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## **PROFESSIONAL SURVIVAL IN TEACHING ENGLISH IN INDONESIA**

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**Abstract:** Teaching English as a foreign language (TEFL) in Indonesia offers not only challenges but also reward. Some teachers perceive the challenges as the professional consequences for their determination to be English teachers. Such a perception leads them to the enjoyment and optimism toward their sustainable professional development or career escalation. Some others consider the challenges as such a heavy burden of life that they feel unmotivated to elevate their professional development. In this era of education standardization, teachers are faced with two dichotomous options: satisfying the standard optimally in order to deserve the professional rewards or benefits or just fulfilling it minimally and accordingly miss the career advancement and the professional reward. This paper shares the ideas of what English teachers need to do to survive professionally in their English teaching and gain the professional benefits offered.

**Keywords:** *profession, professional survival, professional standard, teacher competence*

### **INTRODUCTION**

In this globalization era, it is very relevant to claim that English language opens the access to the world network. As the “global language” (Crystal, 2003: 3), English, which achieves a genuinely global status and develops a special role in the countries of its speakers, walks side by side with globalization towards the goal of communication, business, and politics. This status makes English a strategic language to learn and master.

An individual learning English may be driven by his/her instrumental or integrative motivation. Gardner and Lambert (1972), cited in Brown (2007: 170), identify it as “instrumental and integrative motivations”. The former refers to “acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth.” The latter refers to the learners’ attempt “to integrate themselves into the culture of the second language group and become involved in the social interchange in that group.”

Between the two kinds of motivation, most Indonesian learners learn English under their instrumental motivation. They learn English as a foreign language to support them to search for a better job and develop their career. They

study English formally at school or non-formally at an English course, and even some of them continue studying English formally at a college. Their English communicative competence opens them more accesses to select more promising jobs such as digital copywriter, editorial assistant, journalist, writer, publishing copy-editor/proofreader, librarian, advertising account executive, administrator, information officer, marketing executive, public relations officer, or school teacher.

The fact that English communicative competence opens more access to better jobs causes some of those who study English formally at the English Education Study Program prefer not to be English teachers after their graduation. Instead, they prefer other professions to teaching. This happens to the writer's students at his university and may also happen to the other students of the other universities. When addressing a question about the intention to be an English teacher to the students who have just finished their Teaching Practice Program held by the Micro Teaching Laboratory, Faculty of Teacher Training and Education in his university, for instance, the writer found that only 13 out of 33 (39%) students were motivated to be English teachers. They are interested to be English teachers since teaching English is their passion. In contrast, the rest of the students (20 out of 33 students or 61%) are not interested to be English teachers though they realize that their department prepares them to be professional English teachers. They perceive teaching as a hard, more demanding profession which does not pay them well.

A study by Jobplanet (Kompas.com, 3 May 2016) as issued in the end of April 2016 to celebrate the National Education Day (2 May 2016) examined the level of working satisfaction and average salary of 6,250 workers of some educational institutions in Indonesia. Some factors under analysis are career ladder, salary and incentive, work-life balance, corporate culture, and management factor. The study reveals that salary and incentive scored the lowest (2.79), management factor scored 2.89, workers' satisfaction level toward career ladder scored 2.91, work-life balance scored 3.07, and corporate culture scored 3.27 (the highest factor score), which is still relatively far from the highest score (5.0). This finding indicates that though work-life balance and corporate culture of educational institution workers are relatively satisfying, the salary is not yet satisfying.

From 3,473 respondents who were teachers of elementary schools, junior high schools, senior high schools, private teachers, foreign language courses teachers, and lecturers, it can be informed that the average salary of Indonesian lecturers is Rp 3,326,700 per month, foreign language course teachers Rp 2,656,300, elementary to senior high school teachers Rp 2,530,350, kindergarten teachers Rp 2,292,200, and private teachers Rp 2,188,500, respectively. This fact fails to hide that the salary of the teachers or lecturers in Indonesia is relatively not that satisfying, except if they become civil-servant teachers or lecturers. This relatively unsatisfying salary may create such a negative branding for teaching as a profession that not many English education study program graduates are interested to be English teachers.

Another study by Jobplanet (Kompas.com, 25 July 2016) on the level of employee working satisfaction in Indonesia, which involved 48,250 employees and a sample of 18,900 companies from various industry sectors in Indonesia,

found that the employees with the highest level of satisfaction are those working in governmental institutions such as civil servants (*PNS*), social service workers, and members of the police and army with the average job satisfaction rate of 3.70, placing the first position in rank. Two main reasons for this rate are allowances and old age guarantees given to the government officials. The next position is placed successively by the employees of media and public relations sector with the average job satisfaction rate of 3.59, research and development sector (3.57), public services sector (3.52), business development sector (3.51), legal sector (3.51), professional workers (3.50), information technology sector (3.49), engineering sector (3.47), and marketing sector (3.46). The fact that those working in governmental institutions attain the highest level of satisfaction strengthens the fact that becoming civil-servant English teachers or lecturers is more promising than the non-governmental ones.

Apart from the reality as described above, as long as the teaching profession is perceived as more than a job, a “calling”, or a “vocation” (Gulti, 2010: 14, see also Farrell, 2015, pp. 52-53), English teaching can still be considered as a promising profession since it offers professional benefits beyond its challenges. This paper shares the ideas of what English teachers need to do to survive professionally in their English teaching so that they deserve their professional rewards.

## **TEACHING AS A PROFESSION**

The term profession, in general, can be defined as any type of work which is “represented as having a strong technical culture with specialized body of knowledge gained through an extended period of advanced training” (Cobbold, 2015: 126). The agent of the profession, or professionals, according to Hargreaves (2000) and Hoyle & John (1995) cited in Cobbold (2015: 126), have shared standards of practice; a high degree of autonomy in taking decisions relating to their practice; and a service ethic that commits them to provide skilled service, over which they wield a firm monopoly, to clients in return for a stipulated fee. Similarly, Furlong et al (2000: 5) who argue that the three concepts of knowledge, autonomy and responsibility are interlinked and vital to a conventional idea of professionalism, explain:

It is because professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgments. Given that they have autonomy, it is essential that they act with responsibility – collectively they need to develop appropriate professional values.

In Indonesia, teaching as profession has gained its legitimate recognition since 2005 when Law of the Republic of Indonesia Number 14 Year 2005 Concerning Teachers and Lecturers was issued to public. Article 1 Section 1 of this law states, “(1) Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on formal early childhood education, primary education, and secondary

education.” (p.2). Then Article 2 Section 2 of this law states, “(2) The recognition of the position of the teacher as professional ... is proved by the teaching certificate.” (p.4). These two legal clauses reflect the demand beyond the notion of profession and professional.

Thus, given status as professionals, teachers in Indonesia, including English teachers, have to be ready to satisfy the professional requirements in order to receive their professional rights. Accordingly, the teachers are demanded to carry out their professional tasks in accordance with the professionalism principles as stated in the same law (Article 7 Section 1) as follows:

- (1) Teachers and lecturers are a special field of work performed on the following principles:
  - a. Having talents, interests, calling souls, and idealism;
  - b. Having commitment to improve the quality of education, faith, piety, and noble character;
  - c. Having academic qualifications and educational background in line with the task field;
  - d. Having competencies relevant with the task field;
  - e. Having responsibility for the implementation of professional tasks,
  - f. Earning income in accordance with work performance;
  - g. Having the opportunity to sustainably develop professionalism through lifelong learning;
  - h. Having legal protection in performing professional duties; and
  - i. Having a professional organization with the authority to regulate teacher (p. 6)

## **SATISFYING THE PROFESSIONAL STANDARD**

Once an individual has decided to be an English teacher, he or she has to follow the above principles. First of all, he or she has to make sure that his/her decision to be a teacher, an English teacher, is not an accidental choice, but as a calling or a vocation. This is important to confirm since his/her choice to be an English teacher will affect his/her seriousness in fulfilling the professional requirements in order to make him/her survive professionally. Professional development, according to Gulti (2010: 38), focuses on taking teaching responsibilities seriously (intrinsic motivation). Gulti (2010: 15) furthers argues, “Extrinsically motivated teachers will tend to relate to teaching primarily as a job; they are less likely to see difficulties as challenges, and are therefore more likely to find their motivation weakening in the face of problems.”

The second professional standard an English teacher has to fulfill is to have academic qualification required. Regulation of the Minister of Education and Culture Number 16 Year 2007 Concerning the Standard of Academic Qualification and Teacher Competencies, Article 1 Section 1 states, “Each teacher must meet national academic qualification and teacher competence standard” (p.2). The academic qualification is obtained through higher education (S1) or undergraduate diploma (D-IV) programs. Thus, an English teacher who has not been S1 or D-IV diploma holder has to continue his/her study first to get the

required diploma. The educational statistics year 2016/2017 as shown in the table below (see further Center for Data and Statistics of Education and Culture, Ministry of Education and Culture, 2017) indicates this phenomenon.

Number of Principals + Teachers in All Provinces  
According to Their Highest Diploma  
Year 2016/2017

No.	School Level	< S1	≥ S1	Total
1	Kindergarten	157,026 (47.71%)	172,076 (52.29%)	329,102
2	Elementary School	250,453 (15.79)	1,335,674 (84.21%)	1,586,127
3	Junior High School	49,147 (7.89%)	573,634 (92.11%)	622,781
4	Senior High School	9,202 (3.12%)	285,670 (96.88%)	294,872
5	Vocational High School	16,686 (6.04%)	259,413 (93.96%)	276,099

When an English teacher has had the academic qualification, he/she is expected to be more committed to continue developing his/her professionalism or teaching competences in order to be more capable in carrying out his/her professional tasks. That is why he/she has to join teacher certification—another professional standard. Government Regulation Number 19 Year 2017 on Amendment to Government Regulation Number 74 Year 2008 Concerning Teachers, Article 1, Section 3, states, “Certification is the process of granting a teacher a teaching certificate” (p.4). Then in Section 4, it is stated, “Teaching certificate is formal evidence as recognition given to a teacher as a professional” (p. 5). Thus, based on this regulation, English teachers have to spend some of their time and energy to join certification to obtain their teaching license, their formal evidence as professionals. By this, they are legally protected in performing their professional duties. Concerning professionalism, Ingersoll & Perda (2008: 108) say that entry into professions requires credentials. That is, entry into professions typically requires a license, which is obtained only after completion of an officially sanctioned training program and passage of examinations.

Besides for granting teachers formal evidence as professionals, teacher certification is intended “... as a fulfillment of the requirement for teachers to meet the pedagogic, personality, social, and professional competences as stipulated in Law Number 14 Year 2005 Concerning Teachers and Lecturers” (Regulation of the Minister of Education and Culture Number 29 Year 2016 Concerning Certification for Teachers Appointed Before 2016, Article 2, Section 2 states, p. 2). Further, in Article 4 of this regulation, it is stated that to join the certification, a teacher has to satisfy the requirements needed as follows:

- a. having an undergraduate academic qualification (S-1) or diploma four (D-IV);

- b. having status as a civil-servant teacher candidate (CPNS), civil servant, or permanent teacher;
- c. having a unique number of teacher and education personnel (NUPTK);
- d. having been registered in the main education list of the ministry of education and culture; and
- e. having participated in the teacher competency exam (UKG) before attending teacher professional education and training (PLPG), particularly for teachers who were appointed after Law Number 14 Year 2005 Concerning Teachers and Lecturers is valid until 31 December 2015 are required to have a minimum score of 55 for their UKG. (p.3)

Through the certification, a teacher is expected to develop further the four aspects of teacher competences: pedagogic, personality, social, and professional. Competence, in Law Number 14 Year 2005 Concerning Teachers and Lecturers, Article 1 Section 10, is defined as “a set of knowledge, skills, and behavior that must be owned, internalized, and mastered by teachers or lecturers in performing their professional tasks” (p. 16). In Government Regulation Number 74 Year 2008 Concerning Teachers, Article 3 Section 4), pedagogic competence is defined as “teacher competence in managing the learning of learners...”, and professional competence is defined as “teacher competence in mastering the science, technology, and/or art and culture related the subject taught ...” (Article 3 Section 7).

Pedagogical competence, as elaborated in the Attachment of the Regulation of the Minister of National Education Number 16 Year 2007 Concerning Standard of Academic Qualification and Teacher Competence, includes the abilities to understand well the learners’ physical, moral, social, cultural, emotional, and intellectual aspects; to master the learning theories and principles; to develop a curriculum of the subject he/she teaches; to organize educational activities; to utilize ICT in their his/her teaching; to facilitate learners to develop their potentials optimally; to communicate with learners effectively, empathically, and politely; to conduct assessment and evaluation on learning processes and outcomes; to make use of assessment and evaluation results for learning purposes; and to make reflections for learning quality improvement. For the English teachers who did not graduate from the English education study program, developing pedagogical competence needs special energy since they have never studied such a course during their study at college. For the English teachers who graduated from the English education study program, joining certification stimulates them to refresh and develop their pedagogical competence further.

The second competence, that is personality competence, includes the abilities to behave in accordance with the norms of religion, law, social life, and national culture of Indonesia; to show oneself as an individual with honesty and noble character and as role model for learners and society; to show oneself as a steady, stable, mature, wise, and authoritative person; to demonstrate work ethic, high responsibility, self-pride in being a teacher, and self-esteem, and uphold the teacher professional ethic code (Attachment of the Regulation of the Minister of

National Education Number 16 Year 2007 Concerning Standard of Academic Qualification and Teacher Competence).

The third competence-social competence, as elaborated as well in the same regulation, requires teachers to be inclusive, objective, and non-discriminatory to any aspects, i.e. gender, religion, race, physical condition, family background, and socioeconomic status; to communicate effectively, empathically, and courteously with fellow teachers, educative personnel, parents, and the community; to be adaptable with the working place throughout the territory of the Republic of Indonesia which has a socio-cultural diversity; and to communicate well with intra- and inter-profession community orally, in written or in other forms of communication.

As described as well in the same regulation, the last competence-the professional competence, includes the abilities to master the materials, structures, concepts, and scientific reasoning which supports the subject taught; to master the competence standard and basic competence of the subject taught; to develop learning materials creatively; to keep developing professionalism through reflective activities; and to use information communication technology (ICT) to communicate and further their own potentials.

The four teacher competences above are holistic in nature, meaning that all the competences have to be developed as whole. Thus, a professional English teacher is not the one who is just pedagogically and professionally competent. However, he/she is to be socially and personally competent as well. By obtaining the academic qualification and developing the teacher competences, an English teacher has helped him-/herself to be a quality teacher. The goal of professional development is to improve the quality of service provided—teachers' skills, values and practice, in the interests of clients (Gulti, 2010: 38).

In addition to the development of the four aspects of competences, professional teachers are also required to join a professional organization with the authority to regulate teachers. The Association of Teaching English as a Foreign Language in Indonesia (TEFLIN), for instance, is a non-benefit organization an English teacher should join. This association was founded with the aim of promoting the quality of teaching English in Indonesia. Joining a professional association for English teachers is a good start for furthering their career. Cherwin (2010) shows three benefits someone can obtain from an association: 1) enhancing network that gives a sense of security and trust from which he/she can support and help one another in reaching his/her professional goals; 2) taking advantage of the career resources such as job offer, experts that can be contacted for specific questions on career issues, and information about seminars, training, or certification classes, and 3) learning more or staying informed about issues in diversity.

## **PROFESSIONAL REWARD**

When an English teacher completes his/her certification and passes the exam, he/she receives a teaching certificate as the formal evidence that he/she is legitimately recognized as a certified, professional teacher. With such a status, what benefit can an English teacher take from his/her successful certification? First of all, he/she deserves to feel proud of himself/herself for being recognized as a certified teacher. Second, he/she deserves to receive the professional reward,

that is, the professional allowance granted by the government regularly. Dealing with professionals in their book chapter entitled “The Status of Teaching as a Profession”, Ingersoll & Perda (2008: 113) argue:

Professionals typically are well compensated and are provided with relatively high salary and benefit levels throughout their career span. The assumption is that, given the lengthy training and the complexity of the knowledge and skills required, relatively high levels of compensation are necessary to recruit and retain capable and motivated individuals.

The post-certification reward is regulated in Government Regulation Number 19 Year 2017 on Amendment to Government Regulation Number 74 Year 2008 Concerning Teachers. In Article 15 Section 4 it is stated that professional allowance is granted to a teacher who: “has 1 (one) or more teaching certificates, has a teacher registration number, meet the workload, teaches actively as a subject teacher and/or a classroom teacher in a school in line with his/her teaching certificate, is not more than 60 years old, is not tied up as a permanent teacher to the other school other than the assigned institution, has at least good score of teaching performance, and teaches in class in accordance with teacher–student ratio.” (p.3)

Professional reward should stimulate an English teacher to be highly motivated to present better learning services to his/her students. By so doing, he/she can increase his/her trust in the eyes of the students, parents, and the society. The trust from the stakeholders increases his/her self-confidence in teaching. It also helps him/her develop a market for his/her professional services. The more he/she earns, the stronger his/her professional survival is.

Besides, a certified, professional English teacher should realize that he/she plays a central role in improving the learning quality. Gordon et al. (2009: 168) in “Key Competences in Europe: Opening Doors for Lifelong Learners Across the School Curriculum and Teacher Education” (CASE Network Reports No. 87) argue that teachers are a key agent in the successful implementation of competence-based education. They need to feel appreciated about this role. A similar view comes from “Teachers Matter”, a 2005 report from OECD (OECD, 2005 cited in Donaldson, 2013: 13), which shows a wide body of research evidence which suggested that teacher quality was one of the most significant factors affecting successful student learning. Students from disadvantaged families may benefit the most from learning with high-quality teachers (Hanushek, 1992; Nye et al., 2004; Sanders and Rivers, 1996 cited in Looney, 2015: 3). Similarly, a highly influential report of the McKinsey Corporation (McKinsey, 2007, cited in Donaldson, 2013: 13), reinforces the centrality of teacher quality in the world’s best performing school systems.

To summarize, having received the teaching certificate to legitimate his/her status as professional teacher, an English teacher needs to continue developing his/her professionalism. This is done in return for his/her receiving the professional reward. Developing professionalism sustainably increases his/her degree of professionalism. Conversely, if professional reward does not make any productive changes in his/her teaching behavior, he/she deserves not to receive the

reward anymore. "If teachers have a high probability of being rewarded without any change in their behavior, the mechanism no longer provides any incentive to improve teaching and learning" (Vegas & Petrow, 2008 cited in Sia, 2012: 19). The necessity to grant sanction to the teachers who are unable to develop their professionalism is highlighted in Government Regulation Number 74 Year 2008 Concerning Teachers. Article 63 Section 1 of this regulation writes, "Teachers who cannot meet the academic qualification, competence, teaching certificate ... lose the right to get functional allowance or functional allowance subsidy, and additional benefits." (p. 42).

## **FURTHER PROFESSIONAL DEVELOPMENT**

An English teacher who has passed teacher certification and received teaching certification should not think that he/she has finished his/her professional development and thus does not need to continue developing his/her professionalism. Instead, he/she has to think that what he/she has done is not more than fulfilling the professional standard as demanded. That is why he/she has to keep developing his/her professionalism above and beyond the standard.

Over time professionalization leads professionals to develop a market for their services, to define who is competent to provide these services, to restrict their numbers by imposing ever-higher entrance qualification requirements, and to achieve the exclusive legal right to supply these services (Hoyle & John, 1995: 7 cited in Gulti, 2010: 38). Through these, the professionals assure themselves of job security, social prestige and the ability to demand higher salary levels. The further they elevate their professionalism, the more they receive professional appreciation (promotion, trust, additional tasks, additional benefits, etc.). Thus, professional teachers should continue developing their professionalism and negate John Hattie's meta-analysis of research evidence (Hattie, 2009 cited in Donaldson, 2013: 14) which suggests that up to eighty-five per cent of teachers are resistant to changing their existing practice.

What does a certified English teacher need to develop further? He/she has to develop further the four holistic domains of his/her competence: pedagogical, professional, social and personality competence. Professionalism is a matter of degree. To be more professional, he/she has to make him/herself a life-long learner who is highly committed to keep empowering himself/herself by deepening his/her professional competence. He/she has to be more knowledgeable about the substance of his/her teaching (language teaching and learning principles, language skills and components, language testing/assessment, and the English teaching syllabus innovation).

He/she has also to be highly committed to continue deepening his/her pedagogical competence. He/she has to be more skillful in presenting more quality, creative, innovative, conducive, and thus enjoyable learning for his students through the use of updated learning materials, current hardware and software of teaching media, more productive learning atmosphere, and current teaching approach such as scientific approach with inquiry, problem-based, project-based, and problem-solving techniques.

To make their self-empowerment holistic, English teachers also need to further their personality and social competence. English teachers today are demanded not only to be able to know more about what to teach and how to teach

but also about how to behave as role models and how to extend better relationship and collaboration across networks. This is in line with “the seven survival skills for careers, college, and citizen” as introduced by Tony Wagner (2008), namely (1) critical thinking and problem-solving, (2) collaboration across networks and leading by influence, (3) agility and adaptability, (4) initiative and entrepreneurialism, (5) effective oral and written communication, (6) accessing and analyzing information, and (7) curiosity and imagination. Similar categories (four broad categories) are proposed by more than 250 researchers across 60 institutions worldwide who met in the Assessment and Teaching of 21st-Century Skills project (Schleicher, 2012: 34, Saavedra, 2012: 4-5, see also Pacific Policy Research Center, 2010) as follows:

- a. **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning.
- b. **Ways of working.** Communication and collaboration.
- c. **Tools for working.** Information and communications technology (ICT) and information literacy.
- d. **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility.

These skill categories entail some ideas for teaching. Concerning ways of thinking and ways of working, English teachers today are demanded to apply scientific approach and thematic integrative approach which call for discovery/inquiry based learning, problem-based learning, project-based learning, and cooperative learning to enable the learners to develop their higher order thinking skills (HOTS) (see the Attachment of Regulation of the Minister of Education and Culture Number 22 Year 2016 Concerning Process Standard of Primary and Secondary Education, p.3).

In connection with the tools for working, English teachers today are encouraged to use technology to transform assessment systems and learning. Concerning the use of ICT in teaching, Anita Lie (2017: 87), who is concerned very much with the current education phenomena that today in schools and at homes learners can tap into numerous on-line resources to complement or to substitute for what is missing in the English classrooms, reminds the teachers for furthering their roles as learning managers and facilitators in order to be able to design and deliver e-learning or blended learning for more effective English language teaching. A motivation to use technology in teaching also comes from Sankó (2015: 169), who elaborates the new Web 2.0 technologies in his book chapter, “Web 2.0: Ways to learn/teach a second language”. The new Web 2.0 technologies allow students not only to be the consumers of content as in the case of printed textbooks but also the generators of content. Under the new Web 2.0 technologies, Google can be used not only as a web browser but also as a tool for sharing documents (GoogleDoc) and communicating (Gmail) and as a range of other useful applications such as Skype, blogs, wikis, Facebook, YouTube, etc. All these user-friendly tools are based on social networking so that they emphasize collaboration among their users; they facilitate teachers and students to participate actively in the learning process. This enables them to generate and propose contents, stimulate discussion, and create real learning communities.

Last but not least, concerning skills for living in the world, English teachers today are required not only to teach English language components and skills but also demanded to develop the learners' spiritual and social attitude. This demand is manifested in the Attachment of Regulation of the Minister of Education and Culture Number 21 Year 2016 Concerning Contents Standard of Primary and Secondary Education, in particular in the formulation of the core competence 1 (spiritual attitude) and core competence 2 (social attitude).

## CONCLUSION

Teaching English in Indonesia offers both challenges—the professional demand and the professional benefits. Once an individual has made a choice to be an English teacher, he/she should not hesitate to keep his/her choice. Becoming an English teacher is not a bad luck but an honorable, glorious decision in life. Perceiving teaching profession as a call, or a vocation, not a burden of life, strengthens his/her motivation and commitment for furthering his professionalism which leads him/her to professional survival. The stronger the survival, the more professional rewards he/she deserves to receive.

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**THE IMPLEMENTATION OF AUTONOMOUS LEARNING IN ENGLISH  
PRONUNCIATION OF GUIDANCE AND COUNSELING  
DEPARTMENT'S STUDENTS**

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**Abstract:** Most Indonesian students have difficulties in learning English pronunciation. Autonomous learning can be as an alternative strategy to help the students in learning pronunciation independently by utilizing Breakingnewsenglish.com. This study aimed to analyze the implementation of autonomous learning in learning pronunciation, the students' response toward autonomous learning, and the impact of autonomous learning on the students' pronunciation achievement. This study used descriptive qualitative method and the subject was Guidance and Counseling department students. The data was collected by observation, field notes, documentation, voice recording, and questionnaire. The result revealed that autonomous learning could be as an alternative strategy in learning pronunciation because the pronunciation performance of the students was significantly increased on the last meeting. They looked more enthusiastic in learning pronunciation autonomously.

**Keywords:** *autonomous learning, pronunciation*

## **INTRODUCTION**

Pronunciation has an important role in communicating (Morley, 1991), especially speaking. Gilakjani (2016) also states that pronunciation is one of the crucial components in communication. While, Kristina, at al. (2006) cited in Pratiwi (2010) said that pronunciation requires production, acceptance of sound, and attainment of meaning. It means that if someone pronounces a word or utterance, the sound he produced should be good and understandable, so that the listener will understand what he said. The most important thing in communicating is understandable. It means that what we said can be understood by the listener; it is not a necessity pronouncing an utterance perfectly like a native speaker (Morley, 1991).

According to Burns (2003), there are three components must be reached by an English speaker; they are the speaker produces a sound which is recognized as English (intelligibility), the listener is able to understand the speaker meant from what he said (comprehensibility), the listener is able to understand the aim of what the speaker said (interpretability). For example a speaker says "it is hot today" becomes "it is ho day," this utterance cannot be understood because the sound,

stressing, and intonation are not clear, so that the listener cannot understand what the speaker said and the listener cannot give response to what the speaker means. Therefore, misunderstanding between the speaker and listener often occurred.

One of the causes of misunderstanding often arises is between Indonesian language and English have different rules and concepts, such as the difference between the spelling and the pronunciation of the words (Riadi, 2013). One of the problems is when students want to pronounce "book," they tend to say "bok" instead of "buk." Besides, English has different concept, such as the plural form of noun. One of the examples is the plural form of the words "book" is "books" and "child" is "children. The different concept here is by adding "s" at the end of the word and the word changes irregularly. Whereas, in Indonesian language, the plural form of the words is merely by repeating the words twice, such as the plural form of the word "anak" is "anak-anak." These differences make Indonesian students; especially those who are from non-English department have difficulties in learning English pronunciation.

Moreover, the learning model; discovery learning and problem based learning which are used on the newest educational curriculum in Indonesia refers to the students' independence (Johar, 2015). It can be said that the learning model used in Indonesia nowadays is student-centered instruction. It means that the students should be more active on their own process learning because their successfulness learning depends on their own hard effort. The teacher here merely is as a motivator and facilitator. Louis (2006) cited in Hayta and Yaprak (2013) argue that a teacher should encourage the students to work or learn autonomously and assist them making a decision in their learning process. Thus, the students will get used to do autonomous learning without relying on the teacher.

Wang (2010) states that autonomous learning is a modern learning theory which is based on constructivism theory, the learning activities in this model focuses on the students (student-centered instruction). Holec (1981) cited in Hayta and Yaprak (2013) define autonomous learning as an ability to involve themselves in their own learning process. In this learning model, the students are responsible for their own learning process and they learn based on their need. This model is very suitable to be implemented in educational system in Indonesia nowadays because Indonesian national qualifications framework curriculum (KKNI) requires the students to be able to learn autonomously.

Dickinson (1993) cited in Hayta and Yaprak (2013) state that an autonomous learning should have the following characteristics:

- a. Able to recognize and preserve his or her interest on the topic discussed in the class
- b. Able to arrange his or her own learning purpose cooperatively with the teachers
- c. Able to choose and use the appropriate learning strategy for his or her own learning purpose
- d. Able to manage and revise his or her learning strategy if it is necessary

The development of computer technology had given a significant contribution on the concept of autonomous learning in terms of facilitate an autonomous learner through the number of materials which is able to be learnt autonomously (Godwin-Jones, 2011 cited in Hayta & Yaprak, 2013). Breakingnewsenglish.com is one of website which provides lots of activities and

exercises to learn English. Through this website the students can learn the four English skills; listening, speaking, reading, and writing and as well as the English components such as: grammar, vocabulary, and pronunciation. This website provides some beneficial activities for students to learn pronunciation autonomously. They can download the passage and the recording. Besides, they can choose the theme (business English, environment, education, health, issues, lifestyle, people/gossip/entertainment, technology, and world new), level (zero to six), and reading speed (slowest, slower, medium, faster, and fastest).

However, the software and material which is designed for teaching learning is not always appropriate to the applicable curriculum nowadays (Gremmo & Riley, 1995 cited in Hayta & Yaprak, 2013). Thus, the teacher's instruction and guidance were still required to implement autonomous learning in learning process. Therefore, in this study the students obtained not only autonomous learning by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com) but also conventional learning.

Some previous studies have been conducted by researchers. One of them is Tsubota, et al. (2004), he analyzed the use of speech recognition system as mean of autonomous learning to improve the students' pronunciation performance. The subjects were 40 students from Kyoto University, Japan. They practiced pronunciation using that tool on four meetings in one semester. The result revealed that the number of the students' pronunciation mistakes which is recorded on that tool significantly decreased after implementing autonomous learning by utilizing speech recognition system. It means that speech recognition system as mean of autonomous learning could improve the students' pronunciation performance.

Many studies which utilized speech recognition system as a tool in learning pronunciation autonomously have been done. Thus, in this study, the researcher tried to utilize different tool to help the students learn pronunciation autonomously. The researcher utilized [breakingnewsenglish.com](http://breakingnewsenglish.com) to learn pronunciation autonomously.

## **METHOD**

This study used a descriptive qualitative design since the data were words or sentences (Moleong, 2016). The subjects were thirteen students of Guidance and Counseling department from the second batch. The researcher chose them because they assumed that the students from the second batch were a fresh graduate so that their English skill was still good. The sources of this study were the students' pronunciation performance and the questionnaires. The data were the students' voice record reading the text from a pronunciation test and the students' response on the implementation of autonomous learning in learning English pronunciation. This study used English pronunciation test and questionnaire as the instrument.

The procedures of collecting data were first, asking permission to the head of Guidance and Counseling department and arranged the basic materials for learning English pronunciation. Second, the researcher designed a rubric of pronunciation performance assessment and a questionnaire. Third, the researcher gave explanation about the basic of English pronunciation materials to the students and how to implement autonomous learning in learning pronunciation by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com) website. Fourth, the students were invited to Guidance and Counseling laboratory and they practiced learning pronunciation by

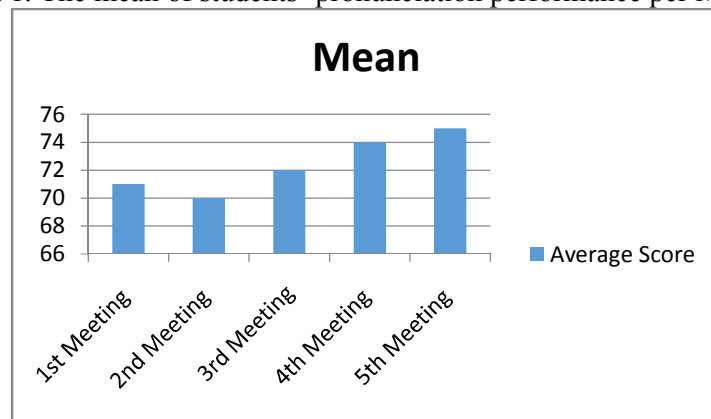
utilizing that website. The students were allowed to play the audio as many as possible. While listening to the audio, they noticed how a native speaker pronouncing a word or sentence from the text they chose before and especially the articulation, word endings, word stress, intonation, rhythm, and word linking. The last, they recorded their voice reading the text followed by answering some questions from the questionnaire. The technique of collecting data was observation, field notes, documentation, interview, voice record, and questionnaire.

After the data were collected, it was analyzed descriptively. The data obtained from the students' pronunciation performance were analyzed descriptively based on the rubric of English pronunciation performance assessment. The researcher was assisted by a pronunciation lecturer and a native speaker from America to triangulate the data. The data obtained from the questionnaire were also analyzed descriptively.

## **FINDINGS AND DISCUSSION**

The result of the implementation of autonomous learning in learning pronunciation which is from the students' pronunciation performance can be seen on the following chart.

Chart 1. The mean of students' pronunciation performance per Meeting

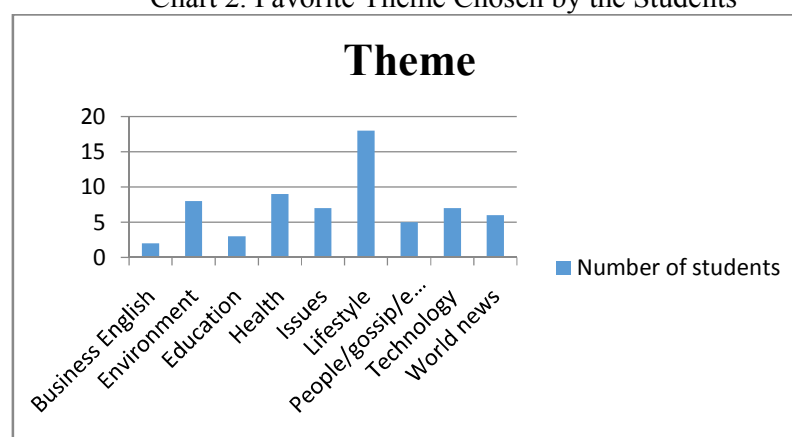


Based on the chart 1 above, it can be seen that there is an improvement on the students' pronunciation performance per meeting. The students' pronunciation performance was increased on the last meeting. It means that autonomous learning can be as an alternative strategy in learning English pronunciation. This result supports the study done by Tsubota, et al. (2004). However, there is a decreasing average on the second meeting. The researcher assumed that it was because of the time in collecting the data. The second data were collected after the students got a lecture so that they felt tired, sleepy, and did not have high motivation. Finally, they could not totally focus on learning pronunciation. Meanwhile, others meeting the data were collected in the morning so that they could totally focus and had a strong motivation in learning pronunciation.

Meanwhile, the result of analyzing the questionnaires revealed that all students were glad and enjoying learning pronunciation autonomously by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com) which provided a lot of activities for learning

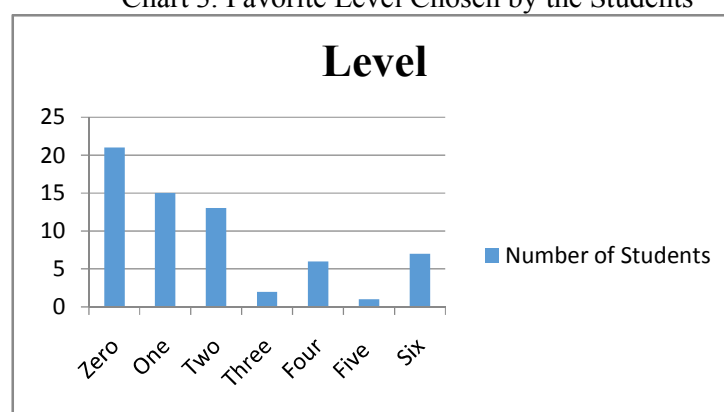
pronunciation. They were also delighted to be able to have a precise model for learning pronunciation because the audio they got from this website was native speaker. They also said this website was really helpful for them in learning the great and precise pronunciation by listening, noticing, and imitating the way of native speaker pronouncing word by word and sentence by sentence in English precisely. Besides, they said that they were glad because they were able to choose the reading speed they want and they were able to play the audio as many as they want. From this response, it can be said that the students' response on the implementation of autonomous learning in learning pronunciation was great or positive.

Chart 2. Favorite Theme Chosen by the Students



From chart 2 above, it can be seen that the favorite theme chosen by the students was lifestyle. The researcher assumed it was because most subjects of this study were approximately the eighteen-students; they are mostly teenagers so that they prefer reading something about lifestyle.

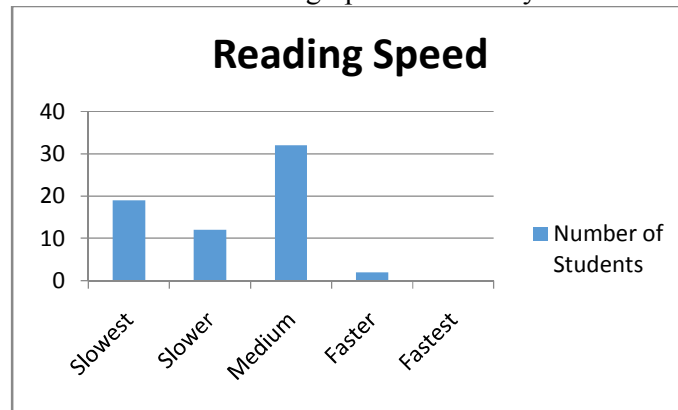
Chart 3. Favorite Level Chosen by the Students



Data on chart 3 above shows the level chosen by the students. The different levels here means that the higher level chosen by the students, the more number of words and the higher level of vocabulary the text is. From chart 3 above, it can be concluded that the favorite level chosen by the students is zero.

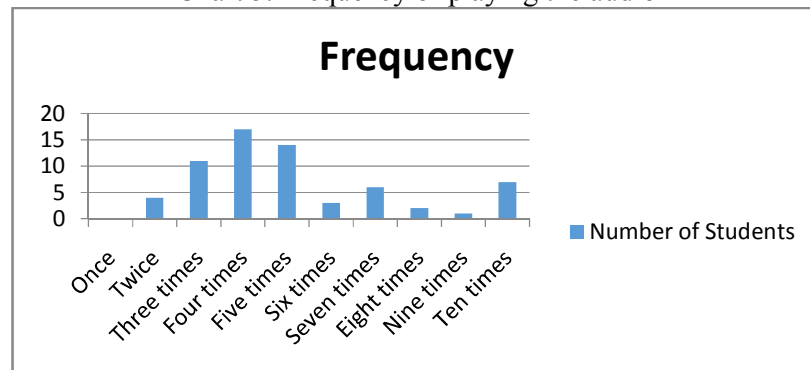
After taking the fourth data, the researcher was wondering why most students chose zero level in every meeting or observation conducted. Therefore, she thought that it required to do interview to know more about the reason. The result of an informal interview conducted by the researcher revealed that the reason of why most students chose zero level was they said that they chose the lowest level because they thought zero level is easier and safer for them; the number of words would be fewer and the level of vocabulary would be lower so that they would finished reading the text faster and easier. The researcher assumed that most students did not have a high confidence in learning English pronunciation. The possible reason was they were ashamed and afraid of making some errors or mistakes.

Chart 4. Favorite Reading Speed Chosen by the Students



Data on chart 4 shows that favorite reading speed chosen by the students was medium. On the first observation, there were six students from thirteen students who were the subject of this study chose slowest speed and on the next observation, there were five students chose slowest speed. However, on the third, fourth, and fifth observation, most students chose medium speed. It was probably, on the first and the second observation, the students still tried to adapt and observe carefully how a native speaker pronounces English word by word. Meanwhile, on the third, fourth, and fifth observation, they started to be accustomed to listen how a native speaker pronounces English word by word so that most students did not choose slowest speed but they chose medium speed.

Chart 5. Frequency of playing the audio



It can be seen from chart 5 above that there were seventeen students who played the audio four times, fourteen students played it five times, and eleven students played it three times before recording their voice. It means that the students mostly played the audio four times before they took a record their voice reading the text they had chosen.

To analyze the impact of the implementation of autonomous learning in learning English pronunciation, it can be seen from the changing of each student's pronunciation performance. The number of the subjects is 13 students. The following are the result of each student's pronunciation performance from the first observation or meeting until the last or the fifth observation.

The changing of the pronunciation performance of student 1 was unstable from the first meeting until the last meeting. On the first meeting, the student's 1 pronunciation performance was 70 but on the second and the third meeting, her performance was decreased. From the researcher's note when data were collected, student 1 looked tired and sleepy. Therefore, the researcher assumed that student's 1 performance was decreased because student 1 was sleepy and tired so that she could not focus and did not have a high motivation in learning. Meanwhile, on the fourth and the fifth meeting, student's 1 score was increased. Inter-rater 1 and 2 gave a note that the weaknesses of student 1 were on word endings, word stress, and word linking.

The pronunciation performance of student 2 on the first and second meeting did not change. However, on the third meeting, her pronunciation performance was increased from 70 to 72 and on the last meeting, her performance was also increased. It shows that the implementation of autonomous learning in learning pronunciation gave a positive impact on student 2. From the researcher's note when observation was conducted, student 2 looked exited and enjoying learning pronunciation by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com) autonomously so that her performance was increased. Inter-rater 1 and 2 said that student's 2 weaknesses were on word endings and word stress.

The pronunciation performance of student 3 was getting better from the first, second, and third meeting. However, on the fifth meeting, it was significantly decreased compared on the fourth meeting. The researcher interviewed her and she said that on the last meeting she got tired so that she was in a hurry when recording her voice. Inter-rater 1 and 2 gave a note for her; they said that her weaknesses were on word endings, intonation, and articulation.

The pronunciation performance of student 4 was increased from the first meeting to the second meeting. On the second, third, and fourth meeting, the performance was stable; no changing. However, on the last meeting, her performance was slightly decreased from 70 to 66. The researcher tried to find the causes by interviewing her. Student 4 said that she got fever when the fifth meeting was conducted so that she could not focus on learning. Her weaknesses were on word endings and word stress.

The pronunciation performance of student 5 changed unstably from the first meeting to the last meeting. His performance was slight increased on the second meeting while on the third and fourth meeting, it was slightly decreased. It was probably because he was in a hurry for going to his work; two of the subjects of this study had a part time job. However, his pronunciation performance was

increased on the last meeting. Inter-rater 1 and 2 said that his weaknesses were merely on word endings.

The pronunciation performance of student 6 was slightly decreased on the second meeting from 73 to 71 and on the third and the fourth meeting his performance was slightly decreased as well from 71 to 70. Meanwhile, on the fifth meeting, his pronunciation performance was significantly increased from 70 to 87. Student 6 always looked serious and exited with this learning strategy. His weaknesses were slightly on word endings, word stress, and intonation.

The changing of the pronunciation performance of student 7 was not stable from the first meeting to the last meeting. On the first meeting she got 65 while on the second and the third meeting her performance was decreased to be 63 and 60. It was probably because the second observation was conducted after the students got a lecture, all students felt tired, sleepy, and hungry and finally most of the students' score were decreased. However, on the fourth and the fifth meeting, it was significantly increased to be 71. Her weaknesses were on articulation, intonation, and slightly on word linking.

The pronunciation performance of student 8 was unstable. It was slightly decreased on the second meeting from 70 to 69 and on the third meeting, her score was 60. Meanwhile, on the fourth meeting her performance was increased significantly to be 79 but on the other hand, it was significantly decreased on the last meeting to be 66. Based on the researcher's note, when observation was conducted, student 8 is a shy and unconfident girl. One of observers sat down close to her when she recorded her voice on the last meeting. Therefore, she told to the researcher that she was nervous and shy when one of observers got closer to her so that she was in a hurry in recording her voice. Her weaknesses were on articulation, intonation, and word stress.

The pronunciation performance of student 9 was amazing. Her scores were very good and the changing of her scores was increased in each meeting. Form the observer's note; she always looked exited, happy, serious, and enjoying learning pronunciation autonomously by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com). However, her score was slightly decreased on the second meeting because she said that she was hungry and tired after getting a lecture from 8 o'clock to 12 o'clock so that she could not focus on learning. Her weaknesses were on word endings, especially on the final -s of plural form. It is often occurred on Indonesian students because Indonesian language does not have a sound like the final -s of plural form.

The pronunciation performance of student 10 was increased in each meeting. Her performance was significantly increased from the first meeting to the last meeting; it was from 71 to 82. She always looked exited and enthusiastic in learning pronunciation by utilizing [breakingnewsenglish.com](http://breakingnewsenglish.com). She got difficulty in word endings, especially on the final -s of the plural form and final -ed of the past form. It was normally occurred because Indonesian language does not have final -s and final -ed.

The pronunciation performance of student 11 was significantly increased from the first meeting until the last meeting; it was from 69 to 81. It shows that this learning strategy gave a good impact on student 11. However, her pronunciation performance score was decreased on the second meeting because she felt tired and hungry after having a lecture in the morning. Her weaknesses

were on articulation, especially on vowel sound and word endings on the final –s of the plural form.

The pronunciation performance of student 12 was significantly increased in each meeting. On the first meeting, his score was 70 and the last meeting she got 78. His seriousness and enthusiasm gave a positive and great result for his pronunciation score. However, there were some weaknesses he had; they are on word endings of the final –s and –ed, slightly on articulation; especially vowel, intonation, and word stress. His first language interferes his pronunciation ability because Indonesian language does not have final –s and –ed which show plural and past form.

The pronunciation performance student 13 was increased well in each meeting. The first meeting he got 70 and the last meeting, he got 78. However, his performance was decreased on the fourth meeting. It was because he was in a hurry when he recorded his voice; he wanted to go to his work soon. Therefore, he could not focus on learning pronunciation autonomously. His weaknesses were on word endings, especially on the final –s and –ed and slightly on word stress.

## **CONCLUSION**

From the result and discussion above, it can be concluded that the implementation of autonomous learning in learning pronunciation was good. It can be seen from the average of the students' pronunciation performance score from the first meeting to the last meeting was significantly increased. All students were enthusiastic, exited, and enjoying this learning strategy. They said that *breakingnewsenglish.com* was good and helpful for them in learning English pronunciation well and correctly because they could get the right model; the audio or recording from that website was from a native speaker. The favorite theme chosen by the students was lifestyle, the favorite level was zero, the favorite reading speed was medium, and the frequency of playing the audio chosen by the students was four times.

Besides, the score of each student shows that autonomous learning with the help of *breakingnewsenglish.com* in learning English pronunciation gave a positive and good impact on the students' pronunciation performance score. In summary, *breakingnewsenglish.com* as a website which assists the students in learning English pronunciation autonomously can be as an alternative strategy in learning pronunciation. One thing recommended by the researcher for the future studies was do not take the data when the students were tired, sleepy, hungry because they will not be able to concentrate and focus on learning.

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## **CULTURE IN COVER AND UNITS' COVERS OF SENIOR HIGH SCHOOL FIRST GRADE COURSE BOOK OF CURRICULUM 2013**

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**Abstract:** Language in any forms, including pictures, conveys message. Pictures and images carry culture within that reflect attitudes and social life in the world any specific language spoken. Learning English should also be learning its culture to get a better picture of it. One of the sources in learning English is a course book. This article was aimed at finding out what elements that were presented in a senior high school course book of a second grade because of the focus is assumed to be on the lessons in Indonesia. This article report used content analysis as a framework to analyze the culture presented in pictures. It was found that the pictures were well representatives of an English speaking country's culture. The pictures shared the activities, the seasons, the habit, and the way they dress, behave, and speak that in some ways were different that of Indonesia. The pictures also gave information on different values between Indonesia and English speaking countries.

**Keywords:** *culture, pictures, content analysis*

### **INTRODUCTION**

Learning a language means learning its culture as well. Culture cannot be separated from the four skills of a language, English: listening, reading, speaking and writing. Culture is the way people's life. The role of culture according to Williams (1977: 13) is as the arts, a system of meanings and values or as a whole way of life. Language is one of the things that can represent culture; it manifests culture. Kramsch (2000) states, "Language both expresses and creates categories of thought that are shared by members of social group and that language is, in part, responsible for the attitudes and beliefs that constitute what we call "culture".

Language takes any forms. It can be spoken, written and even images. Pictures, images speak. They carry meaning and message to send. Titscher et al. (2000: 57) claim that the classic formula of a communication is who says what to whom and with what effect. This leads to various means of communication, including picture or images.

Picture is a discourse. There were some investigations to explore the relationship between words and pictures lead to new meanings. Picture depicts culture and it is part of it as well. It speaks and tells things about thought and language. Moreover, it tells about the situation the picture depicts. Jay (2000) claims that visual has always been part of culture.

Mitchell (1980:361) states three things about language of image. Two of them are about images or pictures. They are, first the language of image is the words people talk about pictures, sculptures and abstract spatial pattern in the world. Second, images are considered as semantic, syntactic communicative power in conveying message. In short, images, pictures are language which serves as semantics and syntactic communicative power.

Picture as a form of discourse is a kind of new way to be analyzed than those of classic studies. It conveys non-verbal elements that are limited in words or text. A previous study by Greg Myers (2003) shows that pictures that are taken from narrative films, advertising and magazines carry some aspects. They are anchorage and relay, icon and indices and composition. The anchorage and relay discusses about the relation and relay where the picture and words contribute to the interpretation when one reads something. The icon and indices deals with signified and signifier and symbolic signs, like for example DNA. The composition is mainly about semiotic. Myers uses these three of approaches to analyze as his example, a sketchbook *The Language of Edison's Light*.

The second previous study is from Jaime Synder (2008). Synder (2008) uses a multi modal analytic framework to analyze visual information. He finds that creation of images give contribution to communicating face to face. He concludes that the ability to tell the differences of images in their form and format plays an important role in communication.

In line with the two previous studies, this article analyzed pictures in course books' cover and its units' covers as discourse that illustrate culture in them and convey meaning and message to readers. The two previous studies provide approaches and what to be analyzed from pictures and how interpretation of images can improve communication. Pictures, images tell more than words cannot. They are also important as a form of discourse.

Related to learning, Gordon (2012: 11) quotes from Stokes (2002) that make use of visual strategies in teaching has the advantage of learning more. This notion is supported by Felder and Solomon (2001) who claim that learning material uses sufficient visual content makes students would gain more information (Gordon, 2012: 11). In a conclusion, images, pictures in a course book carry essential purpose to help learners to understand and gain more in learning.

This article was aimed at finding what culture representation in the pictures of covers in a senior high school of the second grade course book. Moreover, now schools in Indonesia have applied new curriculum since 2013. The curriculum is called the Curriculum 2013. The four basic competencies in the Curriculum 2013 are spiritual manner, social manner, knowledge and skill. The basic competency of English for knowledge is:

To understand, apply, analyze factual knowledge, conceptual, procedural that is based on the curiosity of technology knowledge, art, customs and humanity with humanity insight, nationality, statehood, civilization related to phenomenon cause and events, and also apply procedural knowledge on

particular review that is appropriate with talents and interest to solve problems.

The chosen course book is for English lesson for first grade semester 1 of senior high school students that is designed, issued and distributed by Ministry of Educational and Culture Department of Indonesia (Kementarian Departemen Pendidikan dan Kebudayaan Indonesia) in the year of 2014. Learning language along with its culture will make learners of foreign language comprehend the way the language communicated and help them to understand the content and the context in order to gain language competence better.

## **METHOD**

Titscher et al. (2005: 146) quotes Wodak (1996), “society and culture are dialectically related to discourse: society and culture are shaped by discourse, and at the same time constitute discourse.” Pictures are also discourse.

Moreover, Titscher et al. (2000: 55) state that the procedures in content analysis cover wide range. The approach to critical discourse analysis was proposed by Titscher et al. (2000: 59). Titscher et al. list from Holsti (1968) and Barelson (1952) as the formulator of list types of category which may be used as the basis for the design of a system of categories. They are:

- Subject, theme: what is it about?
- Direction: how is the theme dealt with?
- Norms: what is the basis for classification and evaluation?
- Values: what attitudes, goals and wishes are displayed?
- Means: what means are used to achieve the goals?
- Features: what features are used in the description of persons?
- Actors: who initiates particular actions and who carries them out?
- Authority: under what name are the statements made?
- Origin: where did the communication come from?
- Goal: to whom is it directed?
- Place: where do the actions take place?
- Conflicts: what is the cause of any conflict? Who are the participants? How strong is the conflict?
- Outcome: is the end of the conflict happy, tragic or uncertain?
- Time: when does the action take place?
- Form or communication type: what channel of communication is used?
- Form of statement: what grammatical and syntactic forms can be discovered?
- Methods: what rhetorical or propaganda methods are employed?

The data was obtained by reviewing a course book of a senior high school for the first grade of the Curriculum 2013. This investigation was focused on to find out how English culture is presented and how they are compared to Indonesian's. The element of the course book investigated was the pictures on the cover and the pictures that open the odd units. The unit of investigation was all the things in each cover. Hence, it investigated both images and written text in each cover. There are nine units. So, there were 6 pictures altogether with the course

book cover. Based on the points above, the pictures were investigated and analyzed.

This article has some limitations. It focused on the course book for the first graders only. Besides the cover of the course book, it only investigated the images of the cover in odd units; it did not include the covers in even units. Also, it did not include any images in the course book. It was done that way because this article was intended to find out what culture the units' covers depict and represent. Having the covers of the odd units was a way to limit the investigation and they were considered to suffice. There are some of the points that cannot be included in carrying out the investigation because the limitation of information from a picture. Things like, time and exact setting might not be answered because it is rather difficult in finding them out.

## **FINDINGS AND DISCUSSION**

A. The course book's cover depicts earth, sea, some historical icons and buildings around the world and some means of transportation across eras.

- Subject, theme: it represented the worlds across era.
- Direction: the theme dealt with the worlds with its changes across era.
- Norms: the picture could be classified as public because all the historical icons and buildings and also kinds of transportation used.
- Values: the picture aimed at comparing the worlds between past and present.
- Means: the images used in the picture suggested across era to show comparison.
- Features: the picture used pastel colors as background and written text also watermark.
- Actors: unavailable information since there were no actors presented.
- Authority: the course book was prepared by the government for the implementation of the Curriculum 2013. The course book was designed and reviewed by various parties under the Ministry of Education and Culture (Kemendikbud). On the top right corner there was a written text stated: *Kurikulum 2013* and on the down right corner, *SMA/MA SMK/MAK Kelas X Semester 1*.
- Origin: the communication came from the colors, the images, watermark and the written text that were used.
- Goal: the picture was directed to the ones who would use the course book: the senior high school students of class X.
- Place: the images in the picture were taken from representative images from all around the worlds.
- Conflicts: the picture did not tell any conflict.
- Outcome: there is no conflict that resulted in an outcome.
- Time: the time was undetermined. From the tone, color of the picture, it could be concluded that it is taken nowadays.
- Form or communication type: the picture used colors and written text to communicate.

- Form of statement: there was no grammatical and syntactic forms could be summarized because it was just a picture that represented the content of the course book. The title of each unit in the course book was stated in the transparent written text (watermark) at the bottom of it.
- Methods: the picture could be a means to represent the content of the course book.

The cover picture represented the worlds, as English is one of the international languages. The images of iconic building, historical buildings, some means of transportation on a sea depicted unity of past and present; hence, it showed the future by learning English. It gives impression that learning English is the bridge that allows learner to pass through time by accessing history in the past, information of today or knowledge and technology of tomorrow from around the world.

Learning English is one of the ways to see the world for it provides windows to see the world. Most information of entertainment, news or of sciences is provided in English. Those who understand English has a key to more access for science, knowledge, information and news and also to connect with people from around the world by using social media in nowadays.

#### B. The cover picture of unit 2: Complimenting and Showing Care

- Subject, theme: the picture was divided into two scenes: a man and boy with their fish and fishing rods and both of them have their thumbs up. The other scene was two men where the other was with head and leg bandage and was carrying crutches.
- Direction: the theme dealt with the title complimenting by showing the thumb up and showing care by displaying a conversation between a legged-bound man with the other man that gave impression that the other was showing care.
- Norms: the picture was classified as public and universal.
- Values: the picture was aimed to represent the title of the unit *Complimenting and Showing Care*.
- Means: the picture made use of images of people having conversation.
- Features: the first scene was depicting a boy with fishing rod holding his thumb up to a man with fishing rod and some fish. The boy showed his compliment. The second scene was depicting two men talking. The first man seemed to show his care to the other man with his binds and crutches.
- Actors: it could not be exposed who the actors were.
- Authority: there was an authorized in the picture. It said: Dokumen Kemendikbud (Document of Ministry of Education and Culture). Above the picture there was the theme of the unit and the purpose of the learning unit. The information was meant for both sides: teacher and students of what they were going to get in the following pages within this unit.
- Origin: the communication was derived from the picture that was describing conversations.
- Goal: the picture was directed to the user of the course book, teacher and students.

- Place: it was not known where the picture background is. It seemed that the picture was a drawing.
- Conflicts: there was no conflict to tell from the picture
- Outcome: there was no outcome of the conflict
- Time: the time of the picture was undefined.
- Form or communication type: the picture that communicated.
- Form of statement: the grammatical and syntactic forms were displayed in the purpose of the learning unit.
- Methods: the picture made use of images people facing each other who seemed having conversations.

The two scenes were describing the title of the unit 2. The first scene describes how one complimented another one by using gestures (holding a thumb up). This gesture holds the same meaning in Indonesia and English speaking countries. It means 'good', 'okay', 'great' and it is used as a sign of complimenting or praising. The second scene displays how a man talking to another man. He seemed to show his care because the other man was bound and holding crutches.

The nature of complimenting could be found in both eastern and western culture with different attitudes in responding to it and of what to compliment. In Western culture, one is more likely to accept compliment by stating their gratitude. In Cedar's contrastive study of compliment responses used by Thai and American (2006) finds out that Americans tend to accept compliment and elaborated positively in responding to it (Al Falasi, 2007: 33). Furthermore, of what to compliment, according to Hyun-jin Kim (2015: 139) in Japanese society, that prominently appreciated is appearance while in English speaking communities, they are ability and achievement.

On the other hand, in eastern culture, one seems reluctant to receive compliment. Receiving compliment could be taken as conceited. In Arab society, with profound religious root background, it is believed that humility is virtue (Al Falasi, 2007: 31). Moreover, Al Falasi (2007: 31) adds that Arabs tend to return the compliment or insist offering the object of compliment. Those lead to sound as if it were insincere and it is embarrassing for the one who compliments. Another example in Javanese culture background, one is more likely to lower or even deny the compliment as a sign of being modest. As Sukarno (2015: 96) states that one way to respond compliment in Javanese culture is by disagreeing and denigrating the compliment. This is done because one is to avoid self-praise by lowering himself. This is in line with Adachi (2011: 232) in his research towards compliment in Japanese that there are five ways to respond compliment for Japanese. One of them is downgrading utterance.

Subtle differences may emerge in particular eastern countries of responding compliments. Users (students) should be aware of this and they should get a clear message on how to respond compliments in speaking English. Cross-Cultural Understanding in how to respond a compliment should be discussed in an elaborative way because there are differences between Indonesia and English speaking countries culture. To respond erroneously may lead to being impolite to the speaker who gives compliment. A resourceful, well-informed teacher in cross-cultural understanding could help to manage this gap.

The second picture used to describe the topic of *Showing Care*, it does not seem to be representative. It is because the image may be interpreted in various ways though one healthy man is depicted using hand gesture. First, one might just think that one stranger runs into the other one (the one with crutches) like a random event on daily basis. Second, it could be only taken as transactional conversation between the two men. The image lacks of background setting and gestures. Presumably if the setting was a bed in hospital or if the hand gesture showed more profound sign of caring, it would do to represent the topic of *Showing Care*.

C. Unit 4: Congratulating Others

- Subject, theme: the unit was about congratulating others.
- Direction: the theme dealt with learning on how to congratulate others.
- Norms: the basis of communication was public.
- Values: the picture describes two men were shaking hands with happy face while at the same time a girl was looking at one of the men with admiration.
- Means: the picture made use of gestures shaking hands and looking at admiration to describe congratulating others.
- Features: the picture used gestures to describe the unit's title.
- Actors: it was not clear who the actors were.
- Authority: the picture was from the document of Kemendikbud (Ministry of Education and Culture). Above the picture, there was the theme of the unit and the purpose of the learning unit. The information was meant for both sides: teacher and students of what they were going to get in the following pages within this unit.
- Origin: the communication came from the gestures of the people in the picture.
- Goal: it was directed to both, teacher and students who used the course book.
- Place: where the action take place was unknown because there was no setting or background of the picture.
- Conflicts: there was a conflict about the picture. It was bias gender and could lead to misleading perception.
- Outcome: there was probably a confusing notion that the users got from the picture.
- Time: it was undefined.
- Form or communication type: the picture itself communicated.
- Form of statement: the form of statement was the picture itself.
- Methods: the picture made use two men shaking hands while a woman was looking up to one of them with admiration. This display was bias gender.

The picture was focused on the actors' gestures to describe the unit's title. It showed two boys were shaking hands and one girl is looking at one man. The boy who is facing the camera was wearing a white shirt and a blue tie. It is taken for granted that he was senior high school student. The other boy whom was stared at by the girl was wearing a white shirt. It was unknown whether he was

wearing a tie or not. The girl was wearing a white shirt without a tie. It was considered that they were in the same institution. Should they were senior high school students, were not they supposed to wear the same tie?

Shaking hands to show appreciation and congratulating others was western culture. At a glance this picture seemed to be an ordinary one, nothing conspicuous but when it was looked closer, there was something more that it told. One thing should be emphasized from the picture. It seems to be bias gender.

It was bias because while the two boys were shaking hands, the girl was looking at one of them with admiration. Why did the admiration look come only from the girl? Why were the ones shaking hands the boys only? Why did not they make it a shaking hand between the boy and the girl? This would give a misleading impression that the accomplished one in boy that should be congratulated and admired by a girl. As Macarie and Moldovan (2012: 154) state that gender discrimination includes biased treatment in the process of selection, compensation, promotion, and professional training and recognition of professional merits. The image of two boys shaking hands may mislead to perception of what Dipboye and Colella (2005) call as subtler and informal forms of gender discrimination that take form in avoidance in interpersonal contact, besides other forms: social exclusion and isolation (Macarie and Moldovan, 20012: 156).

Prejudice on genders was rather obsolete point of view and what the society saw decades ago in both western and eastern culture was that only men accomplished something. This was due to women were associated to household and children only. This notion is irrelevant nowadays though it happens now and then.

#### D. Unit 6: Visiting Ecotourism Destination

- Subject, theme: this unit was about focusing on the ecotourism destination.
- Direction: the theme was dealt with view of the ecotourism destination.
- Norms: the basis classification was public places and social activity.
- Values: this unit was about pointing what could one do in relation to ecotourism destination.
- Means: the picture depicted two men walking up a hill of pine forest and holding backpacks.
- Features: the picture described an outdoor activity.
- Actors: it was not clear who the actors were; moreover they were giving their backs to the audience.
- Authority: the picture was a document of Kemendikbud (Ministry of Education and Culture).
- Origin: the communication was depicted from the picture. The picture showed people's activity in ecotourism destination.
- Goal: it was directed to both teacher and students. This picture helped to give information that this unit would deal about issues around us.
- Place: the picture seemed to be somewhere in a pine forest. It could not be defined where the pine forest was.
- Conflicts: there was no conflict depicted in the picture.
- Outcome: there was no outcome of conflict in the picture.

- Time: it seemed that the picture was taken during rainy season because the pines were green.
- Form or communication type: the picture itself communicated.
- Form of statement: the learning purpose of the unit was placed under the picture.
- Methods: the picture gave information that tourism destination could be a pine forest.

The picture depicted a hiking journey done by two men with backpacks. The pine forest and the hill that could be taken on foot strike as visiting ecotourism destination. It seems that the two men are going on their own schedule and expenses. It seems that they do not belong to a tourist group or a hiking or climbing association.

Visiting ecotourism destination or rather, being a tourist needs expenses. The expense for the equipment, the trip, the accommodation etc. is not cheap. This could only be afforded if one has good job for a living. As for Indonesia which is still in the group of developing countries, most Indonesians still need to struggle for a living than being tourists. This in line with Damen (1987: 367) who says, "Culture: learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism." This still manifested up to present days in what is trending is entertainment in the city. Most Indonesian parents choose to bring their children to malls, public garden and playground parks which are open day to night. It is affordable, close by, and they may think that as long as they take the children out for a couple of hours, it would do.

On the other hand, students in Indonesia have an activity called KTS (Kegiatan Tengah Semester) or mid-semester activity. It is supplementary activity and optional; it depends on the schools' policy and the purpose. It is done in various activities, from visiting zoo, museums, historical places, scientific labs and public garden and park, going hiking, camping, shopping in traditional or modern market. Some also try to learn to run in terms of serving etc. chained fast food restaurants.

#### E. Unit 8: Describing Historical Places

- Subject, theme: it was about historical icons and sites in Indonesia, particularly in Jakarta and the Center of Java.
- Direction: the theme dealt with description of historical building in Indonesia.
- Norms: the basis classification was general and public because the historical buildings in Indonesia were open for public.
- Values: the moral values: the historical buildings served as reminder of historical events and embracement of messages, moral lessons.
- Means: the picture made use of historical iconic images: Monas (National Monument) in Jakarta, Tugu (Obelisk or Monument) in Yogyakarta, and Candi Borobudur (Borobudur Temple) in Magelang.
- Features: the picture made use of three historical iconic images to represent the title of the unit.
- Actors: there was no actor in the picture.

- Authority: two historical icons Candi Borobudur (Borobudur Temple) and Tugu (Obelisk) are in the Central Java while Monas is in the capital city of Indonesia. The picture was a document of Indonesia Ministry of Education and Culture (Kemendikbud).
- Origin: the picture described some famous historical buildings in Indonesia.
- Goal: it was directed to both teacher and students who used this course book.
- Place: two historical icons were in the Central of Java and the other was in Jakarta.
- Conflicts: there was no conflict presented.
- Outcome: there was no outcome of conflict.
- Time: it was not defined when the picture was taken.
- Form or communication type: the picture gave information to readers or users of the course book that the unit dealt with moral lesson or message from historical buildings.
- Form of statement: the purpose of the unit under the picture told about the objectives.
- Methods: the picture sent message that the unit carries moral lesson and message from historical buildings.

Indonesia has lot of historical buildings. One of them is Museum Konferensi Asia Afrika in Bandung, West Java. The number of visitors on Museum KAA through 2014 was 177.981 and among them 8.295 were foreigner tourists (Nasution, 2015). The number of foreigner tourists visited Museum KAA was high above the number visitors from university students, researchers, journalists, state guests, of agency/ government and non-government organization and this gathered data was under supervision of Foreign Ministry of Indonesia (Nasution, 2015). While in UK, almost three-quarters of adults in the UK visited heritage sites. It is estimated that 40 million over 16s (73%) viewed heritage sites in 2015 ([www.theguardian.com](http://www.theguardian.com)). It adds that, "The "participation gap" between people in rich and poor areas visiting historic towns, buildings, parks, old ships or railways, forts, sporting venues or places of worship has shrunk dramatically..."

Evaluating the trend in visiting historical buildings from the numbers of visitors solely does not represent the fact as a whole. It can be inferred that foreigners are still considered to be interested more in visiting historical buildings than us (Indonesians). Perhaps, it lies in the visitors' perspectives of the reasons visiting historical buildings.

For students, describing iconic historical buildings is usual, common. It is sometimes part of their assignments to submit reports after visiting them with their school. Most of grown-ups or adults usually take their family to visit historical buildings during long holiday. Unlike in western, most grown-up Indonesians do not visit historical buildings by their own will (left alone the urge of taking selfies, wefies to show off as a current trend nowadays in social media).

This is possibly because several reasons. First reason, iconic historical buildings in Indonesia were considered not preserved and ran well. They do not have more enticing offer about them yet, for example, a restaurant for dinner in a museum. Second reason, most Indonesian would prefer visiting cafes, gardens, and playing park or waterpark that offers fun playing rides or mall to visiting

historical buildings. Third reason, iconic historical buildings struck as old fashioned, ancient, uncanny and not cool place to visit. An additional reason is, there is no obligation for them to do so. It is apparently some adults do not visit historical buildings anymore because they do not have any assignments about them like they had when they were students.

## **CONCLUSION**

There are 5 pictures in *Bahasa Inggris*. The units' cover pictures represented was the combination between east and west. The course book cover depicts the worlds across eras. There were iconic, historical buildings around the world and air, water transportations. All of them were from different parts of the worlds and different eras.

The 2<sup>nd</sup> unit cover represented the title of the unit. In both different sides of culture, showing care and complimenting is quite common. However, most Indonesians as Asians seem to be reluctant to receive compliment. They would likely reject it by denying, lowering in Javanese culture background, downgrading the compliment in Japanese culture and returning the compliment or insisting to offer the object of compliment in Arabic culture. This was because admitting complimenting would be regarded as conceited. There are believed valued known as *andhapasor* (being humble) in Javanese (Sukarno, 2015: 96) and humility is virtue in Arabic culture (Al Falasi, 2007: 31).

There was a striking notion in unit 4's picture. Its' title is *Congratulating Others* gave impression of bias gender. The only girl in the first image was depicted looking up to of the shaking hands men with admiration. This would be a misleading. The second image lacks of background setting and gesture to show *Showing Care*.

The picture of unit 6 and 8 were representative of their titles. It was notions in developing countries that most people would prefer spend their money on others to visit ecotourism destination and historical buildings. The main reason to this was people tend to spend their money on something affordable if it could not be said cheap, in terms of time, expenses and place.

Most pictures taken were representatives of Indonesia. The pictures of each unit were able to represent what was going to be learned within the unit. The pictures spoke louder to readers or users about the culture of an English speaking country that strengthened the identity of an English lesson book.

However, this article has some weaknesses. It includes neither the odd units nor any of the four skills in finding out what the picture tells. It does not cover the users' point of view in the analysis. Despite of that, it is hoped that this would initiate more insight for the users as well as for the writers and the publishers. It is hoped that this article would give other researchers ideas of what to research next either for English course book or Cross-Cultural Understanding.

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## **TEACHER'S PERSPECTIVES OF CREATING STORYBOOKS FOR PRIMARY STUDENTS**

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**Abstract:** Storybooks are important materials for teachers in assisting pupils during the teaching learning process in the classroom especially for the young learners because it gives a motivating and meaningful context for language learning. Nowadays, teachers have to be creative and innovative in creating their own storybooks for the teaching learning process. The project of making storybooks had been given to the undergraduate students of 8th semester (2010) at English Language Department, University of PGRI Adi Buana during TEYL (Teaching English to Young Learners) class. Through the results of storybooks project, this research was intended to know whether the undergraduate students' storybooks met the criteria of a good storybook or not. The authors obtained the data from the questionnaires that distributed to ten English teachers in some elementary schools in Surabaya. The result of this research showed that 75% of students' storybooks met the criteria of good storybooks, such as the content is suitable for age level, interesting, memorable, attractive, and easily to understand by children. The result of creating a storybook hopefully will support and help teachers in the teaching learning process in class.

**Keywords:** *Storybooks, Teachers' Perspective, Primary Students*

### **INTRODUCTION**

Teaching English for children is not easy, but it is certainly challenging because children are full of energetic, have shorter focus and attention spans, and learn language according to specific level of development. Children tend to play and imitate while they are learning. The main purpose of teaching English in the early years of schooling is to motivate and develop children to be ready and self-confident in learning English at higher levels of education (Hashemi, 2011: 2084). Brewster (1991: 5) insists that one of the seven main features of good primary practice of reading for children is 'reading literature for enjoyment, responding to it critically, and using that reading for learning'. Reading is one of essential language skills and a highly complicated activity that every learner must learn. Reading is not only a single skill but a combination of many skills and processes in which the readers will interact with printed words and texts for content and pleasure to get information ( Al Mansyur, 2011: 70).

In order to gain joyful activities in reading literature for children, the teacher should use variety of reading resources or media. One of the media for teaching reading literature is storybooks. Storybooks are important materials for teachers in assisting pupils during the teaching learning process in the classroom especially for the young learners (Ghosn, 2002: 173) because it gives a motivating

and meaningful context for language learning, since children's language are naturally acquired to stories.

Ghosn (2002: 173) stated that storybooks are chosen as the effective media to develop students' positive attitude toward foreign language and stories in the storybooks serve as an authentic contextual framework through which children are introduced to vocabulary and language structures and through stories, children develop literacy skills which help them later in reading and writing.

Nowadays, teachers have to be creative and innovative in creating their own storybooks for the teaching learning process because through innovative and creative storybooks, the students can raise their critical thinking, have learning and social experience and learn the value of story as well. There are several criteria that English as foreign language (EFL) teacher need to consider for creating a storybook that would be accessible and relevant for the learners and comply to the major objectives; linguistic, psychological, cognitive, social and culture (Loukia, 2006: 27-28). The aim of the study was to find out the perspectives of teacher in creating good storybooks and would like to see whether the storybooks made by the students of English Language Department meet all those criteria in creating storybooks or not.

### **Significance of the Study**

This study gives more information especially to the subject of Teaching English of Young Learners (TEYL) for students of English Language Department in Adi Buana University, in creating a storybook in which they must follow the criteria of a good storybook so that storytelling activities can create a productive environment where the primary students develop their whole personality and more positive attitude to learn the foreign language.

## **REVIEW OF RELATED LITERATURE**

### **The Importance Stories for Children**

#### ***Why use stories?***

As stated by The Writers Bureau (2009), stories play a vital role in the growth and development of children. They discovered stories to be a great tool for teaching English in context and developing children's cognitive and language skills. The books they read and the characters they get to know can become like friends. It is also good for children to understand that storybooks are a useful source of information and that good reading skills are important for success in their future lives. Reading storybook also helps children with their confidence levels, coping with feelings and language and learning.

Ellis and Brewster (1991: 1-2) also give several reasons why teachers should use storybooks. The first reason is that storybooks can enrich the pupils' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language. The second reason, stories exercise the imagination and are useful tools in linking fantasy and the imagination with the child's real world. While reading to stories, the children can listen to the stories in class and at the same time they can share what they know based on their social experience. The third reason is that children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.

Another advantage for reading stories to children is by listening to stories, the children's listening and concentrating skills will be developed. Then, stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum)

### ***The Story-Based Framework***

Loukia, (2006: 27-28) states that the story-based framework is designed to show students how the language, they have already learnt, is used in a different context alternative to the course book. It aims to create a productive environment where the students will develop their whole personality. Implementing a story-based framework really need a great energy, creativity and excellent classroom management skills and flexibility from teachers. Learners are expected to start developing a more positive attitude to learning the foreign language for the following reasons:

1. The stories are memorable, as the language is repeated, and this encourages students to participate. This recycling of patterns incites students to predict what is coming next in the story and, at the same time, exercises their imagination.
2. The pictures are closely related to the text, sometimes they even structure the text (see *Meg and Mog* going down the stairs, where the text appears going down the stairs also). This can support the learners' understanding. The strategy of inferring meaning of words from the text is also supported by the illustrations. The colors, the simple shapes and figures do not distract the learners but rather guide them to key points of the texts. Another merit of this kind of illustrations is that they are easy to imitate or copy, so it comes natural for many creative activities to fit in the framework.
3. The stories are expected to motivate the learners and arouse their curiosity about the target language and its culture. The fact that Spot's stories are also well known in Greece (they have been translated and published), indicates that some of the children may have read them in their mother tongue. This, far from being discouraging for the selection of the stories, was actually one of the reasons for choosing them for this framework: making such associations with the children of the other culture is welcoming, so that learners discover by themselves that they can have many things in common.

### ***What Makes a Good Storybook for Young Kids?***

NSW Education (2014) viewed that what the things make a good storybook for young kids. Books with vivid imagery, exciting stories and strong characters will not only entertain your child but set them up to enjoy reading for the rest of their life. Good storybooks have several characteristics; the first one is storybooks teach kids things subtly while still telling a great story, secondly, they are authentic, credible and captivating, thirdly, their words appear bigger as children will easier to read and language used is simple so it will help children understand the story.

### ***Criteria for Selection of Storybook***

Loukia (2006: 27-28) stated that there are several criteria that a teacher could use for selecting a story that would be accessible and relevant for her learners. The successful choice, however, is not enough to ensure the good use of a story in class. The activities designed for each story and the exploitation of the rich material in the story itself are very important also. There are six (6) criteria; the first, storybook should fulfill appropriate **language level** such as, vocabulary, structures, notions/functions. The second, it has **content** which is interesting, fun, motivating, and memorable. The third, it has **visuals** that are attractive, potential to work with, big size, has high quality of illustrative styles which synchronize with the text to support children understanding. The fourth, the storybook's content also should encourage **participation** so the children will easily remember the story and its moral. The fifth, the book has **colors, shapes and figures** that guide the students to understand the story and develop their imagination and curiosity. The last one is the storybook should cover **language used** which consists of skills development of language practice, and potential in terms of learning other subjects, target/other culture, meta-cognition.

### ***The Process of Creating Storybook***

Kenyon (2014) stated that children love stories, and it will be better that teachers are able to create their own storybook rather than buy them in the bookstore. These are simple steps to make teachers own storybook:

1. The first step is to figure out what kind of story teachers want to write. Story ideas could be anything from favorite birthdays or favorite fairy tales to time-travel fantasies or science-fiction adventures. If they are not sure what to write about, start by going through magazines to find pictures they like in and make up a story to go with the pictures.
2. Once the story is written, the book will need illustrations. Together teachers can cut out pictures from magazines, draw their own pictures or if they have duplicates of family photos they can use those too. If using glue to stick on pictures don not forget to wait for it to dry.
3. Now it's time to create the cover of their new book. They would suggest using construction or heavy paper. How teachers decorate it is completely up to them. Usually the cover will contain a drawing and of course the story title. They could also use stickers, glitter or some other adornments for even more fun. Construction or heavy paper for cover
4. Put all the pages of the story in proper order. Once in order staple the pages together or alternatively teachers can punch a couple of holes on the left side and attach together with yarn or thread.

## **METHOD**

### **Research Design**

This study used descriptive qualitative design in which the project of making storybooks had been given to the (15) fifteen students of 8th semester (2010) in University of PGRI Adi Buana during the TEYL (Teaching English to Young Learners) class which produced five storybooks. Besides, the questionnaire about five storybooks made by the students of English language Department had been given to ten primary English teachers in three private

primary schools in Surabaya. The profile of the teachers included the information about their experience of teaching English using storybooks and personal backgrounds. This descriptive study had been conducted to find out whether the storybooks made by the students of English language Department meet all those criteria in creating storybook or not.

**Figure 1.**

1. Bath Time for Baby Strawberry



2. The Independent Day



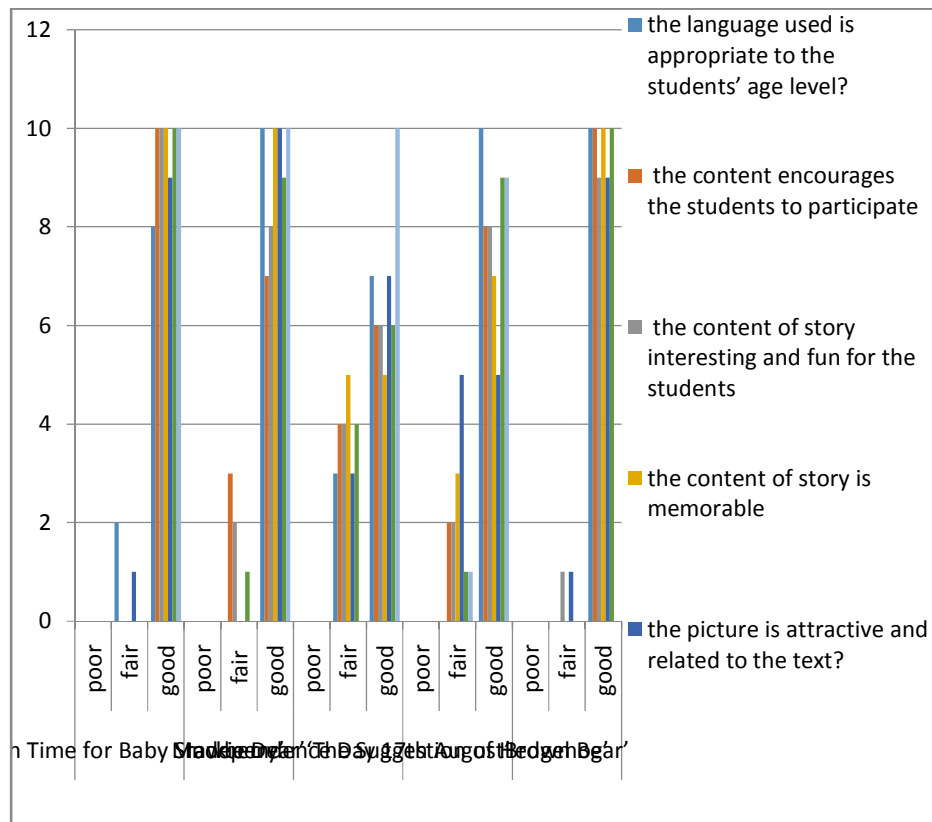
3. Mackie Dear



4. The Suggestion of Hedgehog



Figure 2



## **FINDING AND DISCUSSION**

Through teachers' perspectives in creating storybooks, according to Loukia (2006: 15), there are several criteria that English as foreign language (EFL), teachers need to consider for creating a storybook which would be accessible and relevant for the students in primary students which cover:

- The appropriate language used to the students' age level
- The content encourages the students to participate
- The content of story interesting and fun for the students
- The story is memorable because of repeated language
- The visual picture is attractive and related to the text
- The colors, shapes and figures guide the students to understand the story
- The language used in the content improve the students' understanding of target language and its culture

The graphics performed what the English teachers' perspectives toward five storybooks made by the students of English Department and analyzed whether the storybooks meet the criteria of creating good storybooks. It was found that 75% of English teachers showed the positive response to the five storybooks even though in "Independence Day" and "The Suggestion of Hedgehog" storybooks, some teachers showed only "fair" response in almost all criteria but others still showed "good" response to it. The storybooks made by the students are truly their own creation and innovation and this will give good impact to the English teacher in future.

The result of this research showed that 75% of students' storybooks met the criteria of good storybooks which contain of a good illustrated cover, having repeated and predicted language which suitable for the age level, the organization of the ideas and the content of the story related to each other, the story flows make sense, and has fewer spelling or grammar mistakes. The result of creating a storybook will support and help teachers a lot in the teaching learning process in class.

## **CONCLUSION**

A storybook of teaching and learning can become a very powerful tool in the hands of a teacher. Even though storybooks are often not perfect, that is to say there are may be some wonderful things about a particular item in it, and also some aspects of the book that are not so wonderful, but the teachers can raise the children's critical thinking through the stories. Besides, a well-organized storybook can also intrigue the children and make them want to explore many features of the language, although the activities designed for each story and the exploitation of the rich material in the story itself are also very important.

From the result above, It was found that The storybooks made by the 8<sup>th</sup> semester English Language Department students met several for creating a storybook which would be accessible and relevant for the students in primary schools which cover:

- The appropriate language used to the students' age level
- The content encourages the students to participate
- The content of story interesting and fun for the students

- The story is memorable because of repeated language
- The picture is attractive and related to the text
- The colors, shapes and figures guide the students to understand the story
- The language used in the content improve the students' understanding of target language and its culture

Therefore, creating storybooks innovatively and creatively is really essential for the English teacher, especially primary English teacher.

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**Appendix 1**

	Question Item	‘Bath Time for Baby Srawberry’			‘Mackie Dear’		‘Independence Day 17 <sup>th</sup> August’		‘The Suggestion of Hedgehog’		‘Brown Bear’	
		1	2	3	Yes	No	Yes	No	Yes	No	Yes	No
1	Is the language used appropriate to the students’ age level? ( in term of vocabulary, structures, notions/ functions)											
2	Does the content encourage the students to participate?											
3	Is the content of story interesting and fun for the students?											
4	Is the content of story memorable? (Language is repeated)											
	Question Item	‘Bath Time for Baby Srawberry’			‘Mackie Dear’		‘Independence Day 17 <sup>th</sup> August’		‘The Suggestion of Hedgehog’		‘Brown Bear’	
		1	2	3	Yes	No	Yes	No				
5	Is the picture attractive											

	and related to the text?										
6	Do the colors, shapes and figures guide the students to understand the story ?										

## Appendix 2

### Grading Rubric for the Children's Picture Storybook

(Adapted from ReadWriteThink, 2006)

Criteria	3	2	1
<b>Cover</b>	Title and illustration on cover clearly relate to the story and entice readers to pick up the book.	Title and illustration clearly relate to the story.	Title and illustration are poorly done or do not relate to the story.
<b>Text</b>	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.	The font and legibility of the text interfere with but do not disrupt the communication of ideas to the reader.	The font and legibility of the text interfere with and disrupt the communication of ideas to the reader.
<b>Grammar and Spelling</b>	There are no grammar or spelling errors anywhere in the work.	One or two grammar or spelling errors occur in the work.	Three or more grammar or spelling errors occur in the work.
<b>Use of Literary Devices</b>	Three different literary devices are used in the work.	Two different literary devices are used in the work.	One or no literary devices are used in the work.
<b>Plot Development</b>	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are	One of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) is not	Two or more of the five areas of the plot (exposition, rising action, climax, falling action, and

	present and are clearly developed.	present and/or is not clearly developed.	resolution) are not present and/or are not clearly developed.
<b>The Illustrations' Support of the Plot</b>	The illustrations help present the plot throughout all areas in the work.	The illustrations help present the plot in a majority of areas throughout the work.	The illustrations help present the plot in only a minority of areas throughout the work.
<b>Execution of Illustrations</b>	Illustrations are neat and visually pleasing throughout the entire work.	Illustrations are neat and visually pleasing throughout a majority of the work.	Illustrations need more details and attention to visual appearance.



## **EMPLOYING “ENDER’S GAME” MOVIE AS AN AID IN CHARACTER EDUCATION IN EFL CLASSROOM**

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**Abstract:** 21<sup>st</sup> century education appears due to the concerns related to the difficulties and challenges faced by people around the world caused by the advanced technology. Educators feel the necessity to design curriculum which prepares the students to face the rapidly changing world. One of the four dimensions in 21<sup>st</sup> century education is character education, whose purpose is similar to the purpose of education since the very beginning which is developing students to become outstanding personalities. This article focuses character education through ELT by employing a movie titled “Ender’s Game” with the intention of attracting the students to actively participate in learning activities. The whole film approach is used to design the classroom activities relevant to the lesson objectives. The students are expected to cultivate their critical thinking, and to gain language competence focusing in speaking skill, as well as to instill character education within them. The lesson is intended for tenth grade students for the reason that the movie is appropriate for the students that age.

**Keywords:** *critical thinking, language competence, movie, character qualities*

### **INTRODUCTION**

21<sup>st</sup> century witnesses great exertions faced by human race in all aspects of their existence. Danger manifests in the forms of financial instability, climate change, personal privacy invasions, and intolerance on societal level while on economic one it comes along globalization and innovation. Furthermore, on personal level people are also challenged by the harsh struggle of seeking employment and searching for happiness. The situation is similar to what happened during the Industrial Revolution where society suffered because education could not cope with advanced technology (Bialik, Bogan, Fadel, & Horvathova, 2015: ii). Those changes raise awareness among educators who realize that young people must be prepared to contend with the rapidly changing world. Jerald points out that the changes in Americans’ work and social lives which affect young people have driven education experts in reasoning that schools need to cater a broader set of “21<sup>st</sup> century skills” for the students instead of maintaining the traditional curriculum (2009: 1).

There are four dimensions of 21<sup>st</sup> century education: knowledge, skills, character, and meta-cognition. Character, the focus of this article, consists of

qualities needed to explore: mindfulness, curiosity, courage, resilience, ethics, and leadership. Those qualities “describe how one engages with, and behaves in, the world”. The need to cultivate character qualities within young people is in line with the objective of education, which is building outstanding individuals who contribute to society (Bialik et al.: ii - 1). Thus, it is stimulating to explore character education as it is essential in shaping budding individuals with the intention of helping them find their place in this world.

A part of successful learning process is the students’ active participation during the process. Therefore, teachers are required to seek teaching methods and aids which can encourage the students to partake in and enjoy the lesson. There are many teaching methods and aids that teachers have used in their class, one of which is watching movie. The use of movies in teaching “is an effective way to reach people’s affective domain, promote reflective attitudes, and link learning to experiences”. Furthermore, movies provide imagery and emotion which are “familiar, evocative, and non-threatening” useful for teaching people to develop their human dimension and to help young learner to build their identity (Blasco, Moreto, Blasco, Levites, & Janaudis, 2015: 2). Teachers then need to select an appropriate movie for their respective students’ age and level, as well as an interesting one as to keep the students’ focus during the lesson.

This article discusses the employment of “Ender’s Game”, one of the preferred movies to use in learning process. The movie is adapted from a science fiction novel with the same title written by Orson Scott Card, an American author. “Ender’s Game” tells a story about Ender Wiggin, a genius boy possessing leadership qualities who is recruited by Colonel Hyrum Graff to enter Battle School, a place where the military trains extraordinary young people for a war against upcoming aliens attack. Futuristic setting, a story conveying problems related to young people (bullying, sibling rivalry, search for identity, and school pressure), and intense action scenes are the factors which attract the students to delight in watching the movie and then explore it during the lesson. Those two factors are expected to encourage the students’ critical thinking and their language competence, as well as to instill character education within them.

### **Character Qualities Essential in Character Education**

Lapsley and Narvaez (2006) describes character as derived from Greek word meaning “to mark” in a sense as an engraving. They explain that “One’s character is an indelible mark of consistency and predictability. It denotes enduring dispositional tendencies in behavior. It points to something deeply rooted in personality, to its organizing principle that integrates behavior, attitudes and values.” Thus, character is ingrained principles within a person reflected in a way they carry themselves in a society. Such a feat can only be accomplished through repeated teaching and examples, which are common practices in education with teachers as the role models.

There are eleven principles related to character education explained by The Character Education Partnership as quoted by Lapsley and Narvaez (ibid):

1. Core ethical values become the foundation to build a good character.
2. Core values should be taught holistically with cognitive, affective and behavioral components.

3. School personnel should be engaged in an intentional, proactive and comprehensive way.
4. Caring school communities should be created.
5. Students are provided with opportunities to engage in moral action.
6. Arduous, stimulating academic curriculum is not neglected in effective character education.
7. Building a climate of trust and respect, encouraging a sense of autonomy, and building shared norms through dialogue, class meetings and democratic decision-making are approaches practiced to nurture intrinsic motivation to do the right thing.
8. The school staff as well should be engaged with core values that activate student life.
9. Character education must produce shared educational leadership that provides long-term support of the initiative in order to implant the principles it carries.
10. Families and community stakeholders must be involved.
11. Character education must be committed to on-going assessment and evaluation.

Those principles point out that character education is an interrelated process which involves not only educators in schools but also parents, society and government as the policy maker. School provides a supportive and contented environment for the students to learn and practice those principles not only through theories but also by examples. Anti-bullying movement can start from school as a part of character education by applying zero tolerance policy against bullying. The students will learn that repressive behavior has no place at school and inspire them to respect each other.

At home, the parents continue the responsibility of implanting character education by setting example for their children on how to behave appropriately within the family and society. They need to be praised when they perform good behavior and encouraged to join activities which embolden core values of character education, such as raising fund for charity cause or simply babysit younger siblings to invoke their sense of responsibility and leadership. Boy Scout and Girl Scout are fine example of youth organizations which support the core values of character education where the children can learn and have fun alongside the peers.

Related to character education, Center for Curriculum Redesign proposes six character qualities which are essential for the students to learn as mentioned previously. The first is mindfulness. Kabat and Zinn define it in Bialik et al. as “the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experiences moment by moment.” By exercising mindfulness, the students are expected to be able to “reflect on themselves and their experiences” (7-9). When the students are capable of acquiring mindfulness, they will find their inner peace and who they are, along with what their role in this world.

The second is curiosity, an ancient notion described by Cicero as “an innate love of learning and of knowledge, without the lure of any profit, is still considered significant by the present era which shares Aristotle’s view of

curiosity as “an intrinsic desire for information” (Bialik et al., 10). Since curiosity drives students to question everything in order to understand this world, it is the teachers’ responsibility to stimulate it during the learning process.

Brown describes the third quality, courage, as “can be thought of as an ability to act despite fear or uncertainty, in risky situations or when we are feeling vulnerable” (Bialik et al., 13). It is imperative, of course, to embolden the students in gaining courage since the world is full of uncertainties and challenges. Hence, the students are prepared in confidently living their life without being disheartened by failures.

The third quality, resilience, as Cicchetti & Becker define, is “a dynamic process encompassing positive adaptation within the context of significant adversity.” Rees and Bailey find that resilience is an essential factor in determining students’ success in a high-risk setting (Bialik et al., 16). By practicing resilience, students will develop strength and persistence in facing whatever obstacles and difficulties that come their way.

Jean Piaget and John Dewey initiate the literature on moral development, which include ethics, the fifth quality, as one of the teachable qualities, and later on broaden by Lawrence Kohlberg and Carol Gilligan. According to those scholars, children advance through three stages of moral reasoning: pre-conventional (obedience and punishment, self-interest orientations) → conventional (interpersonal accord and conformity, authority and social-order maintaining orientation) → post-conventional (social contract orientation, universal ethical principles). Nonetheless, the knowledge of moral reasoning levels acquired by a person does not guarantee that the person act accordingly. It is suggested that we perceive ethics as a character quality rather than a pool of knowledge (Bialik et al., 19). Subsequently, it is not only the education institutions’ obligation to instill ethics into the mind of the students, but it also needs the contributions from parents, society, and government.

The modern concept of leadership, the last quality, is different from the traditional one where it works within a “systems control” framework and sees leaders as powerful figures controlling and motivating their subordinates in a specific way as their follower. On the other hand, modern perspective perceives leadership as “a set of processes, practices and interactions” and describes a leader as “shy, unpretentious, awkward and modest but at the same time (have) an enormous amount of ambition not for themselves but the organization” (Bialik et al., 19). Taking modern perspective into account will make teaching leadership easier because it is seen as a group effort to achieve excellence instead of emphasizing on an individual authority.

### **Employing Movie in Learning Process**

Blasco, Moreto, Roncoletta, Levites, & Janaudis (2006: 94) describe cinema as “the audiovisual version of storytelling.” Hence, it creates the basis for assigning concepts since it contains life stories and narratives which heighten emotions. The students can relate their life and experience with the characters’ in the movie, especially when the main characters are of the same age group and the story is built based problems faced by young people, such as bullying, search for identity, peer pressure, and so on.

Employing movie is preferable in teaching because movie is “familiar, evocative and nonthreatening for students.” Instead of long and sometimes confusing depiction shown in written literature, movie offers particular scenes containing important messages for the students. They also easily identify the emotions carried by the story which are straightforwardly understood and recognized (Blasco et al., 94-95). It will certainly build their confidence to be able to understand the lesson material more effortlessly and enhance their interest in studying the content of the movie in order to accomplish the objectives of the lesson.

Ishihara and Chi (2004: 31) correspondingly support the use of full-length movie during learning process. They argue that “using film, an oral skills course and other skill courses may be integrated through the use of common themes, functions, and/or grammar featured in the film.” The students will develop their listening and speaking skills by paying attention to the dialogues performed along the movie. Not to mention they will get to grasp the cultural aspect as close as the real-life situation.

King (2002) proposes approaches in employing a movie in learning process: “a sequential approach of teaching scene-by-scene or one segment at a time; a single-scene approach in which only one scene or segment from the entire film is utilized; a selective approach featuring only a few scenes from different parts of the film; a whole film approach that shows the film in its entirety in a single viewing.” She suggests that teachers choose an approach based on the teaching objectives and the target groups.

The first three approaches mentioned previously can be categorized as short sequence approaches which can be used if the students are less advanced so that they will not be overwhelmed when trying to comprehend the movie. King (ibid) explains that the teachers can utilize the movie chunks based on the objectives of the lesson, e.g., “to generate a theme-based discussion, to practice listening strategies, to illustrate a grammar or pronunciation point, or to present cultural background.”

The last approach, which King dubs as a whole film approach, is described as “an approach with which a feature film is shown in its entirety and studied as a whole.” The students are shown a full-length movie instead of clips or cut-outs. Furthermore, showing full video will boost the students’ confidence on how much English they can comprehend. Quoting Shea, King explains that by watching cut-out videos, the students will only focus on “the linguistic structure and the form of the language” but “they might never have recognized the emotional force and narrative dynamic of the video as a story about important things in the human experience, aesthetic and ethical things like dreams, imagination, and commitment; things that drive language and ultimately stimulate students to learn it in the first place” (ibid).

This article proposes the use of Ender’s Game the movie as teaching aid with building the students’ character as the lesson objective. It is important that the students observe the journey that the movie characters experience in order to comprehend their mental development. Accordingly, it is necessary to use the whole movie approach to cater the lesson objective and design the lesson activities. The students will be shown a full movie divided in two parts and

teachers design the activities based on three stages of learning process: pre-viewing, viewing, and post-viewing.

### **Why Ender’s Game?**

There are enormous numbers of movies that teachers can employ for the learning process. But how can they choose the correct one? Ruusunen (2011) lists several factors in choosing a movie for a lesson:

1. The topic must be relevant to the objective of the lesson and the story must be interesting in order to motivate the students. “Ender’s Game” is applicable to be used in character education because the story covers the values and imageries representing the six character qualities mentioned previously.
2. The movie must meet the students’ proficiency level and the comprehensibility. “Ender’s Game” originally is a novel written for young adult readers. When adapted as a movie, the dialogues in the movie scenes are still relatively comprehensible for its target audience.
3. The movie must be linked to the syllabus so that the teacher can design the lesson accordingly. The syllabus’ goal is to develop the students’ character; therefore, “Ender’s Game” is representative since the subject of the movie is a young person who struggles to become an individual as he is expected to be and as he wants to be.
4. The teachers must consider overall instructional and curricular objectives. “Ender’s Game” belongs to science fiction genre whose story is well-suited to use in character education. Related to the character development, the plot is not complicated for the students, the visualization is also quite remarkable, and the characters are successfully depicted by the cast.
5. The length of the movie is also a considerably significant in choosing the movie because the teachers need to consider the time availability. “Ender’s Game” lasts for approximately 1 hour 45 minutes which needs to be adapted to Indonesian’s secondary schools study hour lasting for 45 minutes in one period.

### **Designing Classroom Activities**

Stoller (1988) divides lesson using movie into three stages: pre-viewing, viewing and post-viewing activities. The teachers are required to design the activities in stages in order to fully exploit the movie during the lesson. The lesson using Ender’s Game the movie will be divided into two sessions with the first part of the movie played in the first session while the other part played in the second.

Based on Stoller’s perspective each meeting of the lesson will be divided into three stages. In the first meeting, the pre-viewing stage requires the students to explore their knowledge on the movie. It is preferable if they already possess prior knowledge about the movie so it will be easier to direct them to accomplish the lesson objectives. However, if they do not have it then the discussion serves as hints on what they are going to explore during the lesson. During the viewing stage, the students will watch the first part of the movie and then they will guess the continuation of the movie played in the second meeting.

In the second meeting, the students discuss the qualities of the movie characters during the pre-viewing stage. After that the students will watch the rest of the movie during the viewing stage and present their opinion their opinion on

the characters' qualities and analysis on what action they would perform if they were the characters. To form and state their opinion require their comprehension and critical thinking, along with building their character, which are the objectives of lesson. They will be able to identify what belong to good quality characters and distinct what is ethical or not through their discussion. The teacher can assess the outcome of the learning process by observing the students while they state their opinion as the result of their discussion.

Below is the lesson that the teachers can use to carry out the lesson:

Objectives:

1. Students are able to identify character qualities and give opinion about those characters.
2. Students are able to perceive and give opinion about the struggle undergone by the characters in developing themselves and finding their place in the world
3. Students are able to think critically by connecting themselves to the character and explaining what actions they would perform if they were the characters in the movie.

Level: 10<sup>th</sup> grade

Material: A movie titled "Ender's Game"

Time allocation: 2 meetings @ 90 min

Assessment: Students presents their opinion on the characters' qualities and analysis on what action they would perform if they were the characters.

The Lesson:

Meeting 1

Stages	Procedures	Duration
Pre-viewing	SS identify character associated qualities and concepts by matching them with the correct character qualities. SS discuss questions related to the movie and the topic. T divides the SS in groups and assigns them to pay attention to the main character and one supporting character because later on they need to analyze the characters' qualities.	20 minutes
Viewing	SS watch the first part of the movie.	60 minutes
Post-viewing	T asks the SS to guess the second part of the movie.	10 minutes

Example questions for pre-viewing stage:

1. What is science fiction genre?
2. Have you ever watched “Ender’s Game?”
3. If yes, what is your opinion about the movie?
4. If no, what do you think the movie about?
5. What do you know about a good character?
6. What qualities belong to a good character?
7. Do you think that you have a good character?
8. What made you think that?

### Meeting 2

Stages	Procedures	Duration
Pre-viewing	T asks the SS mention the characters’ qualities which they have analyzed during the previous lesson. SS give their opinion on the characters’ qualities.	20 minutes
Viewing	SS watch the second part of the movie.	45 minutes
Post-viewing	T asks the SS to give their opinion the struggle undergone by the characters. T gives the SS some topics that they can choose to analyze regarding the characters’ action. SS present their opinion on what actions they will perform if they were the characters in the movie.	25 minutes

Example topics to choose:

1. What action would they take if they were Ender who is bullied by his schoolmates on the Earth Battle School?
2. What action would they take if they were Ender concerning his sibling rivalry with his brother Peter?
3. What action would they take if they were Ender who is shunned out by his schoolmates on the space Battle School?

### **CONCLUSION**

Employing Ender’s Game the movie as an aid in character education in EFL classroom is beneficial to the students as well as to the teacher. The students are having fun watching the movie while developing their skills in listening and

speaking along with their critical thinking. Ender's Game offers a story that the students can relate to themselves since it displays similar problems faced by the students daily although its setting is futuristic. The behavior that the movie characters showed and the struggle the main character faced in doing the right thing will hopefully inspire the students to hone their potential qualities to become good persons, as it is the objective of character education.

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## **UNDERSTANDING TEACHING METHOD USED IN EFL CLASSROOM: STUDENTS' AND TEACHERS' PERSPECTIVE**

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**Abstract:** This study is focused on getting an understanding of the students and teachers perceptions of teaching methods use in EFL classroom. More importantly, this research is aimed at bringing to light how students and teachers in the higher education English language classroom help provide new meanings of how different methods are used in the classrooms. To make sense of their perceptions of teaching methods, we focus on four individual narrative interviews, classroom observations and two focus group discussions. The data findings show that a particular teaching method, such as students' presentation, based on the students' view, is due to that lecturers are not quite confident to speak in front of the classroom. The students assert that the lecturers seem are not quite well prepared to teach, so that the students are asked to make presentation in front of the classroom. This, based on the students' view is about spending much time for the students to speak rather than their lecturers' do. In addition, the data findings illustrate that the traditional methods used in the classroom such as classroom presentation and group discussion are needed to be modified by considering the employment of technology to mediate the acquisition of 21<sup>st</sup> century skills. In addition, the findings suggest that the lecturers' experience during their careers and study deeply influence the way they conduct teaching methods in the classroom. Moreover, the data findings indicate that identity and the self- image are prevalent in shaping the teaching methods the lecturers are used in the classroom. This study indicates that students and lecturers have different view point with regards to the teaching methods use in the higher education language classroom. It is suggested, therefore, that the use of teaching methods in the classroom should ideally involve the students' view point to generate more effective and future goals oriented.

**Key words:** *teaching methods, higher education, lecturers and students' perspective, and second language classroom.*

## **INTRODUCTION**

There is an increasing awareness of utilizing students' and actors' voices who get involved in the classroom activities to uncover the challenges and successes of the academic classroom practices. The importance of working with teachers and students reflected through their stories and how they perceive the teaching methods used in classroom interactions can be beneficial to help anticipate the problems arise in the classroom and can be effective to help focus and direct the learning goals. The research conducted by Lizzio et al., (2010) about the students' perception of the learning environment and academic outcomes, for example, has revealed that the students' academic achievement and development of skills are deeply influenced by their perceptions of those factors (Lizzio, et al., 2010). The importance of getting involved the students' view point to achieve educational goals has also been pointed by Telli (2015) & Shofer and Leshem (2016).

The principles understanding of involving students' voices in the research is that the significance and authenticity of what is going on in the classroom during the teaching learning process and interactions and what they encounter in their day-to-day life in the classroom, particularly within the Higher Education Language Classroom. In other word, how the students can provide a meaning of the teaching methods used by lecturers by involving them to provide reflections of how teaching methods are used during the classroom practices. This is congruent with the concept of 'agency' in which it is understood that "individuals as actors with the ability to make sense of the environment, initiate change, and make choices" (Kuczynski, 2003: 9).

Getting involved students in the process of selecting teaching methods is about meeting the 'desired outcome' and the 'reality outcomes' (Poulos & Mahony, 2008). As generally understood that there is a tendency that preferred teaching methods use in the classroom are often more on teachers' needs not on the students' needs. This is due to that teaching methods are highly influenced by the teachers' belief, abilities and preferences (Borg, 2003). When the teachers perceive that the preferred teaching methods are quite effective in the classroom practices, an inquiry should also need to be addressed to the students' voice. What are the students actually think, belief, and perceive about the teaching methods which are carried out by their lecturers? As the trends of teaching now should empower the students or with its notion, students-centered, arguing that classroom practices should be able to promote students to self-regulated, self-monitoring and self-correcting (Gregory, 2002). Teachers' role is central to stimulate and create active engagement environment in the classroom and the teaching methods use in the classroom is another crucial factor influencing classroom environment and academic engagement.

In regard with teaching methods use in the classroom, a study conducted by Sander et al., (2000) in three universities in the UK involving 395 first year undergraduate students' expectations and preferences of classroom teaching methods has shown that interactive lecturers and group-based activities are much preferred among those students. In the contrary, lecturer's formality style, role play and students' presentations are the least favored of the students. Although the research does not provide a clearer understanding of the students' preferences, it implicitly indicates that the classroom situation should be in group rather than in

personal activities. Moreover, it can also be said that teachers' orientation of implementing teaching methods do not always fit with the students' preferences. The required involvement of students informing the selection of teaching methods are also raised by Gopinath (2015), in that when she (the author reflection) on her first year teaching, she was aware that her teaching methods was effective, but soon after she go through the year, she became aware that teaching also needs to involve students (Gopinah, 2015), considering that teaching should develop students independent and autonomous learning or what she called 'self-directing, self-monitoring, and 'self-correcting'. to achieve what is called 'desired outcome and factual condition'. Moreover, a study conducted by Yakovleva & Yakovlex (2014) demonstrates that teaching methods should put students at the center of the teaching and classroom activities.

It is, therefore, essential to bring the students' and teachers' perspectives to the forefront of selection of teaching methods in the HE (Higher Education) classroom. By doing this, it is expected to add another dimension of students' choice of the preferred-teaching methods, empowering their views to improve the success of the language teaching. Recognizing that utilizing students and teachers' views in educational research is prevalent, there is a need to conduct similar research within Indonesian context, specifically in the context of English language classroom in Higher Education. This research, therefore, utilizes students and teachers' perspectives to reveal the meaning of teaching methods use in English language classroom and compare it with the students' view. In a more specific, this study emphasizes on what ideology and identity are underlying the use of specific teaching methods and how this ideology and identity drives the practice of teaching and pedagogical interaction in the classroom, and clustering their perspectives into themes. Having presented the themes based on the two different perspectives in the discussion section, cross case analysis between teachers and students' views are discussed. The summary of the study is packed to provide some implications and recommendations for the future research and how the study should be conducted in relation to the ideal teaching method in t higher education.

## **METHODS**

To uncover the meaning of the teaching methods in English Language classroom, we employed narrative interviews with two teachers and two students and two Focus Group Discussions. Through their narrative story, we can get a better understanding the meaning of teaching methods either from the students or teachers' view point via the chronological moments they encounter during their classroom interactions. Connelly & Clandinin (1990) argue that narrative seeks to build up stories of individual lives and experience. Moreover, Creswell (2005: 252) contends that narrative method is a research 'focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences'. Since this study in intended to get a better understanding of teaching methods use in the classroom from the actors' perspectives, narrative interviews is suitable with the research goals.

In addition to narrative interviews, Focus Group Discussion (FGD), and classroom observation were also conducted. We conducted two students Focus Group Discussions. The students participated in this FGD are mainly from seniors,

they are from 8<sup>th</sup> semester. The reasons behind selecting students from 8<sup>th</sup> semester are that they have already completed required courses and have exposure to various teaching methods used by different lecturers. Other reason of assigning focus group discussions is that it provides opportunity to express themselves. Moreover, FGD will be more effective to generate data since they will be more confident to express themselves specifically when they are with their friends compared to personal interviews. We also conducted classroom observations. We observed four classrooms which we perceived to be ideal to conduct observations. During our observations, we made field notes and video recording. Classroom observation (field notes and video recordings) is aimed at getting authentic representations of classroom practices, particularly, how the teaching methods operate within the classroom and contextualize themes which emerge from the interviews and focus group discussions.

In regard with the research site, we select a private university in Surabaya. Accessibility and familiarity with the social and cultural background of the participants are the ultimate reasons to select this university.

Informed consent was given to the students who get involved in personal interviews and FGD. The aims of giving informed consent is that minimizing power relations might arise during interviews and focus group discussions. It also means that their participation is voluntary. They can withdraw without providing reasons. The questions we asked during the interviews and FGD are surrounding research themes, such as 'what do you think the teaching methods used by the lecturers? why?', 'what is the ideal teaching methods? Why?'

The data in this study were analysed by adopting thematic analysis. The data went through several steps of analysis; principally, through three steps, namely familiarising oneself with the data, generating initial codes and searching for themes (Braun and Clarke (2006)). Due to ethical consent, the name of the university and participants are anonymized. Participants recruited in this study are completely voluntary and there are no benefits were given to the participated students and teachers, only pencils or pens are given as an appreciation and gift.

## **FINDINGS AND DISCUSSION**

This section discusses the findings of the research and clustering it into two sub-sections; students and teachers' perceptions.

### **Students' Perception**

There are three key findings which closely associated with teaching methods. Firstly, teaching methods are about identity and being professional. Secondly, teaching methods should be two-sided. Lastly, teaching methods should accommodate the cutting-edge technology and 21<sup>st</sup> century skills.

#### ***Teaching methods are about identity and being professional***

The research findings suggest that teaching methods used in the classroom are closely associated with performing professional identity. Through the selection and implementation of a specific teaching method in the classroom, the students can have a feeling about the tendency of the teachers' orientation and eventually can have a judgment about the type of teachers they have. For example, when teachers provide much time and plenty of opportunities for the students to express

themselves through classroom presentations, whilst the teachers themselves keep taking distance by not explaining the topics being presented by the students, they can be viewed by the students to be “incompetence teachers”. In this sense, the students perceive that particular teaching methods use in the classroom is often used by the teachers to disguise and disclose their deficiency in knowledge and skills. This condition is eloquently described by one of the students in FGD

*“We are often asked by the teachers to make presentation, and the teachers are seldom to explain the materials. It is boring. It is likely that the teachers are not quite confident to speak” (S1. FGD)*

From the extract, it can be explicitly said that the issue of teacher competence is clearly seen from the teaching methods use in the classroom. It is said that lacking creativity in teaching methods means incompetence, being able to present creative ways in the teaching methods, on the contrary, often perceived by the students to be competence.

*“We are interested in the teachers who are creative, using different methods in teaching. They are cool. They are like professional” (S3. FGD)*

Students often perceive that the ideal teachers are the teachers who are about conducting teaching learning with the newest way of teaching. In this sense, the creative teaching methods are the main consideration and being a parameter to claim whether teachers are professional or not. There has, therefore, been a dichotomy concept of being professional and not being professional based on the students’ perceptions, emphasizing to the utility of teaching methods use in the classroom interactions. This finding corroborates the previous study which suggests that negative perceptions of the students towards their program and classroom experiences are primarily due to failure of the teachers’ performance of building up interesting and rewarding learning situation (Studer, 2015).

Moreover, instead of possessing creativity, the concept of professional and not professional is also attached to the teachers who provide evaluation or not. The following extract illustrates that teachers who can provide feedback can be categorized as professional teachers, whilst the teachers who start the meeting without getting involved the students on the selection of the teaching methods implicitly not being professional.

*“Yes, sometimes we are asked by the teachers to have group discussions but they (teachers) never walk around and never provide feedback” (S1, FGD)*

*“Yes, I agree with (S1), teachers often come to start the lesson with their own technique” (S2, FGD)*

It can be seen from the above extract that lecturers tend to ignore the importance position of the students, neglecting the students’ voice by not getting involved the students in deciding what the suitable and best teaching methods should be carried out in the classroom. This ignorance will likely bring a negative effect on the success of the teaching learning in the classroom. Kember (1997), for example,

has listed five teaching conceptions that teachers should be aware of, two of them are teaching as an interaction between the teacher and the student, teaching as facilitating understanding on the part of the student, and teaching as bringing about conceptual change and intellectual development in the student. It becomes clear, Based on Kember's concept, that teaching is the integration of teacher and student's interest. Moreover, Richardson (2005), speculates that instead of teacher, students play crucial role in constructing expected teaching environment. It can be said, therefore, that implementing a particular teaching method in the classroom should ideally involve the students' voices, as the current trend in educational curriculum focuses on student-centered. The role of the teachers, therefore, is to provide opportunities for active participation and prepare for learning environment (Isikoglu, 2008). However, as far as the demographic concerned, the challenges of integrating teacher's and students' view on selecting teaching methods is that the gap of knowledge between students and lecturers. The following sub-section is discussing the expectation of ideal teaching methods which should be understood by the lecturers.

### ***Teaching methods should be two-sided***

The students expect that the methods should facilitate the acquisition of the technology through the implementation of teaching methods in the classroom. However, the biggest burden of not accommodating the students' expectation is about the demographic factor. This factor, however, becomes a serious issue in the sense that the older teachers are not quite familiar with technology and its practical application during the classroom activities.

*“ I think, the older lecturers are not use to use technology on their teaching, they mostly use traditional methods such as lecturing and oral presentation” (Nita, FGD, 1)*

*Yes, I think so. Older lecturers did not use newest teaching methods, they never use gadget, they never use like Edmodo and so on”. (Anda, FGD 1)*

The students' judgment about the issue of age which often corresponds with the very contemporary methods, in fact, is about the two divide worlds - digital native and digital immigrant'. The older people, as they are not used to live in the digital era, they would likely find difficult to use and utilize technology and other modern devices on their teaching and classroom interactions. In this sense, the issue of digital native and digital immigrant is prevalent in this finding. As has been argued that digital native often position themselves and is often associated with technology in their day-to-day life including in the classroom whilst the teachers take stance towards their students, not accommodating the students' needs to utilizing technology in the classroom activities, there is a mismatch between the expectation and reality in the classroom. The students' expectation of utilizing technology in each teaching methods can also be understood as their awareness about the importance of the technology for their knowledge in teaching as well as for their 'refreshment' in learning a language. It, therefore, becomes imperative for the teachers to facilitate the acquisition of the current technology and 21<sup>st</sup> century skills, as will be discussed in the following section

***Teaching methods should accommodate the cutting-edge technology and 21<sup>st</sup> century skills***

Based on the research findings, the teaching methods should shift away from the traditional method onto the current trends of utilizing technology. The teachers should be able to facilitate and provide spaces for the students to explore their competence and skills in the digital world through their active engagements with teachers and students in the classroom activities and through the selections of digital teaching methods. When the classroom activities fail making the students get engaged with the taught materials due to the teaching methods use in the classroom, the learning goals are likely difficult to be achieved. The following extract illustrate that when teaching methods cannot facilitate the students with the exploration of the current skills, it can put students boring.

*“teaching method like lecturing and ppt presentation are boring and do not encourage students to be active”*

*“yes, (in ppt presentation) there is usually a deal between students for not asking the presenter”. So ppt presentation will not make us speak.*

*“actually, there are teachers who use very interesting teaching methods”*

*”Yes, like Ms. Yuni who uses miniature to teach cross cultural understanding, Mr. Joko who uses Edmodo, and there is a teacher who uses poster presentation” (FGD 1).*

Selecting teaching methods encouraging students to think, speak and get involved in enjoyable activities is what the students expecting. Introducing students with the new teaching methods they have never been taught before can be a meaningful to stimulate them to be more active participating in the classroom activities.

In addition, as far as the students’ view concerned, teaching methods should also facilitate the acquisition of critical thinking skill, which based on the students’ view is often associated with the demands of the globalized world and the demands to be a global citizen. Several teaching methods which are perceived by the students to build and promote critical thinking are group discussion and poster presentation.

*”We prefer to have group discussion because it requires students to be active and critical. If the students are not critical (they just keep silent), they will die”*

*“poster presentation is also great!. Because, before the presenters are able to explain, respond, and answer the questions, they need to read first, they need to understand the material going to be presented” (FGD 2)*

The possible reasons that particular teaching methods, as the students said, can promote critical thinking skill is due to the demands and challenges of the teaching method type which require the students to be self-managed and self-directed in preparing materials before discussion and presentation. Although it can also be said that teaching method such poster presentation, based on the students’ view, is inevitably link with the concept of effective teaching.

It becomes clear that teaching methods should facilitate students with the cutting edge of knowledge, facilitating students to be active, putting greater efforts to empower the students, accommodating the acquisition of critical thinking and providing more dialogic interactions between the actors within the classroom. Having presented teaching methods and critical thinking skills, the following subsection is discussing the teaching methods from the teachers' view point.

### **Teachers' Perception**

There are three themes will be discussed in this section; teaching methods are about inspirations and educational background, identity matters in deciding the teaching methods and teaching methods are utilized to display self-image.

#### ***Teaching methods are about inspirations and educational background***

From the data sets, it can be recognized that teachers often said that teaching methods they use in the classroom is an accumulation result of the inspirations they obtained during their previous study. The most inspirations, however, are coming from their tertiary education. As mostly the teachers earned master degree, their inspirations coming from the classroom interactions when they were at the graduate program rather than when they were at undergraduate program. One of the significant influences is their surrounding including their friends.

“When I was at my master program, I learned a lot about teaching methods from my friends. As we know that in master program, the students are mostly teachers and lecturers and they have been teaching for many years. They have experiences and I learned from them” (teacher A)

This finding accords the previous research which shows that previous rich experiences of students studying overseas, for example, are very beneficial to take alternative methods when they return and start teaching to their home country (Kong, 2016).

Instead of colleagues which play important role on getting inspirations of selecting teaching methods, another significant factor is also prevalent, it is about educational background. The data sets indicate that teachers who have pedagogical background tend to have variety of teaching methods. When we asked two teachers about their underlying reasons they use the project based and not classroom (student)presentation as a teaching method, they answered that they learnt from his lecturers and classroom interactions in which they feel that those methods are interesting and can be very enjoyable teaching methods to be imitated.

“During my undergraduate, the classroom activities were so joyful especially in TEYL subject. I learnt a lot about teaching methods” (teacher A)

“The methods I use in the classroom because I just basically imitate what I got during my previous study” (teacher B)

It can be said that classroom experiences strongly inspire the students to apply the similar teaching methods in the future when they are teaching. The tendency of imitating the teachers' teaching methods in Indonesian context is quite prevalent in that the teachers are positioned as the higher position whose attitudes and utterances should be obeyed and when this situation occurs within the educational milieu, this traditional value is inevitably adopted. These research findings corroborate the previous study which shows that educational programs clearly influence pre-service teachers' knowledge, attitudes, beliefs and values (Darling-Hammond & Baratz-Snowden, J., 2007; Isikoglu, 2008) and teachers' beliefs inform their thinking, decision making and behavior in the classroom (Rimm-Kaufman, Storm, M.D., Sawyer, B. E., Pianta, R. C, & LaParo, K. M., 2006).

In addition, the issue of dichotomy between the label of 'pedagogy and non-pedagogy' discipline of the teachers is also prevalent. From the data sets, it is recognized that teachers who come from non-pedagogical background tend to use 'strict' and 'conventional' teaching methods, whilst the teachers whose background are from educational faculty tend to use variety of teaching methods and more flexible depended upon the classroom condition. It is indicated that the issue of dichotomy of educational background and selected teaching methods is not only about the familiarity and the belief about the teaching methods, but it is also closely related to the teachers' background experiences.

Another clear conception of preferred-teaching methods use in the classroom is about identity of the teacher they want to be achieved, as will be discussed in the following section.

### ***Identity matters in deciding the teaching methods***

The selection of teaching methods in the classroom, based on the data sets, is related to identity construction. To be regarded as being different from other teachers is the primarily reason for some teachers when selecting specific teaching methods.

"I actually know that a particular teaching method is really beneficial and effective, but I want to be different, yes just different with others".

(teacher B)

"why?"

"I want my students remember me. When they talk about me, they will talk about particular method I use in the classroom" (teacher B)

From the extract, it is acknowledged that in fact teachers understand about which teaching methods are perceived to be effective, but when the personal factor - identity - is most prevalent, they tend to set aside their acknowledgement and awareness. The teachers have tried to negotiate what kind of person they are compared to others by behaving and selecting specific teaching methods differently. Norton (1997) & Varghese et al., (2005) demonstrate that negotiating identity is a prolonged process requiring interaction in relation to the roles and positioning of others.

Identity matters in selecting specific teaching methods, it is more about personal factors. The identity that the teachers

### ***Self-image***

The research findings indicate that teaching methods are often used by the teachers as a strategic instrument to display a particular image. The image they presented is aimed at displaying the positive image to the students. One of the positive images the teachers want to negotiate with the students is that the distinctive characteristic they possess which might differ from that of other teachers.

“You know that talking in front of the classroom for two or three hours is not easy. You need to prepare everything, you need to read many books to be able to speak, you need to read many times. You need to prepare the materials well...you know, if we do not have anything to speak and we still have plenty of time in the classroom, the students will think that we are not ready to teach”(teacher A)

“...If you don't have previous teaching with the same subject, you need to work hard. So, by asking students to make presentation, it helps you a lot, you do not need to speak too much”. (teacher B)

Teachers' argument that provides space for students to be active in various activities helps mediate students to be active, but it also means a lot for the teachers. Facilitating students to work and active participations in the classroom can also be meant that teachers can have time to prepare and think about the materials they want to teach. Moreover, when the teachers are not quite well prepared with the materials, active students would help save teachers. In addition, teachers also aware that teaching method is a crucial aspect to show their image. Image in the classroom is crucial, as has been suggested by...on their research that the first impression on the success of the classroom is the image the teachers make during classroom activities. Another research also indicates that image can bring positive atmosphere which eventually can help support the students' motivation. In other word, positive image which is presented by teachers can help make the classroom save and secure. This condition is belief to be helpful in improving students' achievement. This finding corroborates the previous study which show that teachers' performance of using effective teaching method is heavily influence the students' achievement (Wieman & Welsh, 2015).

Instead of image which is perceived by the students to be crucial element on the classroom success, however, image can also be a means of a strategic way for the teachers to first impress to students, arguing that positive image can be built through the teaching method use in the classroom.

### **CONCLUSION & IMPLICATIONS**

The research findings have shown that there has been a gulf between what teachers think, perceive and belief about the selection of the teaching methods with the reality in the classrooms. The findings indicate that when the students asserted that the teaching methods should promote the acquisition of twenty-first century skills and more on the students' needs, a number of lecturers tend to orient themselves within the assumption that the preferred teaching methods are the best and suitable with the classroom condition. Moreover, the students often

have different orientation and perceptions about what the teachers should be and what kind of teaching methods should ideally be used in the classroom.

Garnering students' perception of teaching method use, therefore, can help provide insights of how the students understand the teaching methods and define how they respond such a situation - desired outcomes and the reality outcome. Getting involved students' views is inexorable to lessen the gap between what the desired and the reality outcomes. The reasons for this notion is that teaching methods in higher education should shift from traditional method to the contemporary effective learning method - creative teaching (Stenberg, 2006; Rankin & Brown, 2015). Effective teaching, in this sense, should put the students at the center of classroom practices, demonstrating that students can develop their autonomy and responsibility on their learning by providing spaces to voice their views and in this sense, they need to be getting involved when deciding teaching methods.

Moreover, as there is a missing link between the teachers' perception and students' perception of teaching methods use in the classroom, the decision of using teaching methods should ideally get involved the students' views. It is therefore, argued that seeking ideal teaching methods should be bidirectional - involving not only teachers' intentional and orientation to utilize teaching methods to students, but also student-to-teachers, informing what the students intent to learn particular teaching methods suiting to their needs and conditions. The research findings will inform classroom practices in regard how teachers select and implement the teaching methods in the classrooms.

As this study only illustrating the students and teachers' perspectives, it is therefore, recommended that a further research should include cross-case analysis and comparison between what they teachers' belief and what the students' perceptions of teaching methods across departments, thus the results will be more comprehensive to portray the teaching methods use in higher education from wide ranges of perspectives and disciplines.

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## **SYNTACTIC MATURITY IN THE ENGLISH WRITTEN TEXTS OF BILINGUAL STUDENTS IN A SECONDARY SCHOOL IN SURABAYA**

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**Abstract:** This research was aimed to investigate the syntactic maturity and development as manifested in the written texts of bilingual students in a secondary school in Surabaya. This study measured the (1) mean T-unit length, (2) subordinate clause index, (3) mean clause length, (4) mean sentence length, (5) main clause coordination index, and (6) the index of erroneous T-units/total T-units as the indicators of the syntactic maturity. However, it was the mean T-unit length that was used as the main indicator of the syntactic maturity because mean T-unit length was considered to be the most reliable index. The data of the syntactic maturity indicators were obtained by analyzing the descriptive texts that the subjects wrote in response to a writing test instruction. The results of this study have shown that the syntactic maturity and development are influenced by the following four dominant factors: (1) the innate acquisition device enabling the students to acquire English and Indonesian almost simultaneously, (2) the amount of English inputs obtained from parents, teachers, English-immersion program schooling, English movies, books and social media have provided the students with a variety of English resources, (3) the abundant opportunities to produce outputs available at home and at schools have enabled the students to use their English and then modify it during the process of English acquisition, and (4) the individual variations.

**Keywords:** *Syntactic maturity, T-unit, English written text, Bilingual students*

### **INTRODUCTION**

Many bilingual schools which are established in most Indonesian cities have caused the increasing number of bilingual students in this country. This reality has brought a curiosity to further study about bilingual students' writing ability specifically their syntactic structures with the focus on the level of syntactic maturity. This is based on the argument that syntax is used to express

meanings (Menyuk, 1976 and Fotos in Celce-Murcia, 2001: 207), that is supported by Olshtain's statement (in Celce-Murcia, 2001, p. 207) that inaccurate structure in written product may render the message unintelligible. Hence, it implies the important role of syntactic structures and linguistic accuracy in the written text.

Nippold (2000) as cited by Ott (2013) states that syntax develops gradually and subtly during adolescence; that's why, it is also important to see how the syntactic maturity develops across the grade levels. It is assumed that the syntactic proficiency of the students will develop in relevance with their grade levels--syntactic structure will become more mature as they are moving up to the higher level.

Furthermore, Hunt's study introduced 5 indicators to measure syntactic maturity; they are: (1) mean T-unit length that is the mean words in every T-unit, (2) subordinate clause index that is the mean clauses in every T-unit, (3) mean clause length that is the mean words in every clause, (4) mean sentence length which is the mean words per sentence, and (5) main clause coordination index that is the mean T-units per sentence. The syntactic maturity is considered higher if the mean T-unit length, subordinate clause index, mean clause length, and mean sentence length are higher while the main clause coordination index is lower. However, it was the mean T-unit length that was considered to be the most reliable index to measure the syntactic maturity (Hunt, 1965; O'Donnell, 1968; Dixon, 1970; and Steward, 1978 as cited by Lim Ho-Peng, 1984).

In addition, consideration was also taken by looking into the finding of Scott and Tucker's study as quoted by Lim Ho-Peng (1984)--which proved that the subjects who demonstrated higher proficiency in English produced less erroneous sentences; meanwhile, other studies claimed the percentage of error-free T-units as a measure that was able to discriminate levels of English proficiency (Larsen-Freeman, 1978, in Kyle, 2011) and/or determine writing quality (Perkins, 1980, in Kyle, 2011). Then Polio (1997) discussed that the ratio of error-free T-units to total words and error-counts were highly reliable measures of linguistic accuracy.

Referring to the above researches, this study investigated the following: (1) mean T-unit length, (2) subordinate clause index, (3) mean clause length, (4) mean sentence length, (5) main clause coordination index, and (6) the index of erroneous T-units/total number of T-units.

Following Hunt (1966, 1968), there have been quite a number of research aimed at studying the development of the syntactic maturity of the students, from elementary to tertiary levels. Most of those researchers used Hunt's T-unit as the tool to measure the syntactic maturity; such as Richardson, et.al. (1976) Lim Ho-Peng (1984), Laing (1985), Jap T.H (1990), Harjanto, Ig. (1991), Johansson and Geisler (2009), and Bergman (2010) to name some. Then, Chen and Zechner ([www.aclweb.org/anthology/P11-1073.pdf](http://www.aclweb.org/anthology/P11-1073.pdf)) investigated the associations between speakers' syntactic complexity features and their speaking proficiency scores provided by human raters while Pufahl (1974) examined the relationship among syntactic performance, writing competence, and reading comprehension of college students. Lastly, Ott (2013) investigated whether the syntactic and semantic development differed in oral versus written persuasive discourse for adolescents with typical language development. All the researches mentioned above

investigated the syntactic maturity and development of either native speakers or second/foreign speakers of English.

Although many research has been conducted on garnering understanding of the relationship between syntactic maturity and students' performatives in either oral or written expression, little research has been conducted in Indonesian context. This study, therefore, is intended to find the answers to the following research questions:(1) "To what extent does the syntactic maturity develop across the secondary levels as shown in the English written texts produced by bilingual students of grade 7 to grade 9 in a bilingual school in Surabaya?" and (2) "What factors might influence the differences and/or similarities in the English syntactic maturity of those bilingual students?"

The analysis was then made based on the theory of language acquisition with the focus on the syntactic acquisition and writing skill (Swain 1995, O'Grady 1997, and Brown 2007), the theory of syntactic maturity which was measured by Hunt's T-unit (1968), as well as the theory of error analysis proposed by Burt and Kiparsky (1972).

## **METHOD**

This research was designed as a cross-sectional, descriptive, explanatory study of which data obtained was expected to be able to describe the syntactic maturity of the English written texts composed by bilingual students in a bilingual school in Surabaya, and how it developed across grade levels--from grade 7 to 9.

To obtain the data required, firstly a letter was sent to the parents of the students involved in this research in order to get their consent. Then, the subjects were asked to write descriptive texts which were then analyzed based on Hunt's T-unit theory (1968), and Burt and Kiparsky's error analysis theory (1972). To find the affecting factors, closed and open-ended questionnaires were distributed to gain the demographic data and the family and language background. The analysis result of this data was to provide an explanation of the factors which might have affected the differences and/or similarities of the level of syntactic maturity revealed from the investigation of the written texts.

## **Subjects**

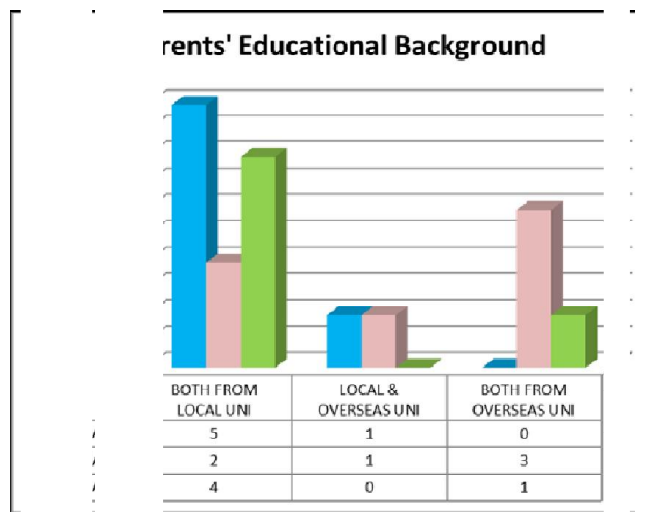
In line with the purpose of this research, the subjects being investigated were the bilingual students of grade 7, 8 and 9 of a bilingual school in Surabaya. According to Grosjean (1988), a language learner can be called bilingual if they are using the two languages on a regular basis. They might be switching their language use according to the language mode they are in, either in a monolingual or in a bilingual mode in which language mixing between two languages might take place. Thus, the students who were involved in this study were those who have been using English and Indonesian on a regular basis, inside and outside of the classrooms.

## RESULTS

### The Participants' Family Background

The investigation about the family background of the participants found out that most of them came from business owning families, one of them had parents who were medical doctors, and the other one came from a military family. Majority of their mothers were housewives.

In terms of educational background, all of the parents are university graduates with most of them graduated from the local university and some from overseas universities. The following graph presents more detailed illustration of the parents' educational background.



Graph 1  
Parents' Educational Background

### The Subjects' Language Background

The investigation of the subjects' language background which was conducted through the distribution of questionnaires has resulted in the following information.

1. Almost half of the parents have been communicating in Indonesian to their children since they were born; three of them use English while the rest (7 out of 17) use English and Indonesian to communicate with their children.
2. The majority of the subjects spoke English more than Indonesian to their siblings although the frequency varies.
3. The subjects of this study wrote in English for the school more frequently compared to writing in Indonesian. However, they also wrote in Indonesian for some subjects that were delivered in Indonesian although the frequency was less compared to English.
4. All of the subjects read both English and Indonesian for school purposes as a part of their mandatory assignment or lessons.
5. Most of the subjects preferred reading in English for leisure. Only one subject from grade 9 who said that she did not really enjoy reading; thus, when she read, it was mostly for school purposes. Another

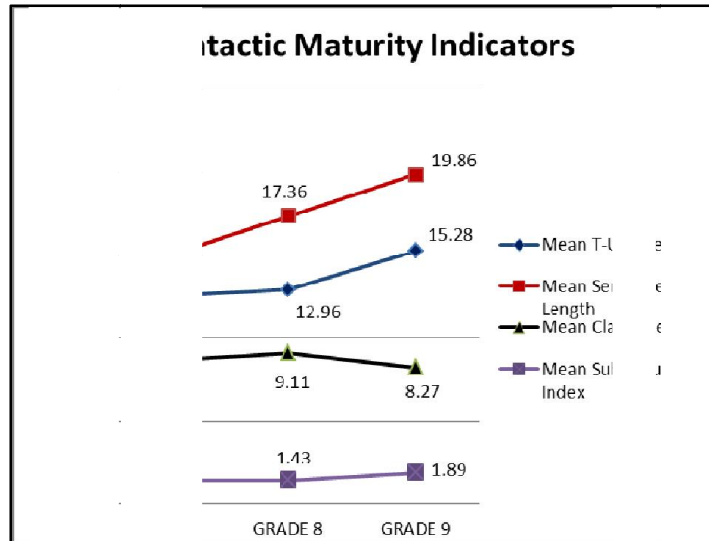
student of grade 9 mostly read in Indonesian for leisure because her parents had bought her a lot of Indonesian books since she was a kid; meanwhile, one student of grade 7 said that she read in English for leisure if the book was thin otherwise she would choose the Indonesian book as it was easier for her to understand. In addition, some of the subjects stated that they read English not only for leisure but also to improve their English.

6. Most of the subjects felt more confident to speak, write and read in English.
7. Majority of the subjects preferred using English to Indonesian for spending their leisure time; like reading books and writing in the social media.
8. More than half of the subjects “usually” spoke English while only 17.64% of them “usually” spoke Indonesian during classroom interactions. Moreover, it is important to note that there were three subjects who “always” spoke English--one from grade 7 and two from grade 8. Then, there were also two subjects who “always” spoke Indonesian--one from grade 7 and another one from grade 9. None claimed that they “never” spoke English during classroom interaction, but there were two from grade 8 who stated that they “never” spoke Indonesian during classroom activities.
9. Most of the subjects “usually” spoke English to their teachers and schoolmates both in and out of the classroom although they also spoke Indonesian to some of the teachers and schoolmates-- especially to those who did not speak English.

### **Syntactic Maturity Indicators**

The results of the descriptive texts’ analysis revealed that two of the syntactic maturity indicators were showing increasing trends from grade 7 to grade 9 while the other two were indicating differently.

The graph below illustrates that first of all, the mean T-unit length is increasing from 12.56 in grade 7 to 15.28 in grade 9. A slight growth by 0.40 appears from grade 7 to grade 8; then followed by a bigger raise from grade 8 to grade 9. Secondly, the mean sentence length is demonstrating a sharp slope from grade 8 to grade 9; each indicates a difference of 2.46 from grade 7 to grade 8, then 2.50 from grade 8 to grade 9. Thirdly, the mean clause length is showing different trend as it appears to rise by 0.47 from grade 7 to grade 8; then decreases by 0.84 from grade 8 to grade 9. Lastly, the mean of sub-clause index is declining by 0.01 from grade 7 to grade 8--hardly detectable in the graph; then it is increasing by 0.46 point from grade 8 to reach the index of 1.89 in grade 9.

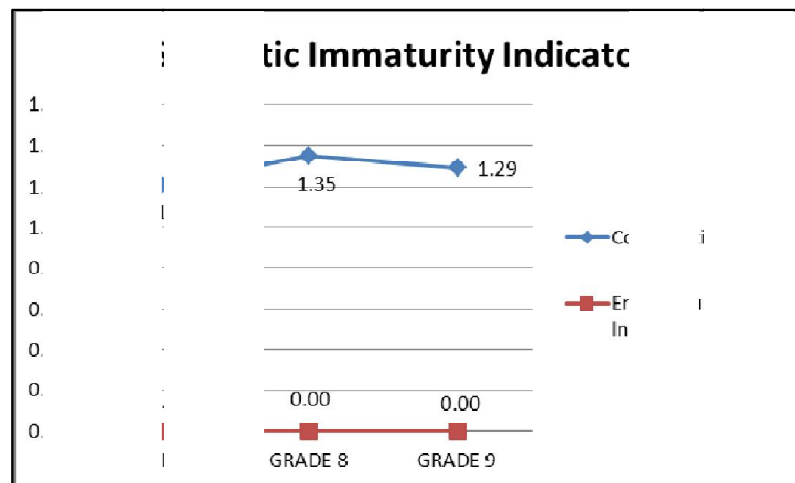


Graph 2  
Syntactic Maturity Indicators

To sum up, the data displayed above shows that two measures, i.e. the mean T-unit length and the mean sentence length, are indicating the growth of the syntactic maturity of the subjects. However, the other two; i.e. the mean clause length and the mean of the subordinate clause index, are showing the declining of the syntactic maturity from grade 7 to grade 8, and then rising from grade 8 to grade 9.

### Syntactic Immaturity Indicators

Syntactic immaturity is indicated by the higher score of the coordination index and the erroneous T-unit index. The following graph is displaying the syntactic immaturity of the subjects of this research as manifested in the texts that they composed.



Graph 3  
Syntactic Immaturity Indicators

In graph 4.32 above, it can be clearly pointed out that the lowest coordination index is found out in grade 7 while the highest is in grade 8. This implies that grade 8 used coordination the most compared to the other grades while grade 7 used the least. In the meantime, the erroneous T-unit index remains at the figure of “0” from grade 7 to 9, meaning none made global errors in their texts.

**Academic Performance**

The following tables present the academic performances of the subjects as recorded in the report cards compared to the T-unit lengths and the erroneous T-units as revealed in their texts.

Table 1  
Report Card Score vs T-Unit Length & Erroneous  
T-Unit Index (Grade 7)

NAME	Average Report Card Score	T-Unit Length	Erroneous T-Units Index
KLY	<b>91.30</b>	10.77	0
SYD	89.45	12.42	0
FAA	88.73	11.17	0
HWD	88.36	<b>20.18</b>	0
FRN	84.95	11.26	0
STN	84.45	9.55	0
MEAN	87.87	12.56	0

Table 2  
Report Card Score vs T-Unit Length vs Erroneous  
T-Unit Index (Grade 8)

NAME	Average Report Card Score	T-Unit Length	Erroneous T-Unit Index
FYO	<b>92.45</b>	12.71	0
AKO	88.27	9.89	0
AAT	84.59	11.31	0
NEY	82.36	11.64	0
FLC	81.23	15.47	0
JSN	80.88	<b>16.70</b>	0
MEAN	84.96	12.96	0

Table 3  
Report Card Score vs T-Unit Length vs Erroneous  
T-Unit Index (Grade 9)

NAME	Average Report Card Score	T-Unit Length	Erroneous T-Unit Index
ALC	91.68	17.67	0
PSY	91.36	9.78	0
MCB	87.5	19.43	0
NAT	86.95	12.06	0
JSM	84	17.46	0
MEAN	88.30	15.28	0

The figures shown in the previous three tables (table 1 to table 3) indicate that (1) all of the subjects academically performed very well--compared to the passing grade which was 70 to 75; (2) the subjects' academic performances did not directly relate to the T-unit length. Thus, there might have been other factors that have influenced their English writing ability which in turn determined their English syntactic maturity.

## DISCUSSION

Following the findings presented in the previous section, this section is dedicated to further discuss those results and the probable influencing factors based on the underlying theory. In order to facilitate better understanding, the discussion is organized based on the sequence of the research questions as written in the introduction.

### **Syntactic maturity development across the secondary levels**

As displayed in the finding section, the results of the texts' analysis confirm that the syntactic maturity was developing from grade 7 to grade 9. This is justified by 2 of the syntactic maturity indicators as illustrated in graph 2 which is displaying that the means of the T-unit length, and the sentence length were continuously increasing from grade 7 to 9 while the clause length points out the highest figure in grade 8 and the lowest in grade 9. The analysis is indicating that grade 9 tended to use more subordinate clauses rather than embedded phrases. This has caused the subordinate clause index of grade 9 appeared the highest which contributed to the length of their T-unit. However, the use of more subordinate clauses has resulted in the shorter clause length; hence, it became the lowest among the three grades. On the other hand, grade 8 preferred using embedding to subordinate clause, making their clause length the highest of all. Yet, their T-unit length was still lower than grade 9.

Based on Hunt's study (1968) confirmed by O'Donnel (1968, 1975), and Dixon (1970), T-unit length is the most reliable syntactic maturity measure among the other indicators. Thus, the result of this study undoubtedly justifies that the syntactic maturity was developing across grade 7 to grade 9.

### **Syntactic immaturity indicators**

In addition to the four indicators that have been discussed in the previous sub-section, it is also essential to discuss the finding of the coordination index and erroneous T-unit index. Hunt (1965) states that bigger coordination index points out syntactic immaturity since excessive coordination of main clauses may increase the sentence length, but fails to express the syntactic complexity. Consequently, sentence length cannot be used to measure syntactic maturity while coordination index is used to indicate immaturity.

Graph 3 illustrates that grade 8 used the most coordination rather than the other grades while grade 7 used the least. Does this mean that grade 7 is syntactically more mature than grade 8 and grade 9? From the discussion in the previous sub-section, it is revealed that grade 8 and grade 9 produced higher T-unit length than grade 7. This might have been due to the use of a lot of embedding by grade 8, and the use of many subordinate clauses by grade 9, which in turn contributed to length of the T-unit. As mentioned before, Hunt's study (1968) has proven T-unit length as the best and reliable measure; thus, using less coordination does not automatically mean having higher syntactic maturity.

### ***Erroneous T-unit index as the syntactic immaturity indicator***

Several studies on syntactic maturity and complexity of ESL students have concluded that errors should be taken into account to make it a valid and reliable measure (Gaies, 1980; Homburg, 1984; Kim, 1998; Larsen-Freeman & Strom, 1977; Perkins, 1980; Pilot, 1997). Based on those referred studies, this present research also counted errors as one of the maturity indicators. In the process of analysis, every text was examined to differentiate between the "error-free" and the erroneous T-units. T-units containing global errors were classified as erroneous T-units while those with local errors or without any errors were categorized as "error-free" T-units. The calculation shows the same result for all grades; there was no global error made by the subjects across levels. This means that this indicator was not discriminating.

### **Factors influencing the syntactic maturity**

There are several factors which play important roles in the process of children's language acquisition and development. As discussed in chapter two of this paper, this study was carried out based on the language acquisition theories which take into account (1) the roles of acquisition device that is innate, (2) inputs which are obtained through experience or interactions with other people, and (3) outputs that are the opportunities to produce the language and gain corrective feedbacks to improve their language (Brown 2007, O'Grady 1997, Swain 1985 cited by Fotos in Celce-Murcia 2001).

### ***The role of acquisition device***

A number of studies have been dedicated to find out why certain people tend to be easier to learn a language rather than the others. Arguments have been raised on the relationship between intelligence or cognitive ability and the success of language learning. According to O'Grady (1997: 4), language acquisition involves the emergence of cognitive system much of which exists subconsciously and is acquired without deliberate effort at an early age. This mechanism which is

so-called “Acquisition Device” provides human being with the ability to process experience as its input in order to produce grammar as the output that permits productive use of the language (O’Grady, 1997: 4).

From the data presented in table 1-4, it is literally clear that all of the subjects’ report card scores were relatively high--ranging from 80.88 to 92.45. That means that they all had relatively high cognitive ability, compared to the school’s passing grade that was 70 to 75. As said by O’Grady (1997), language acquisition involves cognitive system; thus with this relatively high cognitive ability, all the subjects were capable of functioning their acquisition device effectively which help them to acquire English without significant difficulties. Hence, it is not surprising that these subjects have become bilinguals in their younger age.

However, it is very interesting to further discuss why the data of their T-unit lengths which determined their different syntactic maturities did not directly relate with their academic achievement. Theoretically, those who achieve the highest academic scores will also have the highest T-unit length. Yet the data do not indicate so.

In line with O’Grady (1997), some other experts in language acquisition have also signified the role of cognitive process and ability (Ausubel in Brown, 1997: 91). Some referring this with the term “intelligence” suggest that there is a close relationship between intelligence and language ability (Brown, 2007). Yet, the notion of intelligence here is referred to various different factors and not a mere of scholastic matter. The arguments have been addressed on the role of multiple intelligences in the success of children language acquisition both in the first and second language, such as musical intelligence, bodily-kinesthetic intelligence, interpersonal and intrapersonal intelligences to name a few (Brown, 2007).

To sum up, the finding of this study has shown that the subjects had relatively high intelligence which enabled their acquisition device to function effectively so that all of them were able to acquire both English and Indonesian simultaneously though might have been with somewhat different levels of success. The role of individual multiple intelligences answer the question why the T-unit length did not correlate directly with the report card score, besides the other influencing factors, such as inputs and outputs.

### ***The role of language inputs***

As discussed in the theories of language acquisition in chapter 2, besides the innateness, language inputs take a very crucial part in the process of children’s acquiring a language, both in first and second language. Brown (2007) states that children acquire their first language by hearing the speech from their parents and/or older siblings at home. Further Brown (2007) also says that in the context of classroom interactions, the inputs come from the language teacher and their classmates as their peers. Through the interactions that the children experience, the language is developing as they gain more inputs as they grow older.

Observing the data of the individual T-unit length as shown in table 1-3, it can be seen that there is a similar indication of the subjects who produced the highest T-unit lengths listed in each group. In grade 7, the highest T-unit length maker was HWD. In grade 8 the highest T-unit length was made by JSN and in

grade 9, it was composed by MCB. As presented in the result, HWD and MCB are brothers, and they were sent to an international school when they were in kindergarten and elementary. In the meantime, JSN was studying in an Australian school for several years when he was living in Australia. Undoubtedly, the three of them gained incredible English inputs in a native English setting since very young--that was also supported by their parents who communicated with them in English, at least one parent did so as in the case of HWD and MCH. Hence, these students' English acquisition happened naturally.

Next, how about the second highest T-unit length makers? In grade 7, it was made by SYD whose parents used Indonesian to their children; however, they sent SYD to a bilingual school since she was in Kindergarten. Similar to SYD, ALC did not speak English a lot with her parents. She used to study in an Indonesian-speaking elementary school then moved to a bilingual school for her secondary education. This means that SYD got English inputs (both oral and written) more than ALC as she went to a bilingual school in her earlier schooling while ALC did not. Then, in grade 8, FLC was listed in the second position for the T-unit length. FLC's parents started speaking English to him when he was studying in an English-immersion program Kindergarten. He continued his study in that school up to grade 7 and then moved to the present bilingual school which uses English and Indonesian as the language of instruction. Now they communicate with FLC using English and Indonesian as they want FLC to be fluent in Indonesian as well.

Besides the inputs that those subjects gained from schools and from home, all of them said that they liked reading English books, watching English movies and VCDs for both leisure and school purposes. Thus, it is clear that all the top scorers from different grades got considerable English inputs not only oral but also written. That has influenced their English acquisition including their writing skills.

Besides discussing about the English inputs obtained by those who made the highest T-units, it is also important to see how the lowest in the list got their English inputs. First of all, STN (grade 7) got her first English input from her mother who is an English teacher while his father does not speak English. He has been studying in a bilingual school since he was in kindergarten up to now. So, he got English inputs not only from his mother but also from his school. With such amount of input that he got from her mother and school, why he came to the bottom of the list? As Menyuk (1976) stated that a language acquisition involves universal and individual variations which influence each individual's linguistic development sequence, in STN's case there might be some individual factors that caused him write the shortest T-unit length in grade 7. A further and deeper research studying this specific case might be able to reveal the real factors in more accurately.

From grade 8, the subject who made the lowest T-unit length was AKO whose family speaks Indonesian as their first language, but they sometimes speak English to their children. That's why AKO mostly uses Indonesian at home. In grade 9, it was PSY who produced the lowest T-unit length. She comes from an Indonesian speaking family, and has learned Indonesian as her first language. She always speaks Indonesian at home. Previously, she went to a kindergarten and elementary school that used Indonesian as their language of instruction. PSY likes

reading a lot, but she prefers reading Indonesian books for leisure because her parents provide her with Indonesian books only. In this case, PSY received less English inputs compared to the other subjects in grade 9.

From the discussion above, it can be learned how important the role of inputs in the English acquisition process is, among the other factors. It is clear how the amount and variety of contextual English inputs have given the impacts on the subjects' syntactic maturity as revealed in their T-unit lengths.

### ***The role of output***

To further interpret the factors that influence the finding of this study, it is necessary to also discuss how the role of output plays in the subjects' English acquisition process. Swain (1985, 1993) in Swain and Lapkin (1995: 375) suggests that:

One function of output in second language learning might be to force the learner to move from the semantic processing prevalent in comprehension to the syntactic processing needed for production. It might be that producing language forces learners to recognize what they do not know or know only partially. This may trigger an analysis of input, or it may trigger an analysis of existing internal linguistic resources.

This means that language acquisition is facilitated through the improvement made along the way of the production--the improved language produced then becomes the new input. This process is recursive as the language learner produces their outputs.

From the open-ended questionnaire, it can be interpreted that the subjects with the highest T-unit length in each grade have abundant opportunities to produce their English outputs since very early of their age. HWD (grade 7), JSN and FCL (grade 8), and MCB (grade 9) undoubtedly have been pushed so hard to use English since they were in Kindergarten as they went to total-English-immersion schools when they were in Kindergarten and elementary. That has put them in the process of recursive "input-output-input" more compared to the other participants. In addition, their parents also support this program by communicating in English with them. Next, SYD (grade 7) who has been studying in a bilingual school since she was in the kindergarten and was pushed to speak and write in English at school since earlier of her schooling while ALC (grade 9) started producing more English outputs when she was in the secondary school. Although SYD might have got less opportunity to produce English input compared to her classmate - STN, and ALC also got less opportunity than her classmate - JSM, their syntactic maturity appeared in the second position. Again, the individual variation (Menyuk, 1976) such as self-motivation might explain this result, like what ALC wrote in the open-ended questionnaire that she preferred to take notes in English for all subjects including Indonesian language subjects, and also feel more comfortable and confident to use English than Indonesian. So, this student has voluntarily produced English output through her daily activities. On the other hand, STN who has been pushed to use English (both oral and written) at home by his mother since he was born, failed to compose

higher T-unit length. This might have been due to his being ignorant or not feeling motivated to write at that time, or probably lack of writing skills.

What about the other subjects who also produced the shortest T-unit lengths in grade 8 and 9? In grade 8, the shortest T-unit writer was AKO who has also been studying in a bilingual school since she was in kindergarten; she claimed that she felt more comfortable and confident to read, speak, and write in English, and preferred using English both for school and daily communication like chatting in social media. This means that she produced written English output quite a lot. Then, why did she end up produce the shortest T-unit? A more detailed investigation on this individual case will probably be able to give an accurate answer.

In grade 9, the shortest T-unit length maker was PSY who used English mostly for school purposes, and felt more comfortable and confident to express her ideas in Indonesian. Consequently, the opportunity for her to produce English output was more limited compared to the other subjects.

This discussion about the role of output has brought the insights that language output has indeed important in the process of English syntactic maturation, but others factors such as language acquisition device, English input and individual variation also play their role in this kind of process.

## **CONCLUSION**

From the discussion of the syntactic maturity analysis, it can be concluded that:

1. The syntactic maturity is continuously developing across the secondary levels as manifested in the English written texts composed by bilingual students of grade 7 to grade 9 in a secondary school in Surabaya; with the following details of the indicators revealed below:
  - a. The mean T-unit length is developing across the secondary levels from grade 7 to grade 9.
  - b. The mean subordinate clause index decreases a little bit from grade 7 to grade 8, but develops from grade 8 to grade 9.
  - c. The mean clause length is developing from grade 7 to grade 8, but then is dropping in grade 9 which makes it the lowest among the three grades.
  - d. The mean sentence length is continuously developing from grade 7 to grade 9.
  - e. The mean clause coordination index is increasing from grade 7 to grade 8, and then decreasing from grade 8 to grade 9.
  - f. The index or ratio of the erroneous T-units/total T-units does not decrease or increase from grade 7 to grade 9. Thus, in this study the erroneous index is not discriminating the syntactic maturity across levels.

Referring to Hunt's (1968), O'Donnel's (1968, 1975), and Dixon's (1970) studies which have proved that T-unit length is the best syntactic maturity measure among the other indicators, and based on the mean T-unit length found out in this study, it can be reconfirmed that the syntactic maturity is developing across the secondary levels--from grade 7 to grade 9 as shown in the English written texts composed by the bilingual students of a secondary school in Surabaya.

2. In regards to the influencing factors, the discussions have confirmed that there are three dominant factors with universals and individual variations which play important roles in the English syntactic maturity and development of the bilingual students in a secondary school in Surabaya
  - a. Firstly, the innate acquisition device enables the students to acquire both English and Indonesian almost simultaneously although with somewhat different levels of individual development.
  - b. Secondly, the amount of inputs that are obtained from the English-speaking parents, English-speaking teachers (native and non-native), English-immersion program schooling, English movies, books and social media have also played significant role in the process of syntactic maturation and development as they have provided the students with a variety of meaningful English resources through daily interactions.
  - c. Thirdly, the opportunities to produce outputs that the families and schools provide have enabled the students to use their English and then modify it during the process of production. More opportunities to use the language means more opportunities to continuously improve the language; hence, the higher possibility to acquire more mature syntactic ability.
  - d. Last but not least, there are also individual variations in the sequence of the syntactic development in addition to the universal ones (Menyuk, 1976) that have caused different syntactic maturity and development in each individual result of this study's findings, regardless of their grade levels.

## **SUGGESTION**

Considering the results and the limitation of this study, it is recommended that the following important points be taken into account:

### **For further studies:**

1. To improve the test reliability, it is recommended that a similar study be carried out by testing the subjects to write two or three different genres or text types with stricter control of the tests such as number of minimum and maximum words, topics, timed session, and may be the same schedule for all subjects across levels. By this, it is expected that a more reliable result might be obtained.
2. Due to the limitation of the number of the subjects, it is suggested that a bigger number of subjects including higher grade levels (grade 10 to grade 12 or even to the university students) be involved to get a more comprehensive result of the study as the syntactic development might still take place up to the year of nineteen (Scott in Gustafson, 2011).
3. In order to study further the factors which play significant roles in the English syntactic maturity and development, it is recommended that a longitudinal research be carried out so that a more consistent, and accurate result can be revealed.

4. To find out more accurate explanation of the individual variation which influences the individual syntactic maturity result, a more detailed case study is suggested to be conducted.
5. Further to the result of this study, a research can also be conducted to identify the area of weaknesses so that a better teaching strategy for the improvement of English writing courses can be proposed.

**For the improvement of English writing courses in Indonesia:**

1. The results of this study and the discussions have shown how important the roles of inputs and outputs in addition to the acquisition device that the students bring along as their innate capacity. Thus, it is suggested that the curriculum developer(s) of English writing courses in Indonesia in general (not only in the bilingual schools) give enough proportion to the meaningful English inputs and opportunities to use English in the appropriate contexts.
2. The results of this study has shown that teacher input plays important role in the success of English acquisition as Brown (2007: 78) says that in the case of classroom second language learning, parental input is replaced by teacher input. It is then suggested that only qualified English teachers be recruited to teach English in Indonesian schools.
3. It is also suggested that school administrators in Indonesia provide significant supports for the development of English writing courses in particular and English acquisition in general by providing various English resources so that English learners can be exposed to a variety of meaningful English inputs they need.
4. When designing English writing classes, English teachers are suggested to provide various meaningful inputs from different resources and also give a lot of opportunities to the students to compose English texts as their output.

Last but not least, it is expected that the findings of thi study would give valuable contribution to the development of the English courses--specifically writing courses--in bilingual schools with the possibility to be also implemented in non-bilingual schools as well.

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## **NARRATING LITERACY PRACTICES AT AN URBAN SECONDARY SCHOOL IN SURABAYA**

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**Abstract:** This study is aimed at narrating the implementation of literacy programme at an urban secondary school in Surabaya, focusing of how the school integrates and accommodates the concept of multilingualism (Java, Indonesian Language, English, French, and Japan) on its creative application and how the integration and accommodation of multilingual literacy is carried out on the day-to-day literacy practices. Drawing on qualitative data analysis gathered mainly through semi structured interviews with four teachers and two students and observations, the research findings suggest that school literacy programme is not only aimed at socializing and habituating the literacy culture within the school, but literacy programme facilitates spaces to accommodate the students' creativity in the literacy practices through their participation, involvement and engagement in designing, managing and disseminating the school programme. It can be argued, therefore, that the literacy programme at the school transcends the expectations of the school in which the initial thought and expectation are only within the boundary of socializing and habituating the literacy culture within the school, but it transforms into more advance creative spaces for the students to learn languages and gain 21 century skills.

**Keywords:** *multilingual literacy, urban secondary school, creativity and twenty-first century skills.*

### **INTRODUCTION**

Literacy programme which is recently being a national wide programme through the implementation of a-fifteen-minute reading policy within the country has enacted attentions from the policy makers and researchers, exploring the ideas and aspects underlying the implementation of the programme and its meaning for teachers and students. As stated in Permendiknas No. 23, 2015 about PBP (Penumbuhan Budi Pekerti), literacy programme is oriented to improve and increase the reading habits among Indonesian students at all levels of education. Moreover, the implementation of the literacy programme is also often associated with the criticism about the lower rate of Indonesian literacy, as notoriously

known as 'a tragedy of zero book'.

Recognising that the literacy programme is a crucial and strategic programme of the government, the research focuses on revealing the meanings of the programme from the actors' views is essential, informing the policy makers in regards with the implementation, the evaluation and the development of the programme. The study of literacy in fact has been widely researched in any parts of the world. The study of school literacy practices in Canada, for example, has shown that school literacy practices has been influential to construct students out-of-school literacies - the skills and knowledge gained during the school literacy practices benefited students participated in the study to use and explore information and other educational activities in the internet (McTavish, 2014). In addition, the significant role of school literacy in constructing students' habits, knowledge and skills is prevalent, as the school is the perfect place to provide students with the opportunity to engage uninterrupted literacy (McTavish, 2014). Wang & Kirkpatrick (2015) pointed out that the school is a powerful institution to nurture students with the reading and writing activities and in this sense known as literacy practices.

In addition, the study on literacy often shows that literacy programme is never neutral, it is highly embedded within the social, political and cultural boundedness which is perceived to be significant in determining the success of the programme (de Silva Joyce and Feez, 2016). The good collaboration between stake holders is significant to enhance the success of the students whether in the school or in the familial context. One of the significance benefits of social capital, the involvement of parents in educational goals, according to Papen, is an improvement of the students' achievement in the school (2016). Moreover, an experiment study conducted at two schools in the US has shown that the success of literacy programme at school can be achieved through the collaboration between school and family (Morrow & Young, 1997).

Moreover, through the literacy programme, the school, government and parents expect to provide the students with better school environment where the students feel secure, confident, and competent to do in school.

This study is mostly concerned with the learning experiences of the teachers and students on the literacy programme and how they transform their learning experience into new more pedagogical activities. The role of teachers on the ongoing success of the literacy programme is inevitable since they have key role in guiding, supervising, managing and directing the programme. Moreover, whilst the students and the teachers are the key actors in the programme, including their voices will be generating more thorough understanding toward the success of the literacy programme. Moreover, garnering their understanding of the meaning of literacy programme can be helpful to shed alight the future school literacy practices within the country.

In a more specific, this present study focuses on the two research questions: 1). How the school literacy programme is implemented 2). How does the concept of school literacy programme is creatively constructed?

## **METHODS AND SETTING**

This study adopts qualitative approach to get a deeper understanding of the literacy practices at an inner state Junior High School in Surabaya. Four teachers

and two students were involved to portray the literacy programme and its meanings pertinent to the concept of multilingual literacy in their school day-to-day practices. Those involved teachers are from Bahasa Indonesia and English teachers who in charge of and responsible of literacy programme within the school for a couple of years whilst the students are actively involved in the school literacy programme. Their involvement in this research indicates that this research ‘works with’ rather than ‘work for’, in which this notion is crucial to capture the authenticity of their voices and as a way to reduce power relation might arise during the data collection. Their involvement also means that we value, negotiate and share experiences during the data collections particularly during interviews and observations to achieve thick data collection. We used interviews, classroom observations and supplemented by audio-taping and collection of artefacts. Teachers’ participation during data collection was totally volunteer. As their participation is completely volunteer, we did not offer material benefits, but we value their stories and narrative about the literacy programme.

The primary data source of this research is derived from face-to-face individual interviews which is audio-taped and transcribed. We utilised semi structured interviews with open-ended questions. We designed and clustered our questions within three areas: 1) literacy experience, 2) current conceptions of literacy programme, 3) multilingual literacy practices. We interviewed four teachers in different places ranging from their office (literacy office teacher), library and school terrace. The diverse places for conducting interviews is also meant to set up relax and informality. This situation is important to get richer data and is trying to avoid such an ‘intimidation’. The interviews took between 30 min to 50 min, with the majority between 40 min to 45 min. We sometimes interviewed more than twice in different times and places to clarify and get a better understanding of important issues which emerged from our observations and data transcription.

In addition to interviews, classroom observations were also conducted. This observation is aimed at enriching and supplementing the data gathered through the interviews. Two types of field notes used during observations, descriptive field notes and reflective field notes. Descriptive field notes are mostly concerned with describing activities within the classrooms, including what the students’ attitudes during the literacy practices, what is the teachers doing during the literacy practices, what is the reading materials used, what is the instructions like, and what is closing activities of the literacy practices. This is important to provide a better insight of literacy practice within the classrooms. Reflective field notes, in addition, is utilised to provide some thoughts and reflections of particular interesting ideas obtained from the observations.

In addition, documents analysis is taken into consideration in data collection. The documents are used to provide contextual meanings of the teachers and students perspectives. The documents are mostly gathered from students’ work book, fliers, teachers’ notes, students’ literacy book available in the classroom and the library and school website. However, collecting students’ diary, workbook and teachers’ books need to carefully pay attention particularly when the documents are about the students’ affiliation school, name and a particular class. When the name or image of students is on the diary or books, blurring this potential recognition is conducted.

The data analysis draws on interviews data with four teachers and two students who get involved in literacy programme, although the analysis itself is informed by an extensive data-set gathering from interviews with more than eight teachers and three teachers from two junior high schools within the city and intensive observations during the literacy practices. Thematic analysis is utilised to capture the themes emerged from the interviews data transcription and supplemented by field notes, and documents.

We conducted the research at a favourite school in Surabaya. This school has been and is being a top school within the city. In regard with the literacy programme, the school had implemented the literacy programme before the Government started to socialise and urge schools within the country to implement the programme. As fulfilling the ethical consent, we anonymized the name of the school.

## **FINDINGS AND DISCUSSION**

There are three key findings will be discussed in the following three sub-sections. The first sub-section will be illustrating the literacy practices within the school, from the suggested literacy practices to the hybrid literacy practices. The second sub-section will be discussing the links between literacy and creativity which is emerged due to the implementation of the literacy programme. The last sub-section is highlighting literacy practices which are being medium to build on the multilingual learning environment.

### ***The different form of literacy practices***

The data findings indicate that literacy programme within the school is co-constructed by the school personnel including teachers, head school and students, suiting to the school's social and cultural condition. When the Government policy recommends that the school should implement a-fifteen-minute reading, for example, the school urges the students to read thirty minutes before the school lesson begins. One of the teachers says that

*At the beginning of 2012, we started literacy programme, as the Government recommends, urges students to read a book for fifteen minutes twice or three times a week. But in 2013, end of November, we change the programme (reading), it became thirty minutes every day, except on Friday. The implementation of the programme starts from 6.30 to 7.00 AM. The idea was that, having seen that the students were eager to read by asking for another minute for reading and the school's response is positive, we started to implement a-thirty- minute reading afterwards. (Bu Yuli)*

It can be recognised that the school extends the literacy practice becomes a-thirty-minute reading policy. This is due mainly to the students' expectation and the school's approval which perceive that reading and writing need more extra time. The teacher also explained that the literacy programme socialised by the government, in fact, came after the literacy programme of the school. The school had implemented a literacy programme but probably slightly different from the Government programme. The different form of literacy practices has been

acknowledged, demonstrating that literacy, on its development is called new literacy. Literacy in this sense is seen as social practices rather than focusing only on reading and writing (Barton and Hamilton, 1998), in that literacy study focuses on the 'everyday meanings and uses of literacy in specific cultural contexts'. In other word, "literacy is always and already embedded in particular social forms of activity (Baynham & Prinsloo, 2001: 83). The emergence of this concept is mainly due to a dissatisfaction with the concept of literacy surrounding on reading and writing (Barton, 2001). This proposition closely relates to two models of literacy which is raised by Street (1984); autonomous and ideological model. Autonomous literacy model concerns with the effects of literacy on social and cognitive practices whilst 'Ideological literacy emphasizes on literacy as social practices which are deeply embedded in social contexts (Street, 2001).

In regard with the literacy practices - reading and writing before the lesson starts -, the literacy programme is also concerned with the book that the students need to bring and read in the classroom and other practical matters in line with literacy practices within the classroom.

*It used to be that students should bring their own books (to read in classroom). But after knowing it became their habits, we asked them to put their books on the self in front of the classroom. It is like book corner...at the beginning of the new academic year, they need to bring their own books, place it at the book corner, read and make a note on the work book. They need to tidy it up. They need to manage their own books, their work book and book corner. To encourage their book management, we have competitions. (Bu Yuli)*

The key important point derived from the extract above is that when the expected goals have already been achieved, the teachers need to creatively think the follow up activities and programme. In this sense, the school has modified the creative ways of the programme by providing space to the students in regard with what they should do or what they need to do with their literacy practices, including encouragement and motivation to immerse the students with the programme. The creative thoughts of the teachers in providing spaces for the students is closely related to their belief that school literacy practices deeply benefits the students' skills. The finding is in line with the previous study that show that the teachers' belief about teaching literacy is informed by their previous experience (Sandvik, van Daal, Ader, 2014) and in this sense, the teachers in this study is informed by the previous experience of conducting school literacy practices.

Instead of facilitating students with motivations, the teachers also provide some technical guidance in connection with literacy practices within the school. The guidance can come into various forms, as illustrated in the following.

*For this time, we are still concerned with raising (students) awareness through, just I said previously, after reading, (they should) write, and make a resume. The format has been provided, then bound and collected to Bahasa Indonesia teacher or class teacher to get a signature. (The signature) as a proof that they have done literacy activities. That is what we say every time, yes, so after having read, the students are expected to*

*be able to write the resume, the physical evidences are collected. When there is a certain even, for example, commemorate of Independence Day of 17 August, we include(their work) in one of the contests that are set by OSIS. (Bu Wiwik).*

The demands of making such as a resume after reading a book is designed by the school to be a purposeful evident for the school and for the students that they practice literacy - reading and writing. Instead of being an artefact, these literacy practices are meaningful to encourage and prepare students to participate in particular competitions. This finding accords the US's literacy programme which according to National Center for Education Statistics (cited by Campbell, Kelly, Mullins, Martin, & Sainsbury, 2001), is aimed at developing "the ability to understand and use those written language forms required by society and/or valued by the individuals...They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment". In addition, this finding is in line with the concept that literacy is situatedness (Street, 1984), in that literacy is heavily influenced by the socio-cultural and ideological. When the literacy is heavily affected by the socio-cultural and ideological factors, the different form of the literacy practices with other schools is apparent. When the school's orientation is the outputs of literacy practices and accommodation of the local values of Indonesian tradition - oral literacy - the school places a greater attention to prepare programmes aiming at facilitating and achieving the outputs of the programme including a-Friday-speech competition and other targeted competitions.

#### ***Literacy is an arena for generating creativity***

From the data sets it is found that literacy programme which is initially oriented and targeted for improving the students' reading habits, on its development, it becomes the medium for generating creativity.

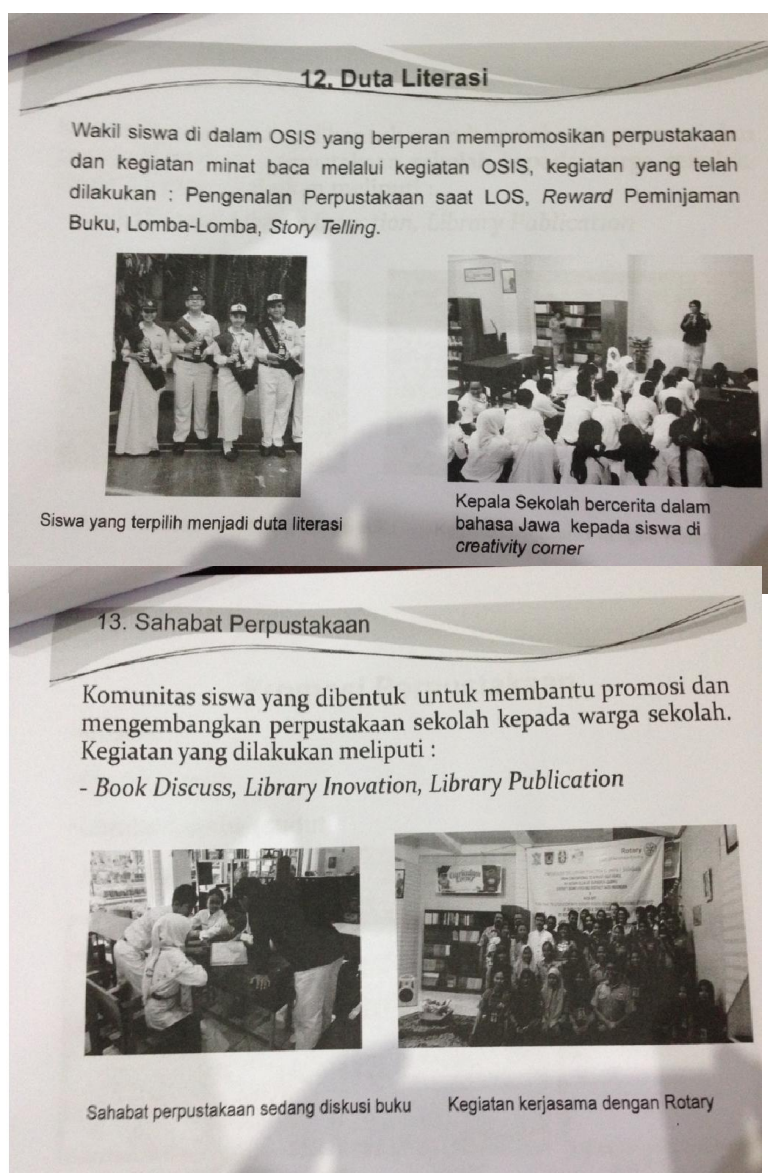
#### **Extract**

*There are so many advantages of literacy. Literacy brings many changes of the students because of the types of reading they are read. The students know many things, from being unable to know till being able to know, from being unable to make something till being able to make something; film, even such as journalism, standup comedy... There are three students for example, follow journalistic contest, whilst others take part in the short movie contest. Their skills (journalism & choreographer) are inspired by reading books, by literacy. (Bu Widi)*

The key important point in this finding is that, literacy programme which emphasising on reading and writing can be a powerful programme and being source of inspirations of the students to be more creative. In this sense, students' creativity shown through their intuitive and productive work is perceived by the teachers to be the result of the reading habits. The term creativity in this context is often associated with the newness/very current activities among the students within the school. This finding is consistent with the study conducted by David

Oslo (1977) who describes that literacy is an instrument of cultural and scientific development and cognitive development.

Moreover, the research finding demonstrates that students, in fact, are autonomous learners, suggesting that they are possessing skills and competence in literacy practices. In other word, the students can be independent to select appropriate and creative literacy practices, in which in many cases without the direct instructions and guidance from the teachers. This finding accords with the concept of 'agent' in literacy practices that the students are not the passive recipients and executors (Papen, 2016: 11) of the policy implementation from the government, they play active role on initiating, developing and creating the ways to carry out literacy practices. This current research finding also supports the previous study which shows that social interaction when using technology deeply facilitates the acquisition of digital literacy practices (Davidson, 2011).



The teacher's story in the extract above indicates that the teachers have never imagined previously of the students' activities and achievement, being able to create short movies and participated in journalistic competitions. The extract has been an evident to show teachers' acknowledgment that the students' skills and achievement are inspired by literacy practices. This current finding corroborates the concept of learners' autonomy which states that students is an agent and social actor who have their competence and often position themselves as initiators of activities rather than passive consumers (Yelland, 2010). The role of teachers in this programme is to facilitate and promote the students' awareness and direct their learning to maximise their achievements.

Moreover, through literacy practices, it helps reveals the students' hidden skills. For example, the students utilise literacy practices to develop their knowledge in information technology through the setting up of an online application to spread out the literacy programme to wider participants. They use not only the traditional way of disseminating the literacy programme such as through fliers, newspapers, and school leaflet, but they can now design the programme which can connect the book sources in the library and the books in other places such as in the school lobby, hall, and in the classrooms in just a-click, as is illustrated by one of the students in the following

Extract

*Literacy and technology. So, like this Sir, in this library I am as IT team. Here, IT team, in fact, only has job to manage the library's social media and website...actually we here not only made a website just only for sharing us in the library, but also we ought to be what we call...the library must be useful, is it right Sir? So I and students, our team support, added e-book, e-journal sir. Thus, the e-books, novels, there are also encyclopedia till popular novels from Indonesian language until English language, and also there are lesson books of foreign languages. After that e-study for lesson books for grade 7, 8, 9 and then guidance books of our teachers downloaded from Kemendikbud website and the third e-journals are the electronic journals that we collected for teachers. (Aisyah)*

It is well explained therefore that the implications of literacy practices are multidimensional, ranging from generating creativity to unrevealing the students' hidden skills. The students narrated that they gain such skills is perceived to be a result of reading activities, since the literacy practices has been implemented within the school.

However, literacy practices are not always a linear process to be a medium of developing students' knowledge and skills. One of the students, Rima, for example, has narrated that when she was in the first year of her study, she is not really interested in literacy programme and tended to have negative views of the habit of reading and writing implemented by the school. However, when she was in the half of her second semester, she became more interested in the school programme. Her enthusiasm based on her story is primarily about the force from the teachers which did not allow her to read the books other than the books available in the classrooms and the support of the positive school environment (Field note). Habituation and a prolonged enforcement, in this sense, is seemingly

a significant instrument to raise students' awareness in the reading and writing activities.

In addition, literacy programme has been an arena for promoting foreign languages and preserving regional languages. On one hand, literacy programme can be a means of supporting the government policy on sustaining and preserving regional languages through the use of local language (Java) in a speech contest and at a regular or daily practice, and on the other hand, it can be a medium to socialise and promote foreign languages such as Korean, Japanese and other foreign language. The following section discusses literacy and multilingual practices.

### ***Literacy programme as an arena for multilingual learning environment***

Another interesting research finding is that literacy which is implemented by the school is perceived by the teachers beyond the recommended Government programme and the school's expectations, in that initially it is only focused on surrounding reading and writing activities before the lesson begins, but it is now being an arena to acquire foreign languages and promote a local language. One of the teachers said that to accommodate the students' enthusiasm in learning languages and as the way to preserve local language, the school started to sets up oral literacy as an integral part of the school programme.

The reason behind providing the space for oral literacy is that it is a prevalent tradition among Indonesian for many years. The programme, therefore, is not only reading and writing activities, it is also about the speaking activity, adopting to the local value of oral literacy. Interestingly, this oral literacy is not limited to the use of local language (Javanese language), but it ranges from Bahasa Indonesia, English, Japanese, French, and Arabic.

*It not only reads and writes but also after that tells a tale. So, what has been read, written then conveyed. Telling a tale is not only in bahasa Indonesia, there is Javanese, there is Korean, there is English, and sometimes in order not monotone, we made variation, the head master tell a tale, and also teachers. Even the students' parents also present primarily for Javanese that although Javanese is very well-known in Javanese island, it is still difficult for students especially for Kromo Inggil to acquire. (Bu Wiwik)*

This finding corroborates the concept of multilingual literacy referring to 'the multiplicity and complexity of individuals and group repertoires' (Jones and Jones, 2000). The concept of multilingual literacy in the school literacy programme, however, is about the required twenty-first century skills that the students need to acquire. In addition to the idea of socialising twenty-first century skills which are often associated with acquiring global languages orally, multilingual literacy is also about socialising and acquiring those languages in the written forms. Moreover, multilingual literacy is also about strengthening students' identity through the practice use of different levels of Javanese language. What an interesting point to note is that the creative implementation of this programme in that, whilst the school promotes the acquisition of particular foreign language (English, French, Japanese, Korean) which is crucial for the global interactions

and competitiveness (de Silva Joyce and Feez, 2016), the school also encourages students to maintain local languages of the students.

## **CONCLUSION**

It can be concluded that the policy of literacy programme implemented by the Government and school is deeply influenced by social, cultural and ideological factors. The policy, however, is not always top-down; rather, it is often bottom-up where the ideas and creativity of literacy practices are generated from the collaboration between the school community including teachers, students, staffs and parents and not from the Government alone. This study, therefore, reiterates the previous research about social capital in education which demonstrates that the integration of school community to achieve better students' outcome and skills are clear (Coleman, 1988).

Moreover, this study becomes an evident to show that school literacy in different forms can be a meaningful medium for creativity and acquiring twenty-first century skills. The research findings have consistently indicated that through the immersion of the teachers and students in literacy practices, the creative forms of literacy practices can be enacted. These forms of literacy practices are perceived by the teachers and students benefitted them to acquire the current skills, twenty-first century skills. The findings also indicate that the concept of literacy is flexible and fluid, as there have been a dialoguing and negotiating between school personnel and the students which eventually shape to construct multilingual literacy within the school.

In addition, the implementation of the literacy programme does not always align with the Government policy. It sometimes transcends the policy, providing some alternative and creative ways in its implementation. However, as the data mostly generated from the interviews with the actors who get involved in literacy programme, the data presented cannot be anticipated from being the representation of a specific group. A further research, therefore, should also include more participants so that the results would be more diverse to capture the actors' view point.

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2. Article must be typewritten on A4-sized, single-spaced with with margins: 3 centimeters (top, bottom, right) 4 centimeters (left), 12-pt Times New Roman Font, and 10-15 pages in length.
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