić and Matijević (2015). They highlighted that those visual tools, such as pictures, video, and power point, could be used to give a better understanding of tenses explained. They also mentioned that it helped to lighten the materials. After teaching tenses through using various teaching media, students could use the proper tenses in

appropriate context (Ludescher, 2006; Ovalina, 2010; Witchukriangkrai, 2011).

Finding 4: Teachers' self-accomplishment

English teachers also felt the positive effects after implementing the strategies, such as using movie clips, contextual teaching learning, and games. It was stated by three of four participants. The first participant admitted, "When I explained tenses to students and they understood, I felt satisfied or got self-accomplishment." The third participant also added, "Sometimes, from the activities, I find out new ideas, so it improves my teaching development." Moreover, the fourth participant mentioned, "There are many materials that discuss tenses in movie clips, so it is easy for me to teach tenses." The positive effects were that the teachers felt satisfied, and their teaching development improved.

Ovalina (2010) argued that the strength of contextual teaching learning strategy was that teachers taught tenses to be easier in achieving the goals of teaching process. That means that the teachers could develop their teaching, because they tried to learn more for preparing the materials or finding new strategies used to teach.

Finding 5: Student's awareness of the importance of tenses

Based on the teachers' point of view, when students could understand how to use tenses correctly, they might use the proper tenses in the daily conversation and it is useful for developing their speaking skill. This finding was highlighted by the first participant. She stated, "If students can use the correct tenses in appropriate context, it will be significant for them."

The finding was related to Ovalina (2010). Ovalina pointed out that students could improve their communication skill and enhance their understanding about current issues that were related to their lives. Ludescher also added that using authentic text could show how the item was used in real context. Thus, it was significant for the students.

CONCLUSION

Based on the findings, the certain strategies applied by the LTC teachers in teaching tenses brought both the challenges and the positive effects. The challenges in implementing the strategies in teaching tenses were related to technical problem, unsuccessful responses, time constrain for preparing the strategies and proper materials selection. Meanwhile, the positive effects were the improvement of students' motivation, the improvement of students' attitude toward tenses, the improvement of students' understanding, teachers' self-accomplishment, and significance for students.

As the findings revealed the challenges dealing with technical problems as well as non-technical problems, the teachers are accordingly required to manage their time wisely to prepare the strategies in teaching tenses especially when using games and using technology. Teachers also need to consider students' need, students' level, and students' context when implementing the strategies in teaching tenses, so that the positive effects can be successfully achieved. The teachers' skills in dealing with the challenges are accordingly needed to gain positive effects deriving from the implementation of teaching tenses.

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Teachers' Use of Code Switching in EFL Classroom and its Functions

42-51

ABSTRACT

The debate about the use of L1 (first language) in EFL (English as a Foreign Language) classes has been around since the teaching as a foreign language itself. The arguments that support the use of L1 use in EFL classes claimed that L1 can be a great tool for students for L2 (English) acquisition and learning. This claims lead to the EFL teachers' use of code switching (CS) in the classroom. This research aims at investigating the teachers' belief about code switching and its function in EFL classroom. Three experienced teachers of English Language Education Department in a private university participated in this study. The study used observation and interview as the data collection methods. The observation was done through video recording on class sessions, and the interview was done to confirm teachers' use of CS based on the recording. The result reveals that the teachers have made informed decision on their teaching practice, especially on the use of CS as a teaching method to facilitate students' learning. The teachers mostly used inter-sentential switching in CS. The reasons for using CS in the classroom were to help students learn, to facilitate students with low level of L2 proficiency and to teach efficiently. The functions of teachers' CS were to construct and transmit knowledge, to manage the class, and to build interpersonal relation with the students. This study indicated that teachers in this research were aware of the use of CS in teaching and learning L2 to facilitate learning.

Keywords: code switching, code switching in EFL class, teachers' beliefs

INTRODUCTION

Codeswitching (hereafter CS) is "an individual's use of two or more language varieties in the same speech event or exchange" (Wooland, 2004, pp. 73-74). Bullock and Toribo (2009) defined CS as "the ability on the part of bilinguals to alternate effortlessly between their two languages" (p.1). This definition indicated that CS only occurs among people who master two or more different languages, and their practice of the use of these languages in communication. However, there

are two opposing arguments on the reasons why people code switch. The first argument stated that CS was a result of language incompetency by bilinguals that may indicate problems in the mastery of one of the languages (Edwards & Dewaele, 2007; Wooland, 2004). For example, non-native speakers of English may switch to their first language because they forget the English words, or they do not know the English expression they want to use. On the contrary, another argument stated that CS is actually an evidence of bilingual/multilingual competence, which means that CS can be seen as an additional communication source that bilinguals can use (Bullock & Toribo, 2009). The use of CS is a competence that bilinguals/multilinguals have, since to do CS speakers must have complex knowledge about the languages and the cross-cultural communication norms (Kustati, 2014).

The use of CS may also be found in a classroom context, especially in classrooms that consists of bilingual, or even, multilingual speakers, such as foreign language (L2) classes. Although there is a tendency to impose the use of only L2 in such classes, CS phenomenon is unavoidable. Especially in Indonesia, as a multilingual and multicultural country where people speak more than one languages and dialects, the use of CS in English as a foreign language (EFL) classes is inevitable. In the classroom context in Indonesia where teachers and students share the same first language, research (Kustati, 2014; Nurhayati, 2014; Widia, 2015; Fatimah 2016; and Fhitri, 2017) showed that CS was used by teachers in EFL the classrooms. The research indicated that teachers used CS in teaching and learning process for various reasons. The main reason would be to facilitate students' learning because by using CS teachers believed that they increase students' under-

standing of the teaching materials (Widia, 2015), and provide students with comprehensible input, especially for lower level students (Fatima, 2016). The research by Kustati (2014) also showed that when teachers used CS the classroom engagement was improved because the students understand the instruction better.

On the other hand, research about the use of CS in EFL classes in Indonesian context also revealed some concern about the over-use of CS in the classroom that may affect negatively toward the teaching and learning process. Teachers were also concerned that students may get used to CS, and it can decrease the willingness of the students to speak English (Kustati, 2014). A study by Fhitri (2017) also indicated that teachers' use of CS was not a strategy that is consciously used by the teachers to facilitate learning. Instead, teachers used CS because they were influenced by the students who use first language, which was considered as a distraction when teachers used English (Fhitri, 2017). Sakaria and Priyana (2018) also pointed out that excessive use of CS in EFL classroom may make students overly dependent. They encouraged teachers to use CS cautiously, so that it can facilitate learning. Thus, although the use of CS can be beneficial for EFL classroom, cautions should be considered whether teachers use CS as a strategy to facilitate learning, or they just use CS as a sign of teachers L2 incompetency.

This research investigated the use of code switching done by Indonesian teachers in university context and explored the functions of those CS in teaching and learning process. Two research questions that this research investigated are:

1. How are Indonesian university teachers' code switching functioned in EFL classes?

2. How do Indonesian university teachers perceive the use of code switching in their EFL classes?

This research is hoped to be able to give contribution to understanding about the teachers practice of the use of CS in the classroom as a strategy to facilitate classroom learning. Besides, the result of this study can be used as a reflection for teachers on their practice of using CS in their classroom so that they can use CS effectively.

LITEARURE REVIEW

Types of code switching

In terms of types of code switching, this research focused on the categorization proposed by Poplack (as cited in Jingxia, 2010). Types of CS were divided into three categorized types of CS into three categories namely "tag switching, inter-sentential switching and intra-sentential switching" (p.11). "Tag-switching is the insertion of a tag phrase from one language into an utterance from another language; Inter-sentential switching occurs at a clause or sentence boundary" (Jingxia, 2010, p. 11), while "Intra-sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language" (Yletyinen, 2004, p. 15). Among the three types of CS, the intra-sentential is considered the most complex one, and can only be used by fluent bi/multilinguals, while inter-sentential switching requires more fluency than the tag switching (Jingxia, 2010). From the previous explanation, it can be inferred that intra-sentential is the most difficult to do, and tag switching is the least difficult

Functions of teachers' code switching in EFL classes

Research reported that teachers' CS in EFL classes functioned for three major purposes such as for constructing and transmitting knowledge (Qing, 2010; Jingxia, 2010; Azlan & Narasuman, 2013, Shay, 2015, and Fhitri, 2017), for classroom management (Mugla, 2005; Tien, 2010; Shay, and 2015), and for affective functions (Qing, 2010; Widia, 2015; Fhitri, 2017, and Sakaria & Priyana, 2018). First, research reported that teacher often code switch to first language when teachers explain complex concept to the students such as grammar, new vocabulary, and the content of the textbook. Teachers were reported to use CS in this situation in order to help students understand the concept better and understand the English text better. When constructing and transmitting knowledge, teachers felt that it is important to use language that students understand, and using CS was sought as a strategy that teachers used to accommodate that purpose.

Second, the function of CS is for classroom management; teachers often used CS to give instructions, to regulate students' behaviour and to maintain the flow of the class. Teachers tend to use L1 to give instruction to the students to ensure that every student comprehend the instruction correctly and do the intended activity precisely (Mugla, 2005). Teachers typically use L2 for giving instruction but then give L1 translation to ensure all students have understood them and applied them correctly (Mugla, 2005; and Tien, 2010). The next function of CS in classroom management is to regulate students' behavior. It is also speculated that when conflict and tension happened in the classroom, teachers often consciously used L1 to show their

authority (Tien, 2009). Similarly, Fhitri (2017) also reported that teachers used CS to get attention from the students when they make noises when teachers explained the lesson. Sakaria and Priyana (2018) also reported that CS were often used for maintaining the flow of the class to keep the conversation going.

Lastly, teachers also use CS for affective functions such as building interpersonal relation with the students in the classroom. The use of CS in the classroom may contribute to creating a more supportive language environment that enables teachers to build solidarity and intimate relations with the students (Qing, 2010; Widia, 2015). Fhitri (2017) reported that teachers often use CS to create relaxed and informal classroom situation, which may encourage students to participate in the classroom activity (Sakaria & Priyana, 2018). A study by Tien (2009) also revealed that when teachers were engaged in informal conversations with students, they switched to L1. Raschka et al. (2009) emphasize that teachers often use L1 before starting the formal lesson to establish a closer relationship with the students.

Teachers' perception toward the use of CS in ESL classrooms

Some research reveals that teachers hold positive attitude toward using CS in ESL classrooms. For example, a research by Jingxia (2010) reported that teachers agreed that the use of CS in the classroom gave a great benefit for classroom teaching and learning process. The teachers in her research explained that the use of CS helped the teachers in explaining grammar and vocabulary which facilitated the students' learning. Although the teachers in this research claimed that they used CS unconsciously - CS came naturally - the

teachers were aware that CS that they did have certain functions that could help their students learn L2 effectively and efficiently. Another study by Songxaba, Coetzer, and Molepo (2017) which investigated the teachers' perception on the use of CS as a strategy in second language teaching in Afrika. This study also revealed that teachers also hold positive perception about the use of CS in this study. Their study also revealed that teachers were aware that the use of CS in second language learning is a good strategy for L2 learning, and they all expressed that they did not use only L1 when teaching L2 because they believed that it cannot improve the students' communication skills. These studies revealed that despite the controversies on using L1 in teaching EFL classes in the form of CS, teachers have had to be aware that CS has to be sought as a strategy in teaching and learning, not be sought as a tool to conceal their incompetence in using L2. This study was carried out to find out whether the teachers in this study have made informed decision in using CS in the classroom as a strategy in EFL classes.

RESEARCH METHODOLOGY

This study used a descriptive qualitative research design which explored the function of teachers' code switching in EFL classes and the teachers' perception on the use of code switching in their EFL classes. Based on the aims of the research, descriptive qualitative is an appropriate design because descriptive qualitative research design is usually used to explore the participants opinion, believes, and/or thoughts.

The participants of the research were three (3) teachers who teaches EFL classes in university level in Indonesia. The teachers taught in an English Language Education Department that prepares the students to become EFL teachers starting from

elementary school to senior high schools. Pseudonym is used to describe the participants to protect participants' identity. The participants in this study were Mr. Alvin, who had taught EFL classes 7 years, and had masters' degree in English Education, Ms. Dina, who has experience in teaching EFL classes in university level starting from 2003 (15 years) and masters' degree in Innovative technology in education, and Ms. Pamela, who had five years of experience in teaching EFL classes and hold master's degree in Teaching English to Speakers of Other Languages (TESOL). These teachers were selected for some reasons. First, the teachers have, at least, five-year experience in teaching EFL classes. The experience in teaching EFL classes is important consideration in this research since with their experience, the researcher believed that the teachers can offer their professional opinion about their practice in the classroom, in this case, the use of CS.

This research used observation and interview to collect the data. The observation was carried out by video recorded the teachers' class sessions focusing on the teachers' use of classroom code switching. The video recorded was done without the presence of the researcher to maintain the natural flow of the class. Each class of the teachers was a four-credit class which lasted about three hours and twenty minutes, so the researcher decided to only record one session of the class because she thinks that the data collected from one session of the class was plentiful to collect the data about the use of CS from the participants. The researcher recorded Mr. Alvin's class of Listening and Speaking for Career Development, Mr. Dina's class of Listening and Speaking for Daily Conversation, and Ms. Pamela's class of Listening and Speaking for Daily Conversation. These classes were offered to first year

students of university and aimed at developing students' speaking and listening skills.

The video recordings, then, were analysed by the researchers to note on the use of CS and to categorize the functions of the CS that the teachers used. The researchers noted the events sampling where teachers used CS throughout the class then categorizes the events into types of CS and functions of CS. Then, the note and the category, then, was used as a guideline to interview the teachers to ask about their perception of their use of CS in their classroom. The researcher used a semi-structured interview where she asked the participants about what they think about the use of CS in EFL classroom, if they were aware when they use CS, and what were the functions of their use of CS in the classroom. The interviews were tape recorded for the purpose of data analysis. The recordings, then, were transcribed and analysed by coding the data to find the emergence themes from the interview related to the teachers' perception on the use of CS and its function.

FINDINGS AND DISCUSSIONS

This section explained about the findings both from the observation and the interview. For the first part, researchers described the data from the video-recorded observation on the events sampling where the participants used CS in the classroom, then followed by the interview that explained why the teachers used CS in those instances. The next session discussed about the teachers' perception on the use of CS in their EFL classes which resulted from the interview.

Functions of CS in EFL classroom

To understand the functions of teachers' CS in the classroom, the researcher recorded three class sessions. Each class was recorded for about 200 minutes or 3 hours and 20 minutes. The recordings were, then, analysed to see the functions on the teachers' CS. The recorded class session revealed that the teachers used CS for many purposes. First, it is recorded that CS was used when teachers introduce new vocabulary and language expressions, explain grammar points, and explain content (function of telephoning). For example, in the beginning of the class, Ms. Pamela required the students to read verses of the Quran and their translation. She then used CS to introduced vocabulary in the English translated version of the verses of the Quran. Mr. Alvin also used CS when introducing new words, phrases, and expressions used in making phone call. Besides for explaining new vocabulary and explaining, the recorded showed that CS was used for explaining content.

In the interview Ms. Pamela argued that using L1 for introducing new vocabulary and grammar point is more efficient, and students seemed to understand the words or grammar point quicker than when she explained them in L2. When explaining about how to make phone conversation, Mr. Alvin also used CS. He switched from L2 to L1 and vice versa because he claimed that to do phone conversation correctly, students must know about the cultural aspects about phone conversation, so explaining the cultural aspects is easier to be done in L1. The finding of this research is similar to the research done by Sakaria and Priyana (2018) who suggested that CS can facilitate teachers to communicate complex concept in L2 and can also be used to increase students' understanding and com-

prehension. Jingxia's (2010) research also revealed that teachers used CS to translate unknown vocabulary items, explain grammar, and to emphasizing some explanation points.

On the contrary, Ms. Dita did not use CS in explaining grammar. In the interview, Ms. Dita argued that she thought that she did not have to switch to L1 in explaining the grammar points because the grammar she explained on the day the class was recorded was simple, and she also stated that the students seemed to understand her explanation in L2 well. From this finding, it can be seen that the use of CS was not only determined by the concept that the teachers wanted to deliver, but also determined by the students' needs. This finding is supported by Stylianou-Panayi (2015) who argued that teachers' use of CS should be done for the better result of the students, and the amount of CS used by teachers should also decided to cater the students' need.

Next, there were some instances in this research where teachers used CS for classroom management purposes. The most frequent that the teachers did was using CS for giving instructions, introducing lesson's objective, and repeating questions. There were many events in the recording that showed when teachers gave instruction to the students they often use CS to make sure that the students understood what they have to do for their classroom activity. Besides for giving instruction, there was one even recorded that Mr. Alvin also used CS to introduce that day's lesson objective, and in the interview, he claimed that he used CS to ensure that students understand the objective of the lesson so that he and the students can work together to achieve the objectives. In addition, teachers also used CS for repeating questions. Questions are

considered important in teaching and learning process. Mostly, teachers used questions to facilitate learning and comprehension. That is why it is very important that students understand the question in order for them to learn.

The result of this research about the use of CS for giving instruction is similar to the studies by Mugla (2005), and Tien (2010). Mugla (2005) also confirms that the teachers typically use L2 for giving instruction but then give L1 translation to ensure all students have understood them and applied them correctly. Tien (2010) seems agree with those statements by stating that teachers switch from L2 to L1 to give explicit classroom instructions such as directing students to be engaged in pair or group discussions or to perform certain classroom activities. The use CS to repeat questions was supported by Mugla (2005) who argued that the teacher uses L1 to present the question that is easier to understand by the learners, so that the teacher can elicit appropriate answers.

The last function of the CS that was shown in the recording was for affective purposes. In this research, the teachers used humour to build interpersonal relation with the students. In many incidences, Ms. Pamela Switched from L2 to L1 when she told jokes to students. In the interview, Ms. Pamela stated that she used L1 to tell jokes because the jokes would be understood easily when it is done in L1. When asked about what the function of the joke in her class was, she argued that it functioned to build a friendly and relaxed atmosphere with the students because she believed that when students feel close with the teacher and feel relaxed in the classroom, they will learn better. This statement is supported by Tien (2009) who stated that teachers also employed L1 to bridge the gap between

themselves as the authority figures and the students, in order to express a degree of solidarity or a jocular relationship between the teacher and students. That use of CS may enable the teachers to build up solid relationships with students in classrooms (Tien, 2009). Raschka et al. (2009) also emphasize that teachers often use L1 prior to the start of the formal lesson to reduce distance between them and their learners; and when the distances are reduced, teachers may establish solidarity and a close relationship with their students. Humour that the teacher used in this study can be a way to reduce distance and gap between the students and the teacher.

Teachers' perception on using CS in EFL classroom

In terms of language of instruction, Mr. Alvin mainly used L1 (Bahasa Indonesia) as the language of instruction, he sometimes used English in the observed class session. The observation revealed that Mr. Alvin code switching happened mostly from L1 (Bahasa Indonesia) to L2 (English). Ms. Pamela and Ms. Dina used English (L2) as the language of instruction. Ms. Pamela sometimes used CS in her teaching, and the CS happened between L2 (English) and L1 (Bahasa Indonesia), while Ms. Dina never use L1 during the observed class session. These research findings about the practice of using CS in EFL classroom may reflect the controversies whether teachers should or should not use the L1 while teaching the L2 (Stylianou-Panayi, 2015). Those who believe to use L1 in teaching L2 argued that L1 gives a powerful influence on the learning process, since learners tend to use L1 as a starting point when they learn a new language (Mugla, 2005). While those who disagree of using L1 argued that teachers can avoid using L1 in EFL classroom by using certain techniques (Stylianou-Panayi,

2015). However, no research or theories suggested the use of L1 only or over use in an L2 classes. As Ghobadi & Ghasemi (2015) recommended that careful use of L1 in foreign language learning should be considered, so that the use of L1 can be beneficial to speed up the process of L2 learning.

In terms of types of code switching, the most frequently used of CS was the inter-sentential switching where the teachers switch between clauses or sentences. The second mostly used types of CS was the intra-sentential switching when the switching happened within clauses and sentences, and the tag-switching was the least CS types that the teachers used. The findings of this research about the types of CS that the teachers used is similar to studies conducted by Jingxia (2010), Azlan and Narasuman (2013), and Hayati (2014).

The interview with the teachers revealed that all teachers mentioned that they are aware or conscious that they use CS. So, the use of the CS in their classrooms was something that the teachers do deliberately, not something that they do unconsciously. This research result is contradictory with the research by Jingxia (2010) that revealed that teachers code switching occurs automatically or unconsciously. However, the conscious use of CS may indicate that the teachers in this research were aware of the function of L1 to help the learners learn L2. This is indicated by the reasons on why they do the CS.

The first reason why the teachers in this research used CS in the classroom is to help students learn. Two teachers argued that the use L1 and L2 in turns to help students understand the materials that they explained, so that the students can learn from the class. They also expressed that sometimes they can see that the students

are lost when they use L2 only and they use L1 to clarify their explanation or their instructions. Ms. Pamela also argued that she used L1 as the last resource when using L2 seemed to be too confusing for the students. This result of the interview was also supported by the observation result that showed that the teachers did code switch to L1 after several receptions of explanation in L2. Apparently, L1 was used unless the teachers thought that the students had not understood the teachers' explanation or instruction. In other words, the use of CS by the teachers indicated that the teachers were aware that CS is a beneficial instruction technique in teaching L2 (Sakaria & Priyana, 2018).

The second reason of using CS was when the teachers thought that the students' English competence is low. During the interview all the teachers expressed that they will immediately switch to L1 when they saw that the students' L2 competence is still low that the use of L2 only in the classroom would not facilitate learning. As Bullock & Toribo, (2009) argued that learners, especially in the early stages of learning, often use their first language (L1) due to their temporary or permanent gap in language knowledge or a process referred to as crutching. The teachers use of CS from L2 to L1 were meant for crutching for the students. Fatimah's (2016) research also supported that teachers used CS when they taught students with low level of proficiency.

The third reason expressed by the teachers to use CS in the classroom was for efficiency consideration. The teachers expressed that sometimes it is time consuming to give complex instruction or to explain complex concept using L2 because they must repeat the instruction and the explanation several times to make ensure

comprehension. Then, teachers argued that switching the instruction and explanation to L1 will be time efficient. This reason was also expressed by Shay (2015) who argued that by using CS to give instruction, to clarify meaning and to stress importance of the L2 content may result in efficient comprehension. In addition, by simplifying the comprehensible input for learners, the use of L1 for this purpose may sometimes encourage students to participate and produce the desired L2 responses (Mugla, 2005; Raschka, Sercombe, & Chi-Ling, 2009). These reasons of using CS from the teachers clearly showed that the teachers participated in this research showed that they made informed decision on their teaching to use CS as a tool to help them teach effectively and efficiently that may lead to students learning.

CONCLUSION AND RECOMMENDATIONS

The results revealed that all the participants in this study used CS in their EFL classrooms, and they sometimes switched from L2 to L1, and vice versa, and they consciously used CS in their classroom. The CS that the teachers used happened in inter-sentential, intra-sentential, and tag switching. The most frequently used switching is inter-sentential level where teachers switch codes in the clauses and sentences level, and the least was the tag switching. For the reasons why teachers used CS were to help students learn, to facilitate students with low level of L2 proficiency and to teach efficiently. The teachers believed that CS can be a tool for them to facilitate teaching and learning process in the classroom. This showed that teachers in this research have made informed decision regarding CS in their teaching and learning process.

Regarding to the functions of using CS, teachers used CS for constructing and transmitting knowledge such as introducing new introduce new vocabulary and new language expressions, explaining grammar points, and explaining content. CS used by the teachers in this research also function as a tool to manage the class or classroom management. The teachers used CS when giving instruction and repeating questions. The use for CS was meant to facilitate students understanding in the classroom. The last function was for maintaining interpersonal relation between teachers and students through humor to maintain a close and friendly atmosphere for the students.

The recommendations from this research are that teachers need to be aware of the functions and reasons on the use of CS so that CS can be used as a great tool to facilitate students learning. CS is not an escape for teachers whose language proficiency is low, but it is a teaching and learning facilities when it is used correctly and appropriately can help students learn better and help teachers teach more effectively. In foreign language classes, code switching is encouraged to be used since it can promote students' learning. However, precautions should be taken when using L1 in the classroom so that it may not overtake the target language.

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Critical Incidents from Students-Teachers' Action Research Teaching Journals in Pre-Service Teacher Education Program

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ABSTRACT

This paper presents a study about critical incidents in Action Research Teaching Journal (ARTJs) in Microteaching, which comprised of five sections: topic, planning, action, observation and reflection. ARTJs were made before and after conducting each mini teaching. Twelve ARTJs were collected from four student-teachers who had taken the Microteaching course. A descriptive data analysis was used to identify types of critical incidents found in ARTJs by using NVIVO software tool. All unanticipated events occurring during the lessons, also known as critical incidents that triggered insights about some aspect of teaching and learning, were observed to find out to what extent the events had led them to be reflective teachers in ELT. The analysis began with coding the sections of the teaching journals which reflected types of critical incidents, then classifying similar types of critical incidents into categories. The last step in the analysis was to interpret the categorized data. The analysis of the data shows that there were four prominent themes that emerged from this study: course delivery problems, students' participation, language proficiency problems, and course preparation. The paper ends with some recommendations for improvements in Microteaching course.

Keywords: action research, microteaching, critical incidents

INTRODUCTION

Students of one English Department (ED) of a reputable private university in Salatiga, who are expecting to hold bachelor degrees of English education, have to pass several pre-requisite courses in teaching, beginning with Introduction of Language Education (InLang), Teaching English as Foreign Language (TEFL), Teaching Learning Strategies (TLS), Curriculum Material Development (CurMatDev), Language Assessment (LangAss), Microteaching, and ending with a Teaching Practicum. In this case, Microteaching is chosen to be the focus of this research since this course is the beginning of the real teaching before ED students serve as teachers in educational institutions. ED students have to do certain requirements such as doing three times twenty-minute teaching, creating and developing lesson plans, and making ARTJs for every mini lesson they make.

From what ED students have planned in topic and planning sections, there are events that come unexpectedly in action, called as critical incidents, which were then analyzed in the observation section. Many of the researches on critical incident based their study on Tripp (1993) and Cruickshank and Applegate (1981). For example, Mohammed (2016) analyzed the critical incident as a reflection for a teacher educator. He added that the analysis of critical incident is a pedagogical theory, which approaches enable "reflection on teaching situations so that teachers can develop their professional judgments and practices" (p. 25). Tripp, as the one who developed this theory, as well as other following studies identified critical incident theory as an effective means employed by teachers and teacher-trainers as a way to improve teaching through reflection on classroom events

(Farrell, 2008; Thiel, 1999; Tripp, 1993). This theory is in coherence with an older but relevant notion saying that the identification and examination of these incidents have become part of 'reflective practice', a common component of many language teacher education programs, helping trainee teachers "to think about what happened, why it happened, and what else could have been done to reach their goals" (Cruickshank & Applegate, 1981, p. 553). Therefore, critical incidents utilize student-teachers for the development of their next teaching.

There are several previous studies that examined the categories emerging from the critical incident events in the classroom. Farrell's (2008) research result from eighteen Singaporean trainee teachers at National Institute of Educations in Singapore has shown that there were a total of thirty six critical incidents categorized into nine "categories (language proficiency, class participation, behavior, gender, classroom space, lesson objectives, classroom activities, attention spans, additional class assistance)" (p. 4). Another researcher from University of Delhi, Khandelwal (2009), also has done research on critical incidents. The research was conducted in University of Delhi with sixty participants and resulted in 237 critical incidents which were sorted into six categories. Those "six categories were rapport with students, course preparation and delivery, encouragement, fairness, time spent with students outside of class, and control" (p. 299). In addition, Mohammed (2016) conducted a 'self-reflection' approach in which he examined how the critical incidents helped him to develop his professional judgments and practices and found out that there were mismatch between the educator's expectations, research, and the reality which happened in the teaching environment. Therefore, by

experiencing critical incidents, the values of the teachers can be changed, extended, and elaborated (p. 25).

Those studies show that most researchers focused on what kind of critical incidents happened, how to cope with critical incident events, and how critical incidents affect the teacher and the teaching practices. This study, however, tried to analyze critical incidents from the student teachers' 'self-reflection' efforts written in their ARTJs as a part of their Microteaching course's assignment. Further, in the analysis, the aspect of critical incidents that the writer wants to emphasize is the types of critical incident found in ARTJs.

Since critical incident analysis is proven to be an empowering and supportive process for teachers and teaching practices (Mohammed, 2016, p.29), the writer urges the importance of this research conducted among student teachers who, in the future, want to become successful educators. Furthermore, from the critical incident events occur in the classroom, teachers' value can change, be extended, and elaborated during the day-to-day-practice.

Based on the discussion above, this paper aimed to answer the research question below:

What were kinds of critical incidents identified in the ARTJs in Microteaching course?

It is expected that this research can contribute to the future of classroom teaching, especially in Indonesia, in which the teachers can be more aware of critical incidents, know how to cope with them and utilize them as a self-reflection effort, and finally understand why their existence is important, so that the incidents can finally help

them improve their quality as teachers. In addition, it is also expected that this research will add to the literature on the importance of critical incident analysis, not only for teachers but also for teacher education institutions, so that they can equip themselves with better skills to perform self-reflection efforts on critical incident events. By so doing, teachers and student-teachers can use the skills to develop their teaching practices.

What is Critical Incident?

There is a keyword, a critical incident, which needs to be clearly defined. Mohammed (2016) said that critical incident was initially developed by Tripp (1993). According to Tripp (as cited in Farrel, 2013, p. 84), critical incident is an interpretation of the significance of an unplanned event that is faced by teachers in which the events of it can be either positive or negative. This statement is in coherence with Thiel, who defined the terms as "teaching high" and "teaching low" (as cited in Farrell, 2013, p. 85). Farrell (2013) defined the term of teaching high as a spontaneous and unanticipated intervention or change in the lesson plan that has a positive effect on the lesson. On the other hand, teaching low is defined as a specific classroom incident that is immediately problematic and perplexing so that the teachers have to struggle to cope with the incidents.

Critical incident is used as a means for the teachers to perform self-reflection effort (Mohammed, 2016). Although there were only few researchers who had conducted research in this field, critical incident can obviously give some benefits for teachers and student-teachers. Kwan and Simpson (2010) stated that critical incidents might become a clear guideline for a student-teacher to engage in a reflective

practice. "Critical incidents are not at all dramatic or obvious and they can often be straightforward accounts of very common events that occur in routine professional practice" (Tripp, 1994, as cited in Kwan and Simpson, 2010, p. 423). Such an incident could be of very short duration and yet still be highly significant to the teachers. The incident can happen a few minutes or a segment of the lesson. It can also occur in a whole lesson or even a sequence of lessons.

Kwan and Simpson (2010) also noted that critical incidents are "characterized by an element of unplanned occurrence which can be problematic for the teacher, calling for an on-the-spot adjustment (reflection-in-action) of the planned course of the lesson" (p. 423). All of them are critical incidents that represent a point at which the lesson may take quite different directions depending on the student-teacher's strategy to respond to them. As a result, the critical incident forms valuable data for reflection.

Furthermore, Farrell's (2008) previous study found that there were nine themes of critical incidents, namely "language proficiency, class participation, behavior, gender, classroom space, lesson objectives, classroom activities, attention spans, additional class assistance" (p. 8). Khandelwal (2009) added into the literature "six more themes or categories of critical incidents, namely, rapport with students, course preparation and delivery, encouragement, fairness, time spent with students outside of class, and control" (p. 299).

From the above explanation, critical incidents can be summarized as the unplanned events happening in the classroom that require the teachers to alter the lesson plans in order to cope with the incidents and make the learning practices work. It can

end up either positively or negatively. Since teaching high only has positive implication and there might be no confusion to deal with, it is not the focus of this study. Hence, in this paper the word "critical incident" might only represent "teaching low", which is explained as unplanned events which need a strategy to deal with. Therefore, this paper would focus on the themes or kinds of critical incidents found on student-teachers' ARTJs which then the researcher could give some suggestions for improvement based on the findings.

Why Action Research Teaching Journal?

Elisabeth and Sonora defined Action research (AR) as "research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process" (as cited in Burns, 2010, p. 4). In relation to this study, each student teacher was asked to document every teaching practice that they conducted in the form of ARTJs, which then were used by the researcher as data to be further analyzed. This practice was chosen based on the following notions. First, Richards and Farrell (2005) defined "a teaching journal as a notebook in which a teacher writes regularly about teaching experiences and other events" (p. 3). In addition, Dever and Frankel stated in their study that documents such as field notes, journals, and transcripts or usually called as teacher learner diaries can be included in qualitative as well as quantitative data (p. 268). In addition Pearson-Evan (2006) and Benson (2001) argued that learner diaries has been used as supports for students "as a way of structuring their learning to help them to develop critical thinking which enable them to become more autonomous learners" (as cited in Helm, 2009, p. 93).

Specifically, Zacharias (2011) stated that ARTJs are aimed at reflecting the student-teaching experience when conducting a mini lesson using English as an International Language (EIL) orientation to teach. That is the reason why ARTJs were used as the primary data of this research. Meanwhile, Burns (2010) illustrated AR as “a reflective research cycle of planning, acting, observing and reflecting” (p. 1). This cycle was adopted for Microteaching course in the English Department, where this research was conducted. Meanwhile, ARTJs serve as a part of the reflecting phase in this cycle as Zacharias (2011, p.1) stated that AR journals are aimed at reflecting the student-teaching experience when conducting a mini lesson using EIL orientation to teaching. AR journal was expected to be written by the students focusing on how they accommodated EIL approaches, the difficulties they encountered, as well as the critical incidents they found (Zacharias, 2011, p.1). From those explanations, the researcher believes that the analysis of ARTJs employed in this study is a valid method to answer the research question.

What is Microteaching?

According to Hanna (2003) Microteaching can be defined as “a training context in which a teacher’s situation has been reduced in scope or simplified in some systematic ways” (p. 23). Furthermore, “microteaching is an excellent way to build up skill and confidence, to experience a range of lecturing style and to learn and practice the giving constructive feedback” and is seen as a chance “to adopt new teaching and learning strategies, and through assuming the students’ role, to get an insight into students’ need and expectation” (Gavrilović, et al., (n.d., para. 2).

Furthermore, microteaching is also “de-

finied as a scaled-down, simulated teaching encounter designed for the training of both pre-service or in service-teachers” (“Micro-Teaching: A scale”, para. 3). It also helps teacher improve “both contents and methods of teaching and developed teaching skill such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively” (“Micro-Teaching: A scale”, para. 3).

In this research, all participants enrolled in the Microteaching class. In the Microteaching class, they were obliged to create lesson plans, conduct teaching practices, observe the teaching and learning practices through recorded videos of their own teaching practices, as well as reflecting to their own teaching practices in a form of teaching journals called ARTJs. From their ARTJs, all the critical incidents which occurred in the student-teachers’ classrooms were analyzed to answer the research question.

The Study

The study took place in an English Department of a reputable private university in Salatiga, Central Java, Indonesia, where English was the medium of instruction in the faculty. In doing the research, there were four participants from third-year students of English Department who were enrolled in Microteaching course. The researcher used pseudonyms for those four participants, namely DYA, SA, NTI, and RUM. As parts of the Microteaching class, every student was asked to write three ARTJs before and after doing each mini teaching. From four participants, twelve ARTJs were collected as the primary data for the research.

A descriptive data analysis was used to identify the kinds of critical incidents found in the ARTJs by using NVIVO software tool. The researcher wanted to find out kinds of critical incidents that occurred during the student-teachers' mini teachings by performing a descriptive analysis. The descriptive analysis was performed by taking into account the two previous studies from Farrell (2008) on his nine categories of critical incidents and Khandelwal (2009) on his six categories of critical incidents. From the collection of the data, it was documented that the total of thirty nine critical incidents were found from the twelve ARTJs. The thirty nine critical incidents events fell into only four categories or themes. The summary of the findings is outlined in Table 1.

These incidents were categorized based where possible on how each student-teacher presented the incidents in their journals. Four kinds of critical incidents were found, namely course delivery problems, students' participation, language proficiency problems, and course preparation problems. Those categories of critical incidents were all classified as teaching low as they caused confusions or problems for the teachers when they occurred in the classrooms.

Table 1
Frequency of Critical Incidents Found in Twelve ARTJs

| Themes | Numbers of Incidents |
|---|-----------------------------|
| Course Delivery Problems | (18) |
| Students' Participations | (11) |
| Language Proficiency Problems | (4) |
| Course Preparation Problems | (5) |
| Total Incidents (Student-teachers=4) | (38) |

FINDINGS

The following section presents the analysis of the findings under the themes identified in the journals.

Course Delivery Problems

The first critical incident found in the study was course delivery problems. Course preparation and delivery play a crucial dimension in teaching (Khandelwal, 2009). It refers to the presentation style that the teacher performs in front of the classroom as well as the manner in which information is delivered in the classroom setting (Khandelwal, 2009). When this is not done properly, it causes course delivery problems. In other words, course delivery problems was some actions done by a student-teacher or teacher in a course that caused the teaching and learning activity less working or less successful. There were three participants reported an incident related to their course delivery problems. Also, there were eighteen incidents which occurred in this category. From eighteen incidents, the general comments showed that most of them had problems in delivering the materials in their mini lesson because of their teaching techniques especially in terms of clarity of explanation. In addition, some of the data showed that lack of time caused student-teachers to have problems in delivering their mini lessons successfully.

For DYA, she experienced a course delivery problem in her second mini teaching:

the way I interact with the students was less interactive since I have just realized that I included the students only in the activities that I made for them: watching the videos and doing the game.(DYA, ARTJ2)

What had happened to DYA was generally faced by most inexperienced teachers for some reasons, for example the lack of teaching experience and the improper use of teaching technique. DYA's problem was actually related to classroom interaction between the student-teacher and the students that led DYA to have course delivery problem.

In contrast to DYA's problem, SA faced a different problem in giving the instruction:

I made many mistakes in giving the instruction such as I forgot to inform the students that the sentences in the box couldn't be found when listening to the 1st video. (SA, ARTJ2)

Actually, it was her own teaching technique which caused problem during her mini lesson. She forgot to perform the thing she had planned in her lesson plan when she delivered the material in front of the students. This incident was also categorized as a course delivery problem. Similar to what DYA experienced, SA might have struggled as a new EFL teacher.

Lastly, what NTI experienced in her 3rd mini lesson was different from DYA and SA did:

In fact, there was no chance to make the students perform that part because I ran out of time. I felt little bit disappointed with myself. I couldn't manage the classroom time management wisely since I conducted two activities. (NTI, ARTJ 3)

It was clear that NTI had problems in delivering her mini lesson since she ran out of time. Compared to DYA and SA who dealt with problems of classroom interaction and clarity of instruction, NTI experienced a time management problem.

As what Charles (1983) stated, teachers know from experience that a lesson does not often take the direction it was planned to take as it might however include or exclude aspects that neither the teacher nor the students have anticipated. In other words, these three student-teachers can face the same course delivery problems in the future because of lack of clarity in explaining the material, lack of classroom interaction, and time management problem. Yet, as what Charles (1983) said, they will also learn from their experiences that those kinds of incidents are normal things in the classrooms as long as they know how to handle them.

Thus, critical incidents which occurred in these three journals made them do "self-observation" (Thiel, 1999) through the video of their own mini lessons, which was then written in their ARTJSs. Furthermore, these three student-teachers' problems in teaching occurred when they wanted to make their students understand and "have the best possible learning opportunities and outcomes" (Bell & Gilbert, 1996, p. 1). However, it did not go well since they experienced problems namely course delivery problems in their mini lessons.

Students' Participation

Another critical incident in student teachers' action research teaching journal was students' participation which appeared eleven times. In terms of teaching, students' participation played a very important aspect. As teachers prepared all the material before they taught in the classroom, teachers had to consider the condition of their students. For example, in deciding what kind of activities teachers wanted to give to the students, they had to think about whether the students would be able to do the activities or not.

Even though teachers came to classroom well-prepared with materials and activities that the teacher thought it was suitable for the students, sometimes it just did not go well. This condition caused lack of students' participation. Farrel (2008) defined "lack of students' participation as the reluctance of the students to participate in the classroom activities" (p. 6). Observing action research teaching journals of the participants of this research, there were eleven events of lacking students' participation which occurred as critical incidents. Among those eleven, the case of students who seemed not to be interested with neither the lesson nor the activity occurred mostly.

The participants felt that the activities or the topics of the lessons that they had already prepared would interest the students, but they were mistaken. Of course there were many aspects which made the students seem not to be interested in the course. As it was stated by Fu, Yang, and Xuesong (2012) there were "many factors related to the student's participation in the classroom such as the classroom's situation, students's motivation, student's interest, hunger, etc" (p.155-156). However, the unpredictable situation in the classroom affected everything the teachers had prepared before.

One of the participants, DYA stated in her action research teaching journal of her second mini teaching about her critical incident caused by lack of student's participation:

However, I noticed that three students (RA, BE, and FE) were pausing to sing out the song since they didn't remember the name of Jamu which made the continuity of the game seemed less fun. (DYA, ARTJ3)

She thought that asking the students to sing a song together would be fun and interesting. Even though it was just a simple song but because the students did not notice the lyric of the song seriously, they were unable to sing the song fluently. DYA tried to continue singing cheerfully to encourage her students to sing but she did not really succeed.

Another example of students' participation which occurred as critical incident came from NTI's action research teaching journal of her second mini teaching. She mentioned the following statement:

I expected to get the student's enthusiasm more when they performed storytelling activity; however, it didn't work like what I hoped before. (NTI, ARTJ2)

Classroom would be boring if the activity prepared by the teacher did not interest the students as students expected that the teacher knew what their needs were. However, the teacher also hoped that he/she could cooperate with the students to build a fun learning activity in the classroom. When these two expectations did not match, students' participation problems emerged, as what had happened to NTI. She already planned a story telling activity and hoped that her students would do the way she wanted, like a story telling which used gestures, intonation, expression, and certain facial expressions to make it more interesting. In the classroom, she found out that her students just read their stories without noticing what she already instructed.

RUM, another student-teacher also experienced a students' participation problem in her second mini teaching. It was shown in her second action research journal related to the following statement:

What didn't go well during my second mini teaching is when I asked my students to pretend to be foreigner tourists, but they didn't make it well. (RUM, ARTJ2)

Her focus at that time was the different way of speaking English. The activity that she already prepared was asking her students to perform a conversation using different dialects in speaking English. What happened was her students just spoke using their own dialect and didn't show varieties of English dialects. She did not know whether it was because her demand was too difficult for the students to do or because her students felt reluctant to imitate others' way of speaking English.

Those examples showed how students' participation could sometimes emerge in the classroom. As illustrated in the examples, the teachers were demanded to take immediate actions to solve the problems, including altering the lesson plans or doing other necessary actions. DYA's example showed that she did an effort to solve the problem as she tried to sing cheerfully to improve students' participation. However, it was not stated in RUM's ARTJ on what she finally did to address the problem.

Language Proficiency Problem

The third focus of the study was critical incidents in mini teaching caused by language problem proficiency. Farrell (2008) defined "language proficiency problem as a condition when teacher did not have good English language skills" (p. 5). He also conducted a study at National Institute of Education in Singapore and the result showed that "language proficiency problem in EFL classroom was in the top chart causing the occurrence of critical incidents" (p.4). While in this study, the frequency of critical incidents caused by

language problem proficiency was not too high. From 38 critical incidents, only 4 critical incidents caused by language proficiency problem were found.

After analyzing all language proficiency problems, it was outlined that the underlying key of language proficiency problem was about the teachers' struggle in using English as a medium of explanation. It was also highlighted that there were four causal factors which contributed to teacher's difficulty in explaining the materials. These were grammar, pronunciation, diction, and proportion between English and Indonesian.

An example was NTI in her 3rd ARTJs who perceived that grammar was the things which made her struggle to give some explanations to answer students' questions:

I feel that there are some grammar mistakes that can be easily detected when I responded to the student's answer. (NTI, ARTJ 3).

Similar to NTI, RUM remarked that it was hard to use correct grammatical rules. She added that not only grammar but also pronunciation which hampered her in giving explanation as presented in her statements as follow:

Another thing is I'm not sure about my pronunciation, whether I spoke clearly enough or not, whether I used appropriate language or not. When I watched the video I thought I did not speak clearly, I don't know whether it is because the video recorder or whether I did not speak clearly. I also wonder if my students recognized and thought I was mispronouncing words or I was using incorrect English. (RUM, ARTJ1)

Besides, Rum also paid attention on her pace when explaining the material. Despite realizing that she was too fast in giving explanation, she still did the same thing and made her really frustrated in delivering the material. She explained:

I tried not to speak too fast, but, unfortunately, one of my friends said that I spoke too fast. (RUM, ARTJ2)

Interestingly, DYA noted down that she found it difficult to decide the proportion between English and Indonesian when she was explaining the material. She struggled very hard to explain the material in a good proportion of English and Indonesian:

... let's talk about certain things that puzzled me after I saw the video. It was, firstly, the proportion of Bahasa Indonesia and English that was 90%:10%. (DYA, ARTJ3).

Since the study was conducted in "EFL context where English is not commonly used in the society" (Lin, 2012, p. 2-3), it was shocking that language proficiency problem was included as one of the things that could trigger critical incident in mini teaching (Farrell, 2008, p. 4).

From the findings, there were 4 language proficiency problems which occurred in this study, caused by lack understanding of grammar, pronunciation problems, diction problems, and proportion between English and Indonesian used while explaining.

Course Preparation Problems

The last theme found in this study was Course Preparation Problems. It has been stated earlier that course preparation and delivery play a crucial dimension in teaching (Khandelwal, 2009). Again, Khandelwal (2009) said that "the course preparation

and delivery centers on presentation style and the manner in which information is delivered in the classroom setting so, critical incidents were almost evenly distributed" (p. 302). If the previous section mainly discussed about the delivery of the material, this section focuses mainly in the preparation of the material. All of the participants reported to have critical incidents related to their course preparation. In total, there were five incidents which occurred in this category.

CONCLUSION

Critical reflections can be accomplished by encouraging teachers to describe and examine critical incidents that occur during teaching practice in the Action Research Teaching Journal. Reflecting critically on teaching is a process of recognizing and analyzing assumptions that underlie teachers' thoughts and actions (Brookfield, 1990). This study examined kinds of critical incidents identified in the ARTJSs for Microteaching course. There were thirty eight critical incidents categorized into four themes: course delivery problems (18), students' participation (11), course preparation problem (4), and proficiency problem (5). Compared to Farrel's (2005) research result which found the most critical incidents were in language proficiency problem, the finding of this research reported the highest occurrence of critical incidents was course delivery problems. It mostly occurred because of time limitation since each mini lesson only lasted for only twenty minutes.

Therefore, as teachers who faced critical incidents, teachers' development will be gained through "individual, one-to-one, group-based or institutional" activities (Richards and Farrell, 2005, p.14). It is a process interconnected with the past and the present. In other words, after teachers

experienced critical incidents, they should share to the others so that other teachers can learn from them. This will finally develop the teachers professionally as they see and analyze what they have done in the teaching. Also, when teachers have found their problems related to critical incidents, "knowledge base of teaching constantly changes" (Richards and Farrell (2005, p. 1). In brief, critical incidents found in teachers' ELT will form teachers' development if they are solved and then discussed with other teachers.

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Appendix
Kinds of Critical Incidents with NVIVO Software Tool:

1. Course Delivery Problems (18)

| Name of student-teacher | Taken from | Sentences |
|-------------------------|--|---|
| Sasa | Document 'ARjournal2 Annisa Liliyana', 1 passages, 167 characters. | I made many mistakes in giving the instruction such as I forgot to inform the students that the sentences in the box couldn't be found when listening to the 1st video. |
| | Document 'ARjournal3 annisa liliyana', 2 passages, 429 characters. | I think I didn't have a chance to emphasize EILs' side in my lesson. Actually I have planned to give elaboration about ideNtity relates to the culture such as explained the student diversity of ideNtity can leads to different accent while speaking, different intonation and also different perception or thought, |
| | | However some important aspects such as my fluency while speaking; my explanation about the lesson seemed unorganized. |
| Dya | Document 'ARJournal1ArdiyaniWiDya', 1 passages, 217 characters. | Second, my teaching materials were real but I did not put pictures or the things or ideas that I was going to teach. Also, in designing the lesson plan I carelessly let the learning objective in less appropriate way. |

| | | |
|------------|--|---|
| Dya | Document 'ARJournal1ArdiyaniWiDya', 4 passages, 478 characters. | ...not doing explanation of the correlation about the game and the materials. |
| | | I did not explain the aim of the game and correlated it to EIL. In fact, I designed this game to give a clear understanding toward students that by using quaNtifier expression through the game. |
| | | I forgot to list the things first by using quaNtifier before they started the game |
| | | ...the aim of using the game which belongs to EIL topic to be correlated with the material was not meNtioned by me as the teacher. |
| | Document 'ARjournal2ardiyaniwiDya', 2 passages, 864 characters. | Firstly, the way I delivered the instruction to the students when they were going to do the game. I knew that some of them were confused about the game since some of them didn't do my instruction well. For example, Kanthi's group, the representative was Febrika so what Kanthi and Dhenok did were giving Febrika hints by comparing the picture on Febrika's back to the one in the whiteboard. In fact, what Kanthi and Dhenok did was poiNting at the intended picture to Febrika so Febrika didn't give the hints by them. I have tried to give them the instruction again by telling them not to point the picture |

| | | |
|-------------|--|--|
| Sasa | Document 'ARjournal1 AnnisaLiliyana', 1 passages, 680 characters. | I supposed to teach 20 minutes but I cut it in to 18 minutes. The reason is in the reading section I just gave my student 2 minutes, in fact I have planned 3 minutes in reading section. It is because when I asked the students "are you finish?", they answer "yes". Yes, they finished earlier that it was supposed to be since they have read the material from the previous teacher. I should think twice. In my mini-teaching I have to pretend that the student didn't know the material at all. Besides, when giving the review of material I just spent a minute to explain what I have taught today. However it is noted down in my lesson plan that the review of material is 2 minutes. |
| | Document 'ARjournal2 Annisa Liliyana', 2 passages, 465 characters. |my 1st mini teaching I finished teaching the material faster that I have already planned, in contra in my 2nd mini teaching I ran out of time and I didn't get an opportunity to give a review of whole class. Bu Henny had to stop me while I asked the student to sing with their own accents. I'm really sad I couldn't give my last word to close my teaching. |

| | | |
|-------------------|---|--|
| | <p>Document 'ARjournal3 annisa liliyana', 1 passages, 222 characters.</p> | <p>I felt anxious if I run out of time while teaching. My anxiousness made me want to end the class quickly. I set a goal that was finish the class on time since my previous teaching always has a problem with time allocation.</p> |
| | | <p>Actually one more thing that I want to discuss in the last minute of my teaching is the meaning of the lyric.</p> |
| <p>Nti</p> | <p>Document 'ARjournal 3Kanthirusana', 1 passages, 180 characters.</p> | <p>I spent too much time in discussing the material from touchstone, so I running of time during the discussing of the main activity. Luckily when my teaching time is up, all is done.</p> |
| | <p>Document 'ARjournal 3Kanthirusana 2', 1 passages, 228 characters.</p> | <p>In fact, there was no chance to make the students perform that part because I ran out of time. I felt little bit disappointed with myself. I couldn't manage the classroom time management wisely since I conducted two activities.</p> |

| | | |
|------------|---|--|
| Rum | Document 'ARJournal2ArRumWiDya', 1 passages, 231 characters. | I want my students practicing some English expressions I gave to them by talking to me as foreigner, and then I wanted to try to speak using different accent of English. Because of the limitation of the time, I canceled that idea. |
| | Document 'ARJournal3ARumWiDya', 1 passages, 139 characters. | I planned that I would finished my third mini teaching in fifteen minutes, but in fact, it became twenty minutes. I almost ran out of time. |

2. Students' Participations (11)

| Name of student-teacher | Taken from | Sentences |
|-------------------------|---|---|
| Sasa | Document 'ARjournallAnnisaLiliyana', 1 passages, 500 characters. | Right after viewing my video-recording of my mini-lesson I feel that my mini-teaching was so boring. Although the student enjoyed the activities, I could feel the students are fun. When I watch it carefully, I know the reason is because I am as a teacher never gave my student smile. Oh my god, I am very surprised why I never smile. If my teacher were me, I would skip her class. Moreover, I use many yes no question. It made the student speak up, but I think the interaction wasn't really natural. |

| | | |
|------------|--|--|
| | Document 'ARjournal3 annisa liliyana', 1 passages, 477 characters. | At the first time I think that the student will be easier writing a commentary text based on their names but I was shocked when two of my students asked me to write a commentary text based on their friend's name. When I asked them why, the answer was because it would be easier to do. Because I want to emphasize the values of their own identities and other's identity, at last I said "it is better to make a commentary text based on your names, so anyone won't get offended". |
| Dya | Document 'ARjournal2ardiyaniwiDya', 2 passages, 369 characters. | Firstly, the realization of my doubt about the students' reluctance to drink Brotowali (stated in my planning) occurred at the time I was putting each Jamu to their glasses. |
| | | However, I noticed that three students (Rani, Benny and Febrika) were pausing to sing out the song since they didn't remember the name of Jamu which made the continuity of the game seemed less fun. |
| Nti | Document 'ARjournal3Kanthirusana', 2 passages, 164 characters. | the students felt difficult |
| | | I expected to get the student's enthusiasm more when they perform storytelling activity; however it seems didn't work like I hope before. |

| | | |
|------------|---|--|
| | Document 'ARjournal 3Kanthirusana 2', 1 passages, 779 characters. | After I watched the video- recording of my last mini teaching, I was surprise that I am the one who dominated in the class instead of my students from the very beginning. First, when I shared the various kind of tea from around the world, I tried to interact with the students by asking them some question to grab their atteNtion. In fact, after I watched the video, I answered my questions by myself. Because the students just mumbled and spoke with very slow voice. Second, when I discussed the answer of my first activity, they seemed not interested to follow me. The students just answered such as “hmm, hmmm, what, oooh, oooh, ehh” Since their responses weren’t enthusiastic enough, I couldn’t control my emotion to answer the questions by myself again and again. |
| | Document 'ARjournal 3Kanthirusana 2', 1 passages, 175 characters. | Here I should explain the material of the procedure text to the students in order to make the students understand about it, but it seemed that I have explained it to myself. |
| Rum | 'ARJournal2ArRumWiDya', 1 passages, 139 characters. | didn’t go well during my second mini teaching is when I asked my students to pretend to be foreigner tourists, but they didn’t make it well |

| | | |
|------------|---|---|
| Rum | 'ARJournal2ArRumWiDya', 1 passages, 139 characters. | didn't go well during my second mini teaching is when I asked my students to pretend to be foreigner tourists, but they didn't make it well |
| | | They didn't seem to be interested in it because they (and I, as the teacher) do not really know about online auction which is not our culture. I could see this because when I asked them about the text (Everything must go online) they did not answer my questions with excitements. |
| | Document 'ARJournal3ARumWiDya', 1 passages, 408 characters. | At the beginning of my lesson (when I greeted them, explained the objective, and introduced the material to them) they seemed to get interested and cheerful in answering/responding my questions, but after the technical problem was solved, they seemed to be uninterested with my lesson any more. They answered my questions with very slow voice and their faces looked unexcited as if they didn't care with it. |

3. Language Proficiency Problems (4)

| Name of student-teacher | Taken from | Sentences |
|-------------------------|--|--|
| Nti | Document 'ARjournal 3 Kanthirusana', 1 passages, 112 characters. | I feel that there are some grammars mistakes that can be easily detect when I responded to the student's answer |
| Dya | Document 'ARjournal2ardiyaniwiDya', 1 passages, 205 characters. | Finished talking about surprised things in the mini lesson, let's talked about certain things that puzzled me after I saw the video was firstly the proportion of Bahasa Indonesia and English were 90%:10%. |
| Rum | Document 'ARJournal2ArRumWiDya', 1 passages, 97 characters. | <p>Another thing is I'm not sure about my pronunciation, whether I spoke clearly enough or not, whether I used appropriate language or not. When I watched the video I thought I did not speak clearly, I don't know whether it is because the video recorder or whether I did not speak clearly. I also wonder did my students recognize and think I was mispronouncing words or I was using incorrect English (grammatical mistake like Singaporeans do)?</p> <p>I tried not to speak too fast, but, unfortunately, one of my friend said that I speak too fast.</p> |

4. Course Preparation Problems (5)

| Name of student-teacher | Taken from | sentences |
|-------------------------|---|---|
| Nti | Document 'ARjournal3Kanthirusana', 1 passages, 46 characters. | ... the copy tasks is not enough for all students... |
| Sasa | Document 'ARjournal1AnnisaLiliyana', 1 passages, 49 characters. | I couldn't work well with my slide show, my paper |
| Nti | Document 'ARjournal3Kanthirusana', 1 passages, 98 characters. | ...this is the second time I got technical problem using the remote of the LCD and finding the video... |
| Rum | Document 'ARJournal3ARumWiDya', 2 passages, 1076 characters. | Well, I don't think today is my lucky day. This is the worst mini teaching I have ever done, seriously. I have prepared the material and activity very neatly. But when it came the time for me to teach it in the classroom, everything is just messed up just because of the technical problem. I brought my own speaker and I didn't want to borrow it from the administration office like what we usually do because I think the quality of my speaker id better than the one in the administration office, at least, it works very well in my computer. However, it didn't work in my friend's computer (let's call this as first computer). |

| | | |
|--|--|---|
| | | <p>'ve just realized that my recording data is in the first computer. Oh gosh! Then I had to look for my phone USB cable in my bag, because the recording data was there. After I found it, I tried to play it, but it didn't work. I couldn't operate the media player in the second computer because I'm not used to it. I had tried it in the first computer and it worked. Then one of the students (the owner of that second computer) offered to help me. Right</p> |
|--|--|---|