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NEEDS ANALYSIS ON THE IMPROVEMENT OF ENGLISH FOR INFORMATICS COURSES BASED ON THE PERCEPTION OF NON-ENGLISH TEACHERS OF STATE POLYTECHNIC OF MALANG

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Abstract: The purpose of the present study was to reveal the needs analysis commissioned by the Information Technology Department regarding the non-English teachers' perceptions on the teaching and learning practices of the English language in the department. The study employed an online questionnaire and interview to 23 IT teachers. The questionnaire covered the five categories, namely English Language Teaching at IT Department, Language Skills and Components, Teaching Learning Activities, Teaching Skills, IT related topics should be included and Assessments. It used Likert Scale ranging from 1-4 showing disagree to really agree. In addition, the interview utilized a prompt designed beforehand to get the necessary advice to formulate appropriate English language materials for IT students. The results revealed that the teachers needed a more efficient course design and development covering the design of the course syllabus, the creation of activities and materials, and the evaluation of learner progress. They are expected to provide insights as the basis for the improvement both on the teaching preparation and practices.

Keywords: *needs analysis, ESP Classrooms, IT Department, vocational education*

INTRODUCTION

English as one of the most spoken language worldwide has been included in every curriculum in Indonesian education ranging from elementary school until higher education. State Polytechnic of Malang is one of the higher education institutions which focuses on technical and vocational education and training also facilitates the students to improve their English competences by requiring English as part of the curriculum of each departments.

In line with this, English language is treated as English for Specific Purposes (ESP) since the aim is to facilitate students to be able to use English in a particular specialization, not to mention in Information Technology (IT) Department. In this department, English language is taught under such courses names as *English for Informatics 1* and *2*. Thus, all language skills (speaking, listening, reading, and writing) and components (pronunciation, vocabulary, and grammar) are taught within IT contexts. It means that in teaching materials, all those language skills and components are trained and developed under such topics as *Computer Users and Apps, Computer Architecture, Multimedia, Networking,*

Website, IT Careers, and the like. The idea is that the students will be able to implement those skills in the world of working. In other words, all the materials are designed in such a way to suit the students' needs.

The advanced development in IT fields has influenced the teaching English practices as well. The ESP teachers need to regularly develop the materials and the methods to keep up with the advancement. In this case, one way to do this is by conducting needs analysis to the improvement of the teaching practices by distributing questionnaire to IT teachers to ask for their professional opinions towards the practices.

Seeing the needs of the students to survive in professional setting, it is then significant to map their specific needs through needs analysis. These needs, as mentioned previously, are very specific, and therefore they should establish the content of any course. In line with this, Hutchinson and Waters (1987) describe the importance of satisfying learner's needs and interests since it is closely related with the students' motivation and achievements. Consequently, needs analysis is significant. To narrow down, in language teaching, the needs analysis is widely used for a wide range of purposes. In this study, the needs analysis is used to find out the language skills required by the students to perform a particular role in a particular setting, such as web developer, software engineer, project manager, IT help desk, and many more. Needs analysis is also significant in ensuring the existing course adequately has already addresses the needs of the students. Furthermore, it can also help determine the problems of any particular students during the course. Thus, this paper is aimed at conducting needs analysis for the improvement of the teaching practices in IT Department of State Polytechnic of Malang.

English for Specific Purposes (ESP) in Technical and Teaching Vocational Education and Training (TVET)

The examination of language and learning needs (i.e. "needs analysis" or "needs assessment") within the realm of language teaching has been the object of a significant number of studies (Huhta *et.al.*, 2014). The mastery of English for professional purposes in reality is supported by Hutchinson and Waters (1987) stating that English has been long and widely used as the means of communication in the field of technology and commerce. This means inside both business and commerce world, most communication uses English as its means. Furthermore, this also affects the skills and competence for job requirements seek in the global market. As a result, teaching and learning goals in colleges, polytechnic in particular, needs to meet the demand in the global market to ensure the students can function properly when they are set into specific professional settings. It is then obvious to see that English mastery is prerequisite for an individual in order to survive the educational and professional functions.

The need to properly function professionally by having English mastery is often seen in the job vacancy requirements. This means that the better the English mastery is, the wider opportunity for an individual for possible promotion to open. Many polytechnics or technical and vocational education and training have been long realized this demand and therefore teach their students the types of English language, namely English for Specific Purposes (ESP) and not General English (GE) taught at colleges or universities.

One of ESP characteristics as stated by Johns and Price-Machado (2001) is that it is specifically designed in such a way to suit the needs of the students and is in line with their “disciplines, occupation, or activities”. Thus, when designing materials for IT students, for instance, the topics should be related to issues on IT. The activities provided for the students are also in IT settings; take for instance, telling a process on how to install software, giving suggestions on hardware problems, analyzing a good e-commerce website, setting a network, and comparing two peripherals. In other words, the activities given reflect real life situations and use authentic materials. This, in turn, also influences the course, the choice of materials, as well as the teaching method applied in the classroom.

Ahmed (2014) argues that “ESP focuses on when, where and why students need the language either in study or workplace contexts”. Besides, he explains that teaching materials and methods are determined by “how language is used in the particular contexts the students will work or study in”. In short, ESP emphasizes on activities where language is used in a context or “situated language use”. Accordingly, the ESP teacher/course developer needs to determine “what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them”.

Furthermore, Ahmed (2014) describes two main elements in the ESP teaching practices: the teacher and the materials. The one eligible to teach is professional teacher whose expertise is in teaching English for any professions and designing teaching materials using the content materials presented by the expert of that subject in order to develop students’ language competence in authentic and real situation settings. Meanwhile, the teaching materials are those related with the use of English for certain professions which stimulate the students to use their background knowledge relevant to their major along with the academic skills in dealing with all sorts of authentic information in their profession.

Cong and Wang (n.y) mention that TVET (Teaching Vocational Education and Training) is a part and a special type of higher education that involve the study of technologies and related sciences. The objective is to bring up application-oriented skills. It means that the needs for studying based on practices as needed in professional settings is considered more significant than theoretical study since the goal is to prepare the students’ skills required for professional functions in industry. In line with TVET, the English mastery for professional purposes can also be seen in ESP as its goal is to equip the students with adequate English skills to compete and survive in the employment global market.

Recent Teaching English Language Practices in the IT Department at State Polytechnic of Malang (Self-Reflection)

Teachers Competence

There are 3 English language teachers in this department (each of whom teaches between 10-12 credits) whose teaching experience is ranging from 3 until 13 years. One of whom has been professionally certified since 2012, two of them scored 875 for TOEIC issued by ITC (International Test Center), and all of them got master degree in English Language Teaching at a renowned university in

Malang. Thus, based on the criteria mentioned by Ahmed (2014), all of them are qualified in teaching ESP classes.

Teaching Materials

The teaching materials have been used are compiled from any resources, most of which are taken from available English for IT textbooks and the like, published by such eminent publishers as Oxford, Cambridge, and Longman. English language skills and components are taught within any related IT topics adopted from those books. Since there are two courses namely *English for Informatics 1* and *2*; therefore, the topics are arranged in such a way that those found in English for Informatics 1 module is quite easier than those found in English for Informatics 2 module. The arrangements of the topics are based on the level of their difficulties (after consulting them with the IT teachers). Moreover, each module and any relevant materials are given per unit according to the Lesson Plan and uploaded to the department designed LMS (Learning Management System) every week. All students have already had the accounts and can download them. Moreover, on the first week, the students are given the course contract showing all information related with the course objectives, topics, evaluation, and schedule.

Teaching Methods

The teaching method applied in the teaching and learning activities are varied from lecturing, presenting specific IT-related topics both individually and in a group, role play, case study, and group discussions. Besides, the methods are also related to the integration of ICT into the teaching learning activities in the classroom including asking students to create such projects as web folio, wiki, and digital storytelling and present them in the classroom and upload them as well.

Furthermore, teaching strategies such as flipped classroom is also implemented. In this method, students are asked to learn about the materials provided in the LMS or Edmodo prior the class, so that when they come to the class, they have already understood what is going to discuss and do the assignment in the class.

So far, up to the last semester, English for Informatics courses have often been named as the most favorable courses in the IT Department. It has been proven by the feedback given by the students in the end of the semester (through the questionnaire both paper and online based).

Teaching Evaluation

The students are evaluated based on their performance on the tests (mid-term test, final-term test, quizzes), presentation (individual, group), role play, and assignments (homework, paper-based assignments), and projects like web folio, wiki, digital storytelling, and so forth. So the evaluation is in form of both spoken and written ones. In addition, the final test term is usually in form of online examination (using an online exam app designed and developed by the department) consisting of multiple choices questions covering all the topics in each module.

Challenges

There have been challenges faced by the ESP teachers while teaching English in the department. First, there was a crucial issue especially when the department was about revising the implemented curriculum. There was a different point of view in teaching English within IT contexts due to the lack of understanding about ESP caused some argumentations about the new curriculum. The developer had thought that General English was supposed to be taught in the IT Department, not like what it had been implemented. However, when the problems were solved by giving understanding that implementing ESP concept is relevant and suitable with the students' needs. Secondly, if ESP is implemented, it is likely that all language skills and components are taught in an integrated way. Yet, despite its importance, yet English courses are taught only for 3 semesters (3 x 50 minutes a week). Therefore, the teachers need to find strategies to help the students develop their language skills. One way is by utilizing the technology both tools (computer, smart phones, and the internet) and materials (both paper-based and online-based found in the web and downloaded via app stores) and integrated it into the classroom activities. Third, there is somehow lack of supports by IT teachers especially in pronouncing IT related terms since they tend to pronounce them with accents or regardless whether it is correctly pronounced or not. As we know that in most applications, English words are available and commonly used, but the other teachers are likely ignore them. Accordingly, the students make the same mistakes as the IT teachers even though in English class the teacher has corrected it over and over. Finally, it is still difficult to find proper texts related with IT topics as well as supporting textbooks (the teachers should buy them online and sometimes they are not reasonable). Thus, the ESP teachers are required to be creative in designing the materials and they need to always update their knowledge about IT related terms, topics, and trends by reading a lot of IT books, share them with the IT teachers if having difficulties in understanding them, and attend conferences, seminars, and workshops relevant to their teaching practices.

METHOD

Reasons

The need analysis is conducted because of the following reasons:

1. As a basis to update materials for teaching and learning. The results of this study will be used as a basis of updating the teaching materials. It is hoped that by analyzing the responses given by Non-English teachers of the IT Department, provides a better insight in offering the students with the latest issues related to IT development and are relevant to the student's needs.
2. The need for self-reflection and evaluation whether the teaching and learning process has been carried out as it is planned in the syllabus, Lesson Plan, etc. As mentioned previously, there will be an upcoming revision in the curriculum. The results of needs analysis here is used as a basis of revision needed for a better syllabus, and other teaching documents and to check whether what had been developed, has been doing in the classroom, and most significantly, what will be updated in line with the students need at present and in the future.

3. The need for self-reflection and evaluation whether what has been taught in the classroom reflect students' needs as both needs as students, and their future needs as professionals. The department has been regularly doing tracer study to find information whether what has been taught in the classroom can be applied in their workplace. Some of the Non-English teachers are involved in this activity, and therefore are considered able to provide suggestions on what needs to be update related with the materials, and the teaching and learning practices in the classroom.
4. The need to ensure that implementing ESP in this department and thus not providing the students with merely General English is relevant in supporting the institution as the one practicing Technical and Vocational Education and Training.

The method to conduct the analysis is by giving online questionnaire and conducting interview to IT teachers. The questionnaire is given online and has got 23 respondents. It consists of questions comprising 5 categories, namely *English Language Teaching at IT Department, Language Skills and Components, Teaching Learning Activities, Teaching Skills, IT related topics should be included and Assessments*. It uses Likert Scale ranging from 1-4 showing disagree to really agree. In addition, interview is conducted using a prompt designed beforehand to get the necessary advice as needs analysis to formulate appropriate English language materials for IT students.

RESULTS AND DISCUSSION

Based on the results of the interview, it can be broken down into several things related to the teaching of English in accordance with the referred question to the IT teachers. The points are as follow:

- 1) The topics for discussion in English class should be about the latest trends in the field of IT. It aims at providing an insight to the students about the current issues that are in line with the subject that they are studying at the moment. By doing so, the students will be familiar with all kinds of issues existing today where it is needed later, or when they get to work. For example: the students are asked to create a discussion on a project they have made in a group discussion.
- 2) The topics being discussed in the English Courses are considered more applicable when they are related with what the students are studying in other classes, in different courses i.e. IT-related courses in particular, at the same semester. For example, in the English Course, the students are discussing a topic on programming, and at the same semester, they are taking courses in Programming. It will help them to understand the subject matter easier since they can easily relate to it. Another example is that the students can be assigned to discuss a specific matters related to programming by looking for references on the forum or website programmer who speak English to enrich their experience in learning the English language. The aim is to ensure that students are familiar with the use of English in an online forum. Simultaneously, it provides a hands-on experience to the students to interact with native speakers which in turn will gain more confidence in the language classroom practice.

- 3) The importance of increasing student learning motivation is by creating a supportive learning atmosphere. Some things that can be pursued are to create attributes marker on campus using English. Take, for instance, making bilingual announcements, both in Bahasa Indonesia and English, or making written rules and regulations applied in the faculty in English. In addition, it is recommended to create a program called “English Day” that requires the whole department, i.e. teachers, administrative staffs, and students in particular use English in a particular time. It aims to foster students' interest and motivation in learning English by setting up a versatile atmosphere in the department namely “Kampung Inggris JTI” in a weekly basis.
- 4) The needs to encourage students to participate in both national and international competitions. This could be one of the effective ways that can be pursued to foster students' motivation by enrolling them in competitions. Automatically, in turns, it will spur their enthusiasm to study harder because there are responsibilities given to them. Moreover, the motto “Sometimes you win. Sometimes you learn.” needs to be highlighted since the initial goal is to learn.

Moreover, the results of the questionnaire are depicted below. In terms of the English language teaching in the department, 17 out of 23 respondents (73.9%) really agree that English language teaching is relevant to the learner’s needs and 14 of them really agree that the teaching has already been adjusted to the IT contexts.

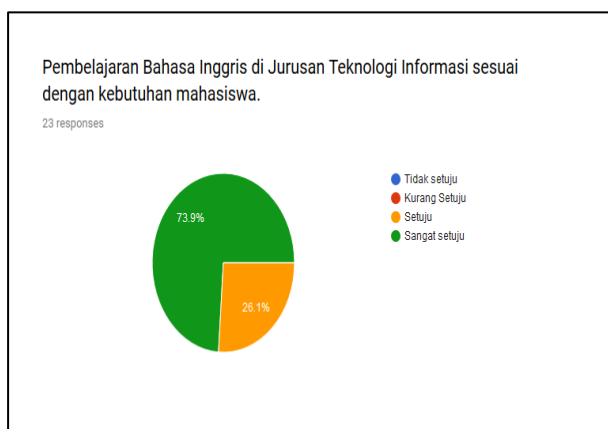


Fig. 1: The relevance of English language teaching on student’s needs.

Figure 2 shows that 19 respondents (82.6%) state that English language teaching in this department is important to prepare the students for the world of working in the future; however, 11 of them (47.8%) really agree that the activities provided are in accordance with the real life situations.

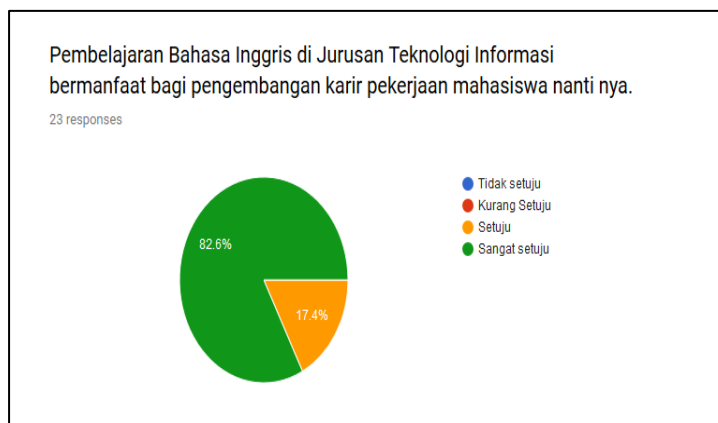


Fig. 2: The relation of English language teaching and students' career in the future.

Regarding to the language skills, most of them really agree that the ESP teachers should focus more on Listening (52.2%), Speaking (65.2%), and Reading (69.6%). Whereas, 52.2% respondents agree that they should focus on Writing. In addition, in terms of language components, most respondents (52.2%) really agree that teaching vocabularies are substantially emerging.

The next part is about teaching and learning activities. Figure 3 shows that according to the IT teachers (65.2%), individual presentation, role play related to the real life situation, and mini projects are likely practically suitable for the students' needs. Another appeal activity is asking the students to find a solution over an IT related problems or a case study (60.9%). Moreover such activities as group discussion and presentation (47.8%) are slightly more favorable than lecturing (43.5%).

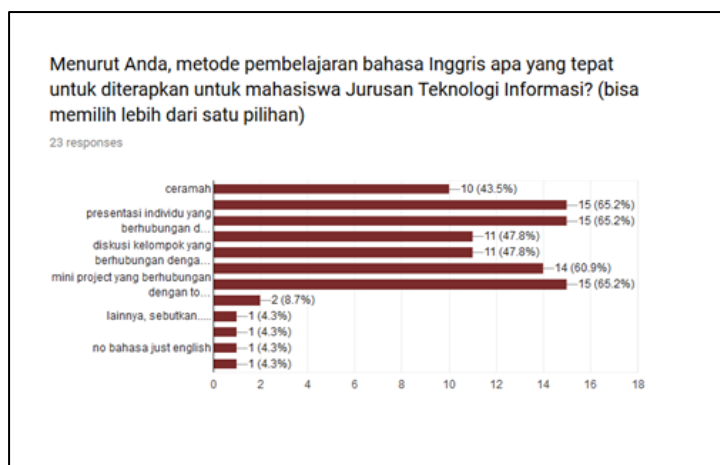


Fig. 3: Teaching methods for the IT students.

The next part of the questionnaire is about the list of IT related topics should be included in the module. The topics given in the questionnaire are taken from the available designed and applied modules. From the responses, it can be concluded that the most suggested topics are programming, computer application, careers in IT, and recent development in IT (60.9%). The next suggested topics are networking and e-commerce (56.5 %) and database, computer security, and

multimedia (52.2%). The less suggested topics are website and IT support staff (43.5%) and e-publishing and work health and safety (30.4%). Moreover, one respondent states that all the topics mentioned are all suggested and the other one adds a topic related to IT public relation.

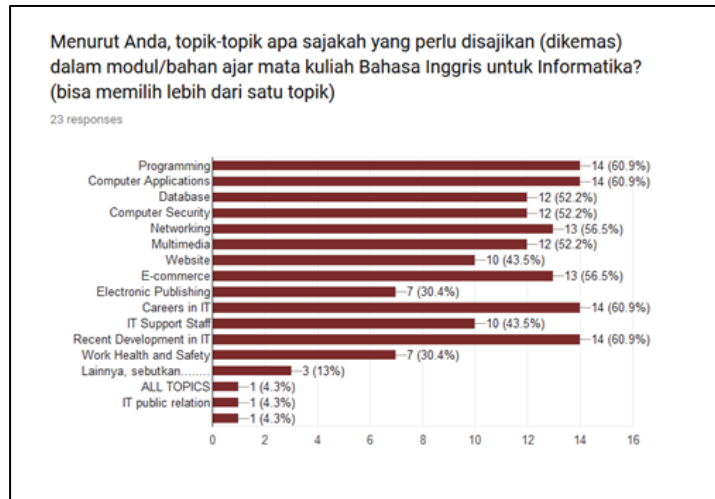


Fig. 4: The relevance of the topics on the English courses for IT.

In terms of assessments, the respondents are given lists of the usual ones conducted. To the IT teachers' perception, the most engaging assessments are in form of individual presentation (91.3%). The next types are consecutively listed as follow, essay (69.6%), multiple choices (56.6%), group presentation (52.2%), and true/false (30.4%).

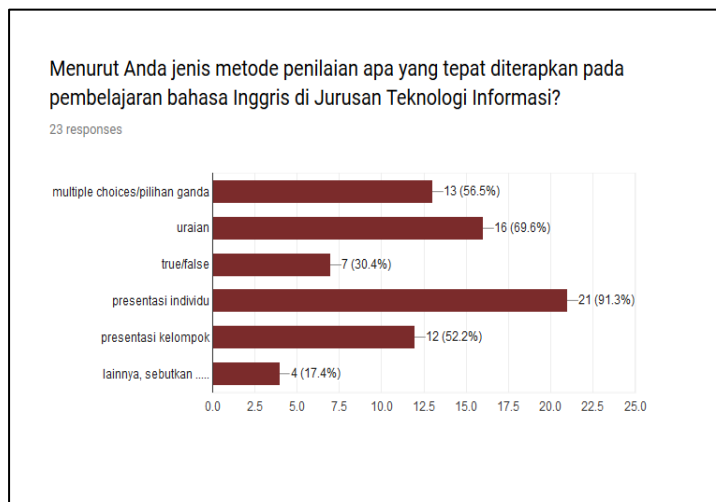


Fig. 5: Type of assessments for the IT students.

From the data taken from both interview and questionnaire, it can be deduced that the teaching and learning practices in the IT department, which is implementing ESP method is mostly appealing to facilitate the students to develop their language skills and components. The classroom activities are regarded relevant to suit the students' needs since they are in somehow close to real life situations. Thus, it may be said that ESP is closely significant with the concept of

technical and vocational education (Flowerdew, 2013) in this case, an IT related job. The improvement lays upon the needs to provide students with updated materials, thus regularly revising the materials, especially reading texts, is likely substantial. Furthermore, the students also needs to be constantly encouraged and motivated as well as given opportunities to explore their English skills more, not to mention all the staffs in the department (teacher and administrative ones).

These results are consistent with the findings of the study by Lee (2016) investigating the learners' perspectives of perceived needs on their ESP (English for Specific Purposes) course at a university of technology. They indicated that the extent of ESP needs perception held by the students was very high, about 80% of students thought ESP courses are useful and helpful for the future job. In addition, the English skill needed most was writing skill and students with the higher English proficiency held significant difference from the lower on interest in English learning.

The results are also relevant to the study by Indrasari (2016) revealing that it is crucial to design a language teaching for the students of the Physics Education Department with relevant contexts in order to gain effective and beneficial teaching and learning process for their professional purposes.

THE IMPLICATIONS FOR THE IMPROVEMENT

Based on the results. It implies that for further materials development, the syllabus and curriculum development, as well as the teaching practice, there are some things that needs to be highlighted:

1. There is a need to update some parts of the learning materials. In general, the learning materials used in the classroom has already reflected the suggestions given by IT teacher. However, there are also a few things that needs update. For example, in English for Informatics 1 Module, there is a topic on Computer Architecture that discuss on the way to read an advertisement that is related to PC specifications. The PC description used here is from an old-fashioned PC, from which far in its time is a high-end PC with Intel Pentium 4 processor attached. This needs to be updated with the latest specs in the market to let the students know how advanced the technology is. Moreover, it is also a good idea to compare the latest specs of PC or laptop with the older version to provide references on how technology has changed vastly.
2. Topics on IT-related courses offered in the same semester will help students understand the subject matter better since the background knowledge can help them easily relate it. Assigning students to join an IT forum with English as a means of communication can also enrich their experience and in turn will boost their confidence in the language classroom practice.
3. One of the most feasible ways to encourage students in using English is by getting them used to in using it through the visuals. Getting them used to reading signs written in English can be a great assistance. Students can also be encouraged by immersing themselves with international students, since the department initiating the program for international class since this semester. This will for sure boost their confidence in using more English in a daily basis. By getting enough confidence, further, "Kampung Inggris JTI" can be executed.
4. Participating in both national and international competitions can also be used as a means of encouraging students to be eager to learn and practice English

more. This should be emphasized with the motto on “Sometimes you win. Sometimes you learn.” since the initial goal is learning not just for winning purposes as winning is considered as a bonus.

CONCLUSION

From the discussion above, it can be inferred that the implementation of ESP in the IT department is well executed and considered relevant with the students’ needs in the world field as well as supporting the institution as the one practicing Technical and Vocational Education and Training (TVET). Moreover, in order to meet the needs of students in vocational learning which includes applied theory and applied mastery is important. The regularly updated materials are necessary since the IT field is developed very fast. Moreover, the needs to give more exposures is also appealing to deploy the students’ motivation and courage in improving their competences. The improvement from the perspectives of the teachers was needed concerning language aims, teacher input, procedure, learner output, learning outcomes, evaluations, language level required, preparation and materials, duration and suggestions for follow-up work was still needed. Therefore, the role of ESP teachers is a vital point in helping students to nurture their abilities in English. They should have a sound understanding of the course content because the ESP teacher is not mastered in the field, but in teaching English. This is done by the support of the content teachers, i.e. IT teachers.

A further similar study is suggested to be highly valuable to needs analysis researchers in any learning context (either occupational or academic). More particularly, it will be an invaluable resource to English language practitioners in Indonesia’s higher education contexts who have been forced to match their courses and teaching practices with the tenets of the *Kerangka Kualifikasi Nasional Indonesia* (popularly known as KKNI), a framework of working qualification classes which juxtaposes, equalizes, integrates education sector and training and working experience in order to grant working recognition of competences in accordance to the position of employment in different sectors (Hafidz, 2014).

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TEACHING ENGLISH TO THE UNIVERSITY STUDENTS BY USING “WALL MAGAZINE” MEDIA AS A PROJECT BASED LEARNING

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Abstract: This research is to describe the implementation of Project-based Learning by using the media of wall magazine as the students' project in teaching English to the students of STIE AAS Surakarta. This study is descriptive qualitative research. From the result of this research, there are some steps in implementing project-based learning, they are 1) Setting the stage for students with real-life samples of the projects they will be doing. 2) Taking on the role of project designers, possibly establishing a forum for display or competition. 3) Discussing and accumulating the background information needed for their designs. 4). Negotiating the criteria for evaluating the projects. 5). Accumulating the materials necessary for the project. 6). Creating their projects. 7). Preparing to present their projects. 8). Presenting their projects. 9). Reflecting on the process and evaluating the projects based on the criteria established. By using wall magazine also bring some advantages for the students in their learning process. Project-based Learning shows the students' participation of their competitive work in class and gives the students opportunities to share their individual opinion and information with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allows the students to be more creative in learning English.

Keywords: *Project-based Learning, writing, wall magazine*

INTRODUCTION

English as an international language for communication in the world. It is used for almost all aspects of human life, such as in education, mass media, business, sports, science, economy, law, technology, culture and many more. Many countries and including Indonesia realize that it is urgently needed by the people to be able to compete with other countries in a global context. Therefore, the knowledge and skills of English are highly valued in daily life. In the educational field, English also becomes the most important language that must be learned. Many people in many countries use English as their first foreign language, even their second language. Besides, the students need to master this language in order to be able to face the competition because English covers any fields.

As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level up to university level. They are introduced as a basis of English as a language at the kindergarten level. Therefore, studying English is not a new thing for junior high school students, but the fact shows that

they still find some difficulties in using it. As we know that their first language is Indonesian which has a contrast difference with English such as the using of grammar, vocabulary, pronunciation, etc.

The central role in succeeding English education in Indonesia is an English teacher. An English teacher has to have adequate knowledge and ability to teach English and be able to maximize the teaching-learning process in the classroom because the students have a very limited opportunity to learn English. An effective teacher should also master English skills to be able to teach English properly, such as reading, writing, speaking and listening skill. It is known that English has four language skills which cover listening, speaking, reading, and writing. Each of those aspects must be mastered by the students.

In this case, the teacher must find some appropriate methods, approaches, techniques or strategies which can be applied for teaching writing in the classroom. Actually, there are many approaches including project-based learning which can be used by the teacher because many research findings say that this method is effective to use in teaching writing skill. In addition, project-based learning offers a directional method which grants authentic learning assignments grounded based on the learners' personal interest (Grant, 2011). Furthermore, Markham (2011) describes Project-based Learning as the application of knowing and doing. PBL does not emphasize education from the core of the curriculum but it focuses more on the education of the students which cannot be taught out of a textbook but must be activated through experience such as passion, creativity, empathy, etc. In this case, by bringing real-life context to the curriculum, students are encouraged to become independent workers, critical thinkers, and lifelong learners.

In this study, the researcher uses a wall magazine as students' project in English teaching writing. Nursisto (1999) explained that wall magazine is one of written communication media. It is called a wall magazine because it is presented on the wall. The visual presentation of wall magazine can be seen in a form of written, picture, or the combination of both. In-wall magazine, people can organize the content creatively and arrange it attractively.

Wall magazine usually tangible physical form sheets of plywood, cardboard, or other materials of diverse sizes. However, people can customize the size based on their need. Moreover, on the wall magazine, the students can add everything and decorate creatively as interesting as possible. In this case, the use of wall magazine as a students' project in the teaching writing descriptive text can give another experience to the students. By giving this such project, a teacher is not only promoting and developing the students' writing skill but also their creativity. The project in Project-based Learning emphasizes the learning by doing through experience which builds students' creativity, enthusiasm, empathy, etc.

In English teaching and learning context, there are many methods or techniques which offer solutions to the writing-related problem. It becomes a challenge for the teachers to implement Project-based Learning in the teaching and learning process. It is potentially in motivating, empowering and challenging for them since it offers an interesting teaching-learning process through project development. Therefore, the problem of the research is to describe the implementation Project-based Learning by using wall magazine as students' project in teaching writing to the students of S1 Accounting of STIE AAS

Surakarta in academic year 2017/2018. By considering the identification of the problems above, the researcher decides to only focus on the implementation of the method.

Definition Project-based Learning

Thomas (2000) states that Project is complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. Thomas (2000) adds that project-based learning requires complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.

In Project-based Learning, the students are the ones designing the project and planning what needs to do to carry it out (Patton, 2012). It is a method in which the students are learning through a project that is decided by themselves with the help from teachers so that they can be actively engaged in the learning process. It is an instructional model that is based on the constructivist approach to learning, so the teachers find many advantages. They believe that it enables them in teaching skills beyond the content, making learning more personalized and more varied, and teaching academic content more effectively (Ravitz, 2008). In addition, they perceive Project-based Learning can build students' creative thinking skills as they acquire a deeper level of learning and understanding of the subject-matter (Akinoglu, 2008).

Project-based Learning is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role. The activities are called project works (Fried-Booth: 2002). Furthermore, Harris and Katz (2001) state that it is student-centered learning which leads the students to investigate a topic worth through the process of learning outcomes both individually or cooperatively. It engages the students in gaining knowledge and skills through structured tasks and designing products carefully (Thomas et al: 2002).

Poonpon (2011) states that project-based learning is suitable with the English teaching and learning need as project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Furthermore, Solomon (2003) emphasizes that project-based learning focuses on learning through student-centered, interdisciplinary, and integrated activities in real-world situations. In project-based learning, students are responsible fully for their own learning. Project-based learning concerns on the learning activity based on real-world problems and challenges that require students to work as a team through meaningful activities and result in a final product (Simpson, 2011). Stoller (2002) also adds that project work is a part of cooperative learning. It allows students to work on their own, in a small group, or as a whole-class. Throughout the process, the students share their ideas, resources, and expertise.

Based on the definitions above, it can be concluded that project-based learning is a teaching method which involves the students both individually and collaboratively in a series of phases to develop the final product through which

the students have opportunities to construct their knowledge and practice their skills. It reinforces them to construct knowledge without reliance on rote memorization, it involves challenging activities to exert learners' sense of creativity, cooperation, and motivation, and provides a high frequency of interaction.

Characteristics of Project-Based Learning

There are some characteristics of Project-based learning, as follow:

1. Project-based learning is authentic learning.

Project-based learning enables students to experience relevant and real-world task. Through project-based learning, students are exposed to real-world situations while they complete their project (Markham et al., 2003). It makes students' learning meaningful as they link their prior knowledge to their current study based on the real situation.

2. Project-based learning is student-centered.

Project-based learning focuses on students to be an active learner. It gives students wide opportunities to discover the solutions of the project using their skills and knowledge. In project-based learning, the students are responsible for their own learning (Savery, 2006). Moreover, through project-based learning, students are urged to plan, complete, and present the task (Simpson, 2011).

3. Project-based learning is cooperative.

Through project-based learning, the students can work together as a group. Learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. In project-based learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006).

4. Project-based learning leads to the integration of skills.

Project-based learning assimilates students' skills and knowledge. Stoller (2002) states that through project-based learning, students need to process information from various sources. The tasks are given project-based learning also mirrors real-life tasks. Project-based learning entails students to merge their knowledge and skills to be able to complete the given task. The students need to learn, practice, apply, and extend these skills as part of the project design.

5. Project-based learning culminates in an end product.

Project-based learning results as a final product. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Through the final product that the students produce, the students will get the real sense of achievement as they have something which can be shown as the indication of the progress they make (Phillips et al., 1999).

Benefit of Project-Based Learning

Project-based learning has several advantages, particularly when it is conducted in the context of learning English as a foreign language. Here are some

benefits of implementing project-based learning in the English teaching and learning process:

1. Project-based learning increases autonomous learning.
Project-based learning asked the students to learn independently. In project-based learning, the students are asked to work on their own while the teacher's role is limited to students' facilitator.
2. Project-based learning develops higher order thinking skills.
In project-based learning, the students will have to deal with problem-solving activities which reflect the real-world situation. Project-based learning requires students to solve problems using a higher order critical thinking skill (Fragoulis, 2009). Project-based learning helps students to think critically to solve the problems as well as to produce the final product.
3. Project-based learning increases motivation.
Project-based learning increases the students' motivation to learn and to study. Through the project is given, they are stimulated to work hard to produce the final product. Stoller (2002) states that project work is potentially motivating, stimulating, empowering, and challenging. It builds the students' intrinsic motivation and commitment which leads students to get involved in the learning process (Simpson, 2011). Project-based learning usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Ponpoon, 2011).
4. Project-based learning based on authentic learning
Since project-based learning is based on the authentic learning and real-world situation, the students will find that the given project is meaningful to them. Hence, it can draw students' interest, motivation, engagement, and enjoyment of the activities and the learning process (Fragoulis, 2009).
5. Project-based learning is suitable for mixed-ability classes
A classroom may consist of students with different kinds of ability, interests, and needs. So, the project work is suited to the classroom with the variability of the students as it can bridge students to work together. By doing the project, each student will be able to take parts in the lesson and participate in the project.

The Steps of Conducting Project-Based Learning in a Language Classroom

Project-based learning has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teachers to guide the students in developing the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project-based learning and functions as the foundation to carry out the project-based learning process in the classroom.

According to Layman (2009), there are nine steps in implementing Project Based Learning, as follows: 1) Setting the stage for students with real-life samples of the projects they will be doing. 2) Taking on the role of project designers, possibly establishing a forum for display or competition. 3) Discussing and accumulating the background information needed for their designs. 4). Negotiating the criteria for evaluating the projects. 5). Accumulating the materials necessary for the project. 6). Creating their projects. 7). Preparing to present their

projects. 8). Presenting their projects. 9). Reflecting on the process and evaluating the projects based on the criteria established. The last, the teacher and the students reflect every process in conducting the project by giving comment or feedback. Besides, the teacher must give the evaluation of the project based on the criteria given. So, the students can reflect their own ability and improve the lack of experiences.

Wall Magazine

Nursisto (1999) explained that wall magazine is one of the written communication media. It is called a wall magazine because it is usually presented on the wall. The visual presentation of wall magazine can be in the form of written, picture, or the combination of both. In-wall magazine, people can organize the content creatively and arrange it attractively. Wall magazine usually tangible physical form sheets of plywood, cardboard, or other materials with diverse sizes. They are a relatively large size is 120 cm x 240 cm. However, people can customize the size based on their need.

Moreover, on the wall magazine, the students can add everything and decorate creatively even uniquely as interesting as possible. In this case, the use of wall magazine as a students' project in the teaching writing descriptive text can give another experience to the students. By giving this such project, the teacher is not only promoting and developing the students' writing skill but also their creativity. Then Project-based learning emphasizes the learning by doing through experience which builds students' creativity, enthusiasm, empathy, etc.

METHOD

This study is designed as descriptive qualitative research. Qualitative research is focused on the description and explanation of the phenomenon which is happened in the environment. It is emphasized in descriptive data which is produced by using a qualitative approach. Basically, most part of qualitative research is collecting the data naturally. It means that the researchers do not manipulate the situation. In this case, this research describes the implementation of project-based learning that is used in teaching English. Moreover, the teacher used wall magazine as a project for the students to be done. This condition attracts the researcher to observe and report it in the study. It is about the implementation of project-based learning by using wall magazine as a students' project. The objectives of this study are observing and collecting information as many as possible of the phenomenon in the field.

The subjects of study are the students of S1 Accounting of STIE AAS Surakarta in academic year 2017/2018. There is a reason why the researcher chooses the class as the subject of this study because the researcher's attention to observe the implementation of project-based learning by using wall magazine as students' project in teaching English. The teacher was observed as the subject who implements project-based learning by using wall magazine as the students' project. The observation from the teacher's activity in the classroom is used to describe all the process during teaching and learning activity. Moreover, the researcher observes the students from their project of wall magazine. By doing this, the researcher can describe the students' ability after involves the implementation of Project-based Learning in the classroom.

According to Ary *et. al* (2010), there are three techniques in collecting the data; observation, interview, and document or artifact analysis. In this research, the researcher only uses an observation technique. The researcher here observes how the teacher/lecturer implements project-based learning in teaching English. During the implementation of the action, the researcher acted as a lecturer who implemented it as well as acted as an observer who observed the action. In identifying any possible change of behaviors during teaching and learning with this innovative approach, the observation was also undertaken. During the observation, some important behaviors happened noted during the activities. The documents or products made or collected by the students from the website are collected too for analysis.

To analyze the data in this study, the researcher followed Miles and Huberman's theory (1994) who broke down the analysis of qualitative data into three processes are namely data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the field notes, transcription, or other raw data. The last, the researcher draws the conclusion of the findings.

RESULT AND DISCUSSION

The Implementation of Project-Based Learning

The problem of the research is to describe the implementation of Project-based Learning by using wall magazine as students' project in teaching writing to the students of S1 Accounting of STIE AAS Surakarta in academic year 2017/2018. By considering the identification of the problems above, the researcher decides to only focus on the implementation of project-based learning. Then, in this research, the researcher only uses an observation technique. Here, the researcher chooses Project-based Learning as the best technique or method in teaching English. The researcher acts as a lecturer uses wall magazine media as the project.

The teacher tries to stimulate the students by giving the real example of Part of Speech. After that, to enrich the students' comprehension of English. The researcher explains about material theoretically such as the example of Part of Speech such noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Furthermore, the activity of writing is started when the researcher teaches the students how to arrange English learning material in sequences. The implementation of Project-based Learning wall magazine as the project based on the theory from Layman (2009) as follows:

The first step, the researcher sets the stage for the students with real-life samples of the projects "Part of Speech" they will be doing. In this case, the teacher gives the students a real example of wall magazine that is decorated and organized very well. Therefore, they are interested to see the example on that wall magazine.

The second step, the researcher takes on the role of project designers, possibly establishing a forum for display. The second stage is the researcher lets the students design their project. They have the opportunities to decide plan with their creativity in the project. The researcher lets the students took their role as project designer. They have a chance to plan and design their wall magazine with

their writings on it. At the same time, the researcher changes his role to become a facilitator who monitored and facilitated them. During the observation, the researcher finds that the students in their groups can involve their selves in this stage well.

The third step, the researcher discusses and collects the background information needed for the designs. In the third stage, the researcher asks the students to discuss and accumulates some information about the project. After designing the project, the students are allowed to discuss the plan of the project with their friends/member of the group. They need to collect as much as information needed for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity. By accumulated important background information, they have to read some sources as many as possible. Automatically, it increases their knowledge base and improved their writing skills.

Fourth step, the researcher negotiates the criteria for evaluation of project-based learning. Each project has the criteria to be evaluated for the assessment process. In this stage, the researcher and the students negotiate the criteria of the project. It means that the students have to fulfill the criteria given to reach perfection in finishing the project. Therefore, the competition atmosphere will be created between the students. The criteria are needed to assess the result of the project. Hence, the teacher needs to draw a brief requirement of the assessment. By giving them, it creates a competitive atmosphere in the classroom. Every student is motivated to present their final project.

In the fifth step, the researcher accumulates the materials necessary for the project to create a perfect result of the project. The students need to collect the necessary materials to conduct it. They have to be ready with all the important tools which help them in finishing the project. After given the criteria, the students are asked to collect the important material. It is needed to ensure that the students are ready for the project. In this stage, the teacher has a role to check the necessary materials which are brought by the students.

In the sixth stage, the researcher asks the students to start creating the project. Furthermore, on the next stage, the teacher asks the students to create the project immediately because of the limitation of time given All of them are looking busy in conducting the project. However, the teacher can handle the situation. In the process of creating the project, the students work together with their friends. Through this kind of activity, they can enhance professionalism and collaboration among colleagues, and opportunities to build relationships with the students (Thomas, 2000).

In the seventh step, the researcher gives a little time for the students to prepare their selves in presenting their final project in front of the class. They must ensure that the project is ready to be presented. Through the limitation of time, the teacher can handle the time management and can assess them by seeing the accuracy time needed for the group in finishing the project.

In this stage, the students must show the project and present it to their friends in front of the class by describing a brief description of the project. They can deliver their thought freely in the presentation. The students' turn to present their wall magazine. The presentation is a short description of the result of the project. Every member of the group has to give a short explanation and deliver

their thought about it. By doing this activity, it can build communication skill for the students as stated by Grant (2011).

The last step, the teacher and the students reflect and evaluate the project and every process in conducting the project by giving comments or feedbacks. Besides, the teacher gives the evaluation of the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack of experiences. The teacher gives a brief evaluation to show the lack and the excess of the students' project. The teacher gives suggestions, motivations, and advice before closing the class. By doing those things, the students would be more enthusiastic and responsible for what they had done.

From the implementation of project-based learning, the students' participation shows through their competitive work in class. They finish the project seriously and they are motivated to study. Project-based Learning gives the students opportunities to share their own opinion and information with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allowed the students to be more creative in learning English, especially in writing. So, the teacher and the students agreed that project-based learning of communication help students learn communication more effectively with a positive attitude and the researcher is satisfied. However, there are weaknesses related to the implementation of Project-based Learning in teaching English especially writing skill. During the implementation of the project, some students still feel ashamed in presenting their project result in front of the class.

In conclusion, the stages of the implementation of project-based learning are completely done by the teacher. From the result of this research, the project of wall magazine brings advantages for the students in their learning process. Basically, they can learn writing from many sources such as from newspaper, magazines, internet source etc. Through this technique, the students are given a problem or challenge as a means of gaining new knowledge or skills. Because Project-based learning is a student-centered approach, it requires students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages students in critical thinking and also enables students to work cooperatively with others.

CONCLUSION

Project-based learning is a teaching technique in which students are given a problem or challenge as a means of gaining new knowledge or skills. Project-based learning is a student-centered approach as it requires the students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages the students in critical thinking and also enables the students to work cooperatively with others. The stages of the implementation of the project-based learning are completely done by the teacher.

From the result of this research, the project of wall magazine brings advantages for the students in their learning process. Basically, they learn writing from everything sources, but they need something to build their confidence. The group works and discussions during the project development positively influenced their involvement. Moreover, the group works and discussions which consisted of students' with divergent proficiency encouraged them to interact with one

another. In addition, it enhances their affective aspects in which they could build a positive relationship among students. The students' participation shows through their competitive work in class. Project-based Learning gives the students opportunities to share their individual opinions with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allowed the students to be more creative in learning.

SUGGESTION

According to the conclusions above, there are some suggestions given. First, for the teacher, the findings give opportunities to the teachers to teach creative, and innovative in teaching English. The teacher must be a good facilitator, counselor, and resource. In the implementation of project-based learning, the teacher should manage the time for teaching English much better than before. The teacher tries to explore more about the project that can be used in another implementation of project-based learning in order to motivate the students to learn more. The teacher can use another kind of projects to give more opportunities to the students to explore their language competence. For the students, they can explore their selves in enriching their English skill. In conducting the project, the students should be more creative in developing their ideas and thinking through the project. For another researcher, it is also suggested to be able to conduct the same research. The researcher also hoped that this research can give a great contribution to deepen and widen the researcher's knowledge of the use of Project-Based learning approach.

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EVALUATING THE ENGLISH TEXTBOOK FOR YOUNG LEARNERS

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Abstract: Evaluating the English textbook used at one of the National Plus Schools in Surabaya (SNA), this study aims at finding out whether “*My Pals are Here!*” fulfill the objectives of teaching English and whether it is designed according to the principles of Teaching English to Young Learners (TEYL). Further, the instrument of this study was the researcher herself and equipped with an Evaluation Checklist by Bilash (2009). Also, an interview with a teacher who has used that book in class provided for this research. Using the checklist, it was found out that “*My Pals are Here!*” is in accordance with the objective of teaching English at SNA, which is to help learners to be able to use English for communication especially orally. “*My Pals are Here!*” is also fulfill the principles of TEYL.

Keywords: *English textbook, textbook, young learners*

INTRODUCTION

In Surabaya, there are many preschools and elementary schools with the label of International School or National Plus Schools. Those schools use different kinds of the curriculum such as Cambridge, Montessori, International Baccalaureate (IB), and International Primary School Examination (IPSLE). Besides, those schools also use English textbooks and English as a medium of instruction in class. There is a tendency, those schools tried to get more students with International Curriculum. The teachers in the school are foreigners, for example, Filipinos, Singaporean, American, and British.

These teachers are forced to follow a particular book decided by the school’s curriculum. The teachers do not have the chance to choose the book which is appropriate with the school curriculum as well as for the students. However, as has been mentioned by the writer, the teachers still do not know how to evaluate a textbook. Thus, principals, teachers, and the coordinator of courses must have the ability in choosing the most suitable English textbook for the students. If they are unable to choose the right textbook for students, then the English teaching-learning process will be failed.

One of the National Plus Schools in Surabaya called SNA has been using an English textbook named *My Pals are Here!*. This book has different series from Primary 1 (P1) to Primary 6 (P6). It has been observed that the teacher often tries to find supplementary materials from other sources, for instance: the internet. Therefore, the book of *My Pals are Here!* was evaluated in two aspects: (1) whether *My Pals are Here!* is in accordance to the objectives of teaching English

at SNA; (2) whether *My Pals are Here!* is designed according to the principles of TEYL.

The Principles of Teaching English to Young Learners

One of the experts in the field of teaching English to young learners, McCloskey (2002) mentioned that there are seven principles related to TEYL:

1. Providing young learners with different kinds of activities so that they can learn best when they enjoy the activities;
2. Helping young learners practice and develop language through collaboration;
3. Integrating the four skills with content;
4. Providing clear aims and feedback on student's performances;
5. Using well-prepared activities;
6. Providing intelligible input with scaffolding; and
7. Validating and integrating home language and culture.

Halliwell (1995) also stated about children's characteristics. First, young learners are creative in using their limited language resources. Second, they are also good at clarifying meaning without necessarily understanding the individual words. The third characteristic of children is they like interesting real tasks. Fourth, children also use their imagination and fantasy when playing together or even alone. The last characteristic is, by nature, children like talking and very active.

All of these characteristics are fruitful for language learning. Thus, teachers must be wise and creative in helping young learners in learning English. The characteristics of young learners and teaching principles must be taken into considerations when choosing a course book for young learners.

The Use of Textbook in Primary Education

It is necessary to emphasize that there is no ideal textbook for teachers and learners and ideal in every teaching situation. Furthermore, many teachers are required to use textbooks in a classroom. On the other hand, in some schools, there are some teachers reject the textbook approach for learning and wish to make changes to the textbook they need to use. Before using the textbooks, teachers also are supposed to join the training in modifying textbooks. For the students, the textbook is one of the most important sources they have with the language. It guides and helps them to organize their learning. It is also helpful to involve students in the process of adapting textbooks.

Graves (2000:175) defined that the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning. The use of textbooks in teaching has both advantages and disadvantages. These are the following advantages of using textbooks:

- a. It provides a set of classroom activities and helps the teacher in finding or developing materials.
- b. It provides with evaluation tools for assessing students' learning.
- c. It provides a course syllabus about what will be learnt.
- d. It may include supporting materials such as: CD, video, worksheets and teacher's guide.
- e. It provides a road map of the course.

However, textbooks also have limitations, which can lead to teachers' and students are not satisfied with the lesson. These are disadvantages of using textbooks:

- a. The content may not be at the right level for the students.
- b. The examples may not be appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students

Evaluation of an English Textbook

An English textbook must be evaluated since not every textbook is appropriate to use for teaching. O'Neill (1982) stated that textbook represent the visible heart of any English program of the language input learners that they receive in the classroom. A good teacher can evaluate the textbook by identifying the strengths and weaknesses based on the objective of teaching. As Pinter (2006) mentions, one obvious purpose of an evaluation can be used to identify in which the available textbook can be supplemented or to propose a better textbook by replacing the old one with the new one. In addition, as Richards (2001) suggested that textbooks may provide the basis content of the lessons, and language practice for the students to take part in. In other situations, textbooks may also supplement the teacher's instruction in a classroom.

In selecting the materials suitable for young learners, teachers must prepare the children with fully formal language teaching (Brewster, 2007). Besides, teachers also focus on evaluation and select a suitable textbook for young learners. According to Dickinson (2010), the evaluation can be done by using an evaluation checklist, covering these following areas: Design and Layout, General Appearance, Language Skills, Language Content, Activities, Methodology, Topic Content, and Assessment. That's why it is very beneficial to review Blush's theory (2009) about criteria for a communicative activity in evaluating the activities in the textbooks whether to meet the criteria or not. She also mentioned that the activity must be interesting in order to motivate young learners in completing the target language.

SNA Profile

SNA is a National Plus School for children and teenagers managed by Maspion Group with the Singapore curriculum, located in Sidoarjo, East Java, Indonesia. SNA uses a Singapore-based curriculum. The students mainly speak English as its first medium instruction, however, they still have chances to speak Chinese and Indonesian language during Chinese and Indonesian classes.

SNA helps young learners to learn English and to be able to use English for daily communication. Since 2010, SNA implemented Singapore Primary School Curriculum based on the Singapore Ministry of Education. In completing the primary education, the students sit for the Singapore International Primary School Leaving Examination (IPSLE). There are six levels in SNA, from Primary 1 to Primary 6. The data shows that SNA has 180 students spreading in 12 classes with 3 instructors for teaching English. For the sake of the young learners' intensive learning, each class consists of maximally 15 pupils. The scheduling system applied is a twice-a-week for English subject in the morning, each in 60 minutes.

METHOD

This study is a descriptive study. The survey form is used to describe a textbook, interview, and questionnaire. The subject of the study is an English textbook for young learners, *My Pals are Here!*. The book consists of a workbook and a teacher's book. This book is from foreign publishers.

The instrument of this study is the researcher herself. According to Bilash (2009), criteria for a communicative activity is used to evaluate the activities in the textbook. An interview with the teachers is also used in order to gain valid data. These are the questions of the interview:

1. Do the activities in *My Pals are Here* encourage the students to be active in the classroom?
2. In what aspects do *My Pals are Here* need to be supplemented?
3. Does the methodology in *My Pals are Here* help the young learners to be active in the classroom?
4. Are the vocabularies in the book suitable for the students' level?
5. Do the activities help the students to speak more using English in class?

The evaluation check list is done by the researcher based on the Bilash's criteria checklist. In addition, for the triangulation of the data, the teacher who has used the textbook was also asked to fill in the Evaluation Checklist. The criteria includes general appearance, layout and design, methodology, activities, language skills, language content, topic content, teachability and flexibility, assessment, and practical considerations. The following criteria can be seen below, adapted from Dickinson, Pinter, and Brewster (2007):

1. General Appearance

- a. The book cover is attractive to young learners
- b. The font size and type are appropriate for young learners
- c. The book contents and workbook materials look fun and interesting to young learners

2. Layout and Design

- a. The book includes a detailed overview of the structures and vocabulary that will be taught in each unit
- b. The layout and design is clear
- c. The textbook is clearly structured
- d. The learners can easily see what they have to do
- e. The illustrations are varied and attractive
- f. The illustrations stimulate learners to be creative

3. Methodology

- a. The suggested methodology is learner-centered
- b. The suggested methodology in presenting new language items are suitable for young learners
- c. The materials can be easily adapted to suit various approaches

4. Activities

- a. There are sufficient activities and tasks which are interesting in themselves and not just for language production activities
- b. There are plenty of activities for children who cannot yet read and write with confidence
- c. There are plenty of varied practice for any one set of language items /skill

- d. The activities provide opportunities for real language use and possibilities for language interaction
 - e. The activities incorporate individual, pair and group work
 - f. The activities promote creative, original and independent responses
 - g. The activities are conducive to the internalization of newly introduced language
 - h. The activities can be modified or supplemented easily
- 5. Language Skills**
- a. The materials provide an appropriate balance of the four language skills
 - b. There is sufficient material for integrated skills work
 - c. Listening material is well recorded, as authentic as possible, and attracts the interest of young learners
 - d. There is sufficient range of interesting, level-appropriate reading material
- 6. Language Content**
- a. The language used in the book is sufficiently authentic
 - b. The language used is at the right level for my students' current English ability
 - c. The language functions exemplify English that students will be interested in and likely to use
- 7. Topic Content**
- a. The topics are realistic and likely to appeal to young learners
 - b. The topics are relevant and encourage learners to express themselves
 - c. The topics encourage independent thinking and active learning
 - d. The book avoids cultural/racial/sexual stereotypes
 - e. The topic reveals clearly what students are expected to learn in that unit
- 8. Teachability and Flexibility**
- a. The book provides sufficient support, such as CDs, cassettes, DVD, flashcards, posters to help students get a clear input
 - b. The book is suitable for mixed ability classes and classes of different sizes
 - c. The teacher still has to supplement the coursebook with materials from other sources
- 9. Assessment**
- a. The book provides adequate opportunities for learner assessment
 - b. Adequate assessment materials such as progress tests are included or easily obtained
- 10. Practical considerations**
- a. The book is affordable for the parents to buy
 - b. The book is available in the bookstores

Also, the teacher was interviewed to get supporting data. The researcher evaluated the book by using the Bilash' criteria checklist and the Evaluation sheet. The data was analyzed and interpreted by using Bilash' and Evaluation checklist. The result of the interview was transcribed to get more supportive data.

FINDINGS

The objective of teaching English at SNA is to help young learners to be able to use English for communication. Thus, the criteria of this study were used

to evaluate the textbook in accordance with the objective of teaching English at SNA since mostly activities in the textbook meet the criteria of a communicative activity (Bilash, 2009). Most of the activities used authentic materials and involved the interactions of the students in the classroom. Meanwhile, the instructions are given in the target language and that is in English. In the efforts of finding out whether *My Pals are Here* is designed according to principles of TEYL, based on an Evaluation Checklist adapted from Brewster's, Dickinson's, and Pinter's.

ASPECTS/BOOK	My Pals are Here
General Appearance	Cover and content are suitable for the children.
Layout and Design	The layout and design are full-colored and appropriate for the children. The textbook is designed clearly structured and it has eight units. Each unit consists of Listening, Speaking, Reading, Writing, Vocabulary, and Grammar.
Methodology	It is student-centered because it focuses on how young learners get involved in every task and also how they express their opinions in a creative way.
Activities	Different kinds of activities for each language skill provide chances for young learners to be active in the classroom. The language interaction in the classroom can be individual, pair, and group-work. Each unit has different activities, but still focus on the four skills and also vocabulary and grammar as well.
Language Skills	The textbook covers all the four skills and added with vocabulary and grammar activities.
Topic Content	The topics are designed with themes from the pupils' world of school, family, and friends. The following topics content are: <ol style="list-style-type: none"> 1. Going to School 2. My Family and Friends 3. Colors, Shapes, and Sizes 4. Caring and Sharing 5. Where I Live 6. Jobs People Do 7. On the Farm 8. What is in the Garden?
Practical Considerations	The book is made of with strong cover fine printing and high-quality paper. Also, the parents can afford the book in the bookstore at school though the price is quite expensive. However, the book is available at book distributors only. The book has a thick cover and paper.
Teachability and	The book provides with audio CDs and workbook. The

<p>Flexibility</p>	<p>workbook is provided with various additional exercises such as:</p> <ol style="list-style-type: none"> 1. Matching the words with the pictures 2. Finding the words 3. Finishing the crossword puzzle 4. Filling in the blanks with the correct words 5. Unscrambling the letters 6. Coloring the pictures 7. Rewriting the sentences using a capital letter and a full stop 8. Reading the short passage <p>The exercises reinforce lessons from the textbook and extend the pupil's learning. They are graded in terms of difficulty and become increasingly challenging as the units progress. The exercises are also challenging and requiring pupils to think critically.</p>
<p>Language Content</p>	<p>The language conventions taught in the textbook are reinforced in the workbook in the form of notes such as:</p> <ul style="list-style-type: none"> • Names begin with capital letters. • Remember to use a before words that begin with a, e, i, o, and u vowel sounds. • Remember that a sentence begins with a capital letter and ends with a full stop. <p>The language is also authentic because it can be used for daily communication outside the classroom.</p>
<p>Assessment</p>	<p>The textbook provides well-to-do opportunities for the learners in the form of reviews for each unit. The book of <i>My Pals are Here</i> also contains the workbook including exercises and an audio CD. Here, the function of the assessment is as a tool to check pupils' understanding.</p>

Table 1: Evaluation Checklist

Teacher's Books

The learning of English should be a fun and rewarding experience for the students. Through the *My Pals are Here*, the students learn the English language in a most enjoyable and enriching way. Pupils are given many opportunities to speak, read, and write in English. Learning becomes integrated as grammar, vocabulary and other skills for language use. They are also introduced to a wide variety of text types, such as: poems, letters, and instructions. The colorful illustrations are also designed to stimulate pupils' interest and imagination. The book of grade 1 is also provided with teacher's book. These are the following content of the teacher's book:

- a. Summary of contents and unit overviews to aid planning
- b. Detailed lesson plans including lesson objectives, answer keys and instructions make lesson planning and teaching simple

- c. Ideas and tips for warm-up activities, optional extension activities, and differentiated instructions help teachers enhance lessons
- d. Listening scripts and an Audio CD for the students' book and workbook provide pupils and teachers with a comprehensive learning package

Grammar Activities

In “*My Pals are Here!*”, grammar rules and language conventions are made explicit in the notes. Also, there are many grammar exercises, the grammar items are well sequenced and the difficult patterns are extensively explained in the teacher’s book. For example Grammar Language for Interaction. The teaching point is to encourage pupils to role-play helping out at home. They should ask questions in the form of “Can I...?” or “May I?” and answer, “Yes, you can.” or “Yes, you may.”

How does everybody help out in the family?

Mother cooks dinner.

A: May I help you, Mum?

B: Yes, you may.

Grandmother waters the plants.

A: Can I help you, Grandma?

B: Yes, you can.

Father washes the dishes

A: Can I help you, Dad?

B: Yes, you can

Grandfather sets the table

A: May I help you, Grandpa?

B: Yes, you may.

Table 2: Grammar Language for Interaction

DISCUSSION

From the findings above, it can be concluded that “My Pals are Here!” is suitable for young learners in several aspects, such as General Appearance, Layout and Design, Activities and Language skills. Lopez and Mendez (2005) mentioned that the criteria of a good textbook must be equipped with a cover containing the title, level, and author. Besides, the layout uses basic colors like green, yellow, blue, red, and not to use darker colors such as grey, purple and brown. Also, the pages are made of thick paper and contain colorful pictures. The font type of Comic Sans and size 18 are appropriate for young learners. The activities and language skills of “*My Pals are Here!*” are in accordance with the characteristics of young learners (Halliwell, 1995). The activities gave help the students to be more creative and also they are challenged to do the tasks in a class. In addition, the language skills focus on the four-skills that is starting from Listening, Speaking, Reading and Writing. The book is also supported by

Grammar and Vocabulary. The students do not see the difficulty in doing the work because it has simple instructions.

According to Gower (2005), the book of *“My Pals are Here!”* contains a well-balanced language work (Grammar and Vocabulary) and skills (Listening, Speaking, Reading and Writing). The teacher’s book is helpful in giving guideline how to use materials and it states aims and the objectives as well. Related to the methodology, Paul (2003) mentioned that children need to participate in every stage of the learning-teaching process in class. The activities in *“My Pals are Here!”* require students to do their work individually, in pairs, in groups interaction in oral and written. The activities are formed from easy to difficult, presented with different topics that are familiar with the students. The listening materials are also supported in the form of a CD.

CONCLUSION

From the findings above, it can be concluded that *“My Pals are Here!”* are in accordance to the objective of teaching English at SNA, which aims to help the young learners to be able to use English for communication. The textbook is designed based on the principles of Teaching English to Young Learners. The book has an additional plus point especially in the aspects of language content, topic content, grammar and teacher’s book.

SNA school consider *“My Pals are Here!”* as an important resource in the English lesson and is also available in the library. To speak more broadly, the researcher would like to give a suggestion for other teachers to be more careful in selecting a textbook. In choosing a good textbook for young learners, the teacher must consider layout, design and general appearance.

The qualifications above do not always guarantee that the content is like what is expected. Therefore, it is important to take time studying the content and other aspects of a book before deciding to use it. Besides, it is also beneficial to have a discussion with other teachers to compare some potential books by finding out the strengths and weaknesses of each. Finally, for further research, considering that there are some kinds of textbooks for young learners, it is recommended that other researchers should make studies in evaluating other foreign published books to contribute useful information to those who are involved in teaching English to young learners.

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ONLINE LITERARY TEXT USAGE ON THE STUDENTS' READING COMPREHENSION

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Abstract: Recently, the upcoming era, namely industry revolution 4.0 becomes trend topic and big issues. It has many roles in aspects of life. It can be recognized in teaching and learning process also. English practitioners, both teachers and students, should involve and master technology to improve their English capability or skills as the consequently. The research plays technology as a message of industry revolution 4.0 to encounter English teaching problem. The objective of the research is to find the effect of online literary text usage on the students' reading comprehension. The research methodology is using experiment with a factorial design. Data collection is obtained by examining reading comprehension test. One paired sample t-test acts to analyze the data. The number of sample is 40 students of 50 population number at Islamic studies program Sekolah Tinggi Agama Islam academic year 2017/2018. Random sampling works as technique of taking the sample. Data calculation and analysis shows that *Asymp. Sig. (2-tailed)* = 0.000 less than *Asymp. Sig. (2-tailed)* < 0.05 explaining that H_0 is rejected. It means that there is a significant effect of online literary text on the students' reading comprehension. Seeing the research result, it is suggested to English practitioners, both teachers and students, keep in touch online literary text to improve the students' reading comprehension.

Keywords: *literary text, reading comprehension, teaching reading*

INTRODUCTION

Enrolling of Industry Revolution 4.0 era, people must have some progress in their various aspects of life, mainly in education. It lets people to survive and reach their goal. The education and language has strong relationship for language skills assist educational success. Furthermore, Language supports one to do communication with others. English plays as means of communication among people around the world applied to do business, to get technology goals, education purpose, to improve cultural and science, so forth. Moreover, English competence has great role in career development, so students need to emboss their English in conquering industry revolution 4.0 era. Ghufroon as quoted by Rohida (2018: 114) stated "University or organization or personal can get through in Industry Revolution 4.0 era if they act 4C. First, *Critical Thinking*, we should act skeptic and critics. Second, Creativity, meaning that people must be able to create new innovation and inventions. Next, Communication, mainly in science and technology aiming at leading people to go public and avoid misleading. The last,

Collaboration, this is the power that can keep people in touch with relationship and understanding each other”

English can be mastered by several ways of teaching, but it has some obstacle. One of the main problems in learning English in formal education at university today is not learnt well by the students as if English is still regarded by frightening factor. Evidently, it can be seen by the result of the students' learn, they cannot master English well. This accomplishment of course, teaching learning activities are still using conventional, so it does not touch the students' need. It means learning the language is still dominated by the teacher centered and does not provide the access for students to develop independently. In many curriculum documents, the teacher needs to encourage the students to develop their students' skill in English.

Reading is concerning in this research because the experience states that the students' reading comprehension stand in low condition. He thinks that to answer this unsatisfactory output of reading, the education stakeholders, lecturers and students, should take a look at several possible factors. Such factors like lecturer's factor (the teaching approach, method, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

They are some factors affected the bad result of reading comprehension based on the writer analyzes in teaching and learning process, as follows: 1. The lecturer is using conventional method, 2. The students have no strong habit in literacy willingness, 3. Reading is a boring circumstances for some students. To encounter the obstacle, the lecturer observes the usage of online literary text.

The online literary text is one of up to date teaching media. It can be done by using computer technology as one of industry revolution 4.0 pillars. The students do not only learn it by lecturers' guidance, but also they still can learn it everywhere. This is because online literacy text is sustainable teaching media. The students just open the sites containing literacy text and read it, even read and listen it.

The online literacy text used in this research is short story. The students are engaged to get short stories in the computer. They are reading the text and even some can be read and listened also because the speaker reads the text given. Those notions above makes the writer to formulate the problem as follows: Is there any effect of online literary text on the students' reading comprehension at second semester of Islamic study program STAI Tasikmalaya academic year 2017/2018? The objective of the research is to know the effect of online literary text on the students' reading comprehension at second semester of Islamic study program STAI Tasikmalaya academic year 2017/2018

Online Literary Text

Literary text means literatures served digitally. It can be prose, fiction, poem, short story, novel and so forth. They all are cheap and easy. The people do not need money to buy all the literatures mentioned. It can be accessed through either by the smart phone or computer easily. Considering on the effective of technology and people need in improving language skills, online literature, particularly short story can be as a teaching media. The usage of short story as online literary text is really needed recently in learning reading. It will improve

student's willingness, motivation, stimulus and even influencing strategy to the students. The teaching and learning will attract the students, so it will increase the student's motivation in learning. In addition, the material will be clearer. It is easy to be understood by the students. Besides, the method of teaching will be vary. It is not verbal communication occur in the class, so the student will not boring. Moreover, the students will do more activities in the teaching and learning process. It has the students to observe, do, act, analyze, and others.

Short story online helps the students to learn the four language skills; those are listening, speaking, reading, and writing. Erkaya (2004: 1) stated some instructors may still believe that teaching EFL encompasses focusing on linguistic benefits only, so eventually their students will communicate in the target language and the others who have integrated literature in the curricula have realized that literature adds a new dimension to the teaching of EFL. Short stories, for example, help the students to learn the four language skills (listening, speaking, reading, and writing) more effectively because of the motivational benefit embedded in the stories. In addition, with short stories instructors can teach literary, cultural, and higher order thinking aspects. It means that teaching by using short story as online literary text has many functions and more effective. It helps the students to master the four language skills (listening, speaking, reading, and writing) easily.

Reading Comprehension

Reading definitions described in this paragraph. Albert and Sipay (1977: 7) states "Reading is a very complex process in which the recognition and comprehension of written symbols are influenced by the perceptual skills, the decoding skills, the experience, the language background, the mind set and the reasoning ability of reader, as he anticipates meaning on the basis of what he has just read" Furthermore, Nuttal (1996: 11) assumes that "reading is an interactive process" According to Grabe and L Stoller (2002: 18) point out "Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory, as background knowledge. Reading involves an active search for information and interaction with the text. It requires the constant constructive involvement of the reader in what he is doing. It requires the use of high level mental abilities and background knowledge" Next statement of reading coming from Nunan (1991: 72) "Reading is usually conceived of as solitary activity in which the reader interacts with the text isolation."

Speaking of reading comprehension, the first thing that should be explained is the definitions of comprehension since the primary goal of reading, which is comprehension. Comprehension is a term which is directly related to the ability of the readers to understand a passage and it involves thinking. As a result, higher levels of comprehension would obviously include higher levels of thinking (Dorothy, 1982: 107).

Comprehension is a process that requires the translation of written language into a form that is usable by the reader's cognitive system. It requires the integration of that information into the network of existing knowledge stored in the reader's long-term memory system. It can be described that the

comprehension process fully would also have to deal with many different types of information that may be available and useful to the cognitive system during reading. In addition, comprehension is the process of getting meaning from a page. It is viewed here as an interactive process of bringing meaning a text as well as getting meaning from the text.

Meanwhile, Southgate (1972: 102) makes a summary about comprehension. She summarizes that comprehension is based on the reader having an adequate decoding system. Comprehension includes that the book says (literal), what the book really means (interpretive), how good the book is (evaluative), how the book makes him feel (reactive) and finally, what the book means on him (integrative). When the reader takes a book for his own, he makes it fit and puts it on; so that what started out as printed tracks on a page ends up as a moving force for humanity and contributes to the ultimate meaning an individual may find in his life. This is the goal that teachers are trying to reach; and in so doing they also enhance and enrich their own life.

Comprehension involves more than reading an author's syntactically correct, semantically plausible sentence or passage. The generation of literal or inferential meanings for written language involves the readers active construction of verbal imagination and related to representations for the text, using knowledge experience and context procedures or enhances the understanding that comprise reading comprehension. Reading comprehension, furthermore, is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and reasoning with verbal concepts (Dorothy, 1982: 107). This means that reading comprehension is a process of constructing meaning from a text and an active thinking process.

Reading comprehension involves different people and contexts, the psychological process involved in generating meaning by relating to the parts of the text to one another and store information such as rules, schemata and memories of events. Johnson and Pearson (1978: 8) point out that reading comprehension seems to involve language, motivation, perception, concept and development in the whole of experience itself.

From the definitions elaborated previously, it can be concluded that reading comprehension is a complex intellectual process related to multiple numbers of skills and abilities that are interrelated and interdependent. In this case, the students can master reading if they comprehend the texts they read or vice versa. To make the students grasp the meaning from the texts, they should read the texts repeatedly until they do comprehend with the written messages from the author.

The online short story as a literary text and its benefit in reading comprehension

The short story is a kind of literature. It can be found by online. It is a printed material made by people, thinker, researcher, literary worker, scholars *etc.* Short story usually tells us about many kinds of aspect of life, such as social aspect, legend, life meaning, history, culture, religion, philosophy and region. The short story is a literary genre. The short story is a literary genre of narrative

fictional prose and no longer than novel like novellas and novels. It means that short story is a literary genre that is not too long.

Short story is a short fictional prose. Short story is a prose tale which has short volume of page. Ghasemi and Hajizadeh (2011: 69) state “The short story is a compact literary genre in which much is left unsaid in order for the reader to draw implication.” The short story is a literary that can be valuable of the language skills development. Ghasemi and Hajizadeh (2011: 69) state “The short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. The short story’s distinctive feature’s i.e. its brevity, modernity, and variety make it appealing and interesting to language learners.”

From the definitions above, the writer concludes that short story is a fictional prose and it can be categorized as a literature tends to be more concise and to the point than longer works of fiction such as novellas (in the modern sense of the term) and novels. The short story is really short to be published as a volume on its own, as novellas sometimes and novels usually are but the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. The short story’s distinctive feature’s i.e. its brevity, modernity, and variety make it appealing and interesting to language learners.

There are two kinds of teaching media, those are electronic media and simple media. The characteristic of simple media is easy to make, to get, and to use. The short story as online literary text is electronic media because it can be accessed digitally as the model of learning faced industry revolution 4.0. The researcher believes that short story as one of the online literary texts can be teaching media. It helps the students to get the knowledge, concepts, and theories through using short story. Furthermore, it can develop the students’ motivation in learning something. Therefore, the writer concludes that short story is a teaching media.

Online short story is a teaching that can be practiced everywhere. Reading short story is a suggested way to be done in the classroom. Collie and Slater (1995: 1) states “Reading stories in a classroom first, rather than in armchair. Working with other people in groups gives you a lot of advantages: it can help each other with the difficulties, and can share ideas, reactions, and interpretation.” Reading comprehension, as a fundamental language skill, requires a complex acquisition process which can account for the way that the learners comprehend what they read. Some materials such as textbook are needed to enhance reading comprehension, such as word analysis, structural analysis, dictionary use, and learning the meaning of words from the context. Short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problem.

Pourkalhor and Kohan (2013: 1) states the following advantages for pedagogical advantages of short stories over other literary texts:

1. Short stories makes the students’ reading task easier because it is simple and short Give learners a better view of other people and other cultures
2. It Requires more attention and analysis helps students to be more creative and
3. It raises cultural awareness
4. It reduces students anxiety and helps them feel more relax

5. It is good for multicultural contexts because of its universal language
6. It offers a fictional and interesting world.

The teaching and learning process by using short story will increase the students' reading comprehension. According to Erkaya (2004: 1) "The results of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong is the group who read literary texts showed improvement in vocabulary and reading comprehension." It means that the students who use literary text is better than the students who do not use it. Ghasemi and Hajizadeh (2011: 69) state "Many ESL/EFL experts agree that the content knowledge is an important factor in the learning process of reading comprehension. The short story distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners and a value source for the improvement of language learning reading comprehension. The short story can offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience."

Furthermore, Ghasemi and Hajizadeh (2011: 69) state "A good number of ESL/EFL experts do agree that content knowledge is an important factor in the learning process of reading comprehension. A valuable source of knowledge is, undoubtedly, literary texts, and more appropriately and for reading comprehension process, the short story. Using the short story to enhance students' reading proficiency has another privilege. The short story is a compact literary genre in which much is left unsaid in order for the reader to draw implication. Therefore, it makes students sensitive to the hidden and implied meaning."

Teaching Reading by Using Online Short Story as a Literary Text

Many techniques has been implemented to teach reading, one of these is by using online short story as literary text. Pourkalhor and Kohan (2013: 1) state "Reading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. There are some essential goals of reading such as enabling the students to understand the world, growing their interest, and finding solution to their own problems. The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry courses, and short story into their mother language." In addition, four steps to teach reading, 1. Introducing the text, 2. Reading the text, 3. Exploring the text, 4. Responding the text (E. Tompkins and Hoskisson, (1991: 268-270). The teacher should also guide the students to translate, pronounce, and understand the word. E. Mayer (2003: 34) conveyed "Learning to read involves learning how to translate printed words into another form, such as pronouncing and understanding the words"

Online Short story has valuable benefit if it is chosen in the development in language skills, particularly in reading comprehension. Ghasemi and Hajizadeh (2011: 70) state "When the short story is chosen based on the student's level of English proficiency, it can offer them adequate linguistic, intellectual, and

emotional involvement and enrich their learning experience. The short story can provide ESL/EFL learners with a suitable study resource which is both delightful and instructive to improve their English linguistics proficiency and reading comprehension”

There are five main parts of short story. They are theme, character, setting, plot, and conflict.

1. Theme

The theme is the foundation or the point of the story, sometimes can be even said the core of what the writer is thinking. It is not written explicitly, but it can be figure out by reading and comprehending the story. It can be social theme, level of ego theme, organic theme, divine theme, and physic theme.

2. Character

A character means someone habit or even not people term, it can such animal, who has role in the story. They have their own unique to play and involve in the short story as literary text.

3. Setting

The setting represents the time, place, weather condition, social condition, mood or atmosphere of the story. It lets the story become more attractive, readable, easy to comprehend, and having interactive or interrelationship, even engaging between reader and writer.

4. Plot

A plot rules how one incident has connection with another incident. It can be named also the sequence of the story arranged as a series occurs in whole fictions events.

5. Conflict

The conflict defines as the character opposition disagreeable. It rises when the character has different goal with the other. They fight to stand their own principles. The writer concludes that the main parts of short story are theme, character, setting, plot, and conflict. The writer assumes if the students regularly read by identifying the elements of the online short story, it will influence into their reading comprehension.

In the learning reading process, the student should get the students to read short story first online. The next, they are led to identify the theme, character, setting, plot, and conflict. After they succeed to label all the elements of the short story, the teacher should explain the function why they must know them. Knowing the theme of the online short story, it will help the students easy to find out the main idea on the passages subsequently. In addition, they can categorize what types of main ideas available on the text.

By labeling the characters on the online short story, the students will easy to find out to the existing characters on the passages. In addition, the student can be able to find out how the character’s physical/appearance on the passages easily. Moreover, the student is easy to find out what the character’s say, think, feel, do or does on the passages. This step will drive the students to decide the supporting ideas on the passages.

The next step of teaching reading by using online short story based on the writer’s opinion is identifying setting on the short story. This will assist the

students easy to naming the places available on the passages. The next, it helps the student easy to identify the time available on the passages. The last, the students think easy to identify the conditions available on the passages. This benefit of this activity is the same as labeling the character. It incubates the students think easy to decide the supporting ideas on the passages. Comprehending the plot and the conflict on online short story has some functions. It will make the student understand the genres, the generic structures in passages, the structure and grammar on the passages, the tenses, the moral value, the meaning, comprehend the passages served.

METHOD

Population and Sample

Population is group which is being surveyed. Sanders (1976: 117) stated "Population is the total of any kind of unit under consideration by the analyst" Furthermore, Sudjana and Ibrahim (2010: 84) state "The term population has connection with the elements that are units where the data obtained. The elements can be individual, family, household, social group, school, class, organization, and so forth. In other words, population is group of some numerous element" The population in this research is the students at second grade Islamic studies program STAI Tasikmalaya Academic Year 2017/2018 consisting 50 students. The sample defines as part of group which is being surveyed. The sample in this group contains 40 students. They experienced teaching with no using online short story first and then also teaching with using online short story.

Research Method

The method used in this research is experiment with a factorial design. It is used to find the particular effect of treatment (Sugiyono, 2010: 13). Online short story applied in teaching and learning process after they have not conducted teaching with online short story first.

Variables

Variables are the concepts that stand in one class or one particular object. Fraenkel and Norman (2003: 41) convinced "Variable is a concept or a noun that stands for variation within a class of object" The variables of the research consist of:

1. Independent Variable, online literary text (online short story (X))
2. Dependent Variable, the students' reading comprehension (Y)

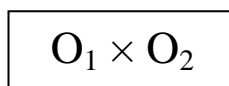
Research Instrument

The instrument of the research is a test. Brown (2004: 3) defines "Test as a method of measuring a person's ability, knowledge, or performance in a given domain." The test is a multiple choice to measure the skill of the students' reading comprehension. It is the simplest way to conduct and the most effective way in collecting the data obtained. The clues of reading comprehension test cover some skills, such as student is able to find out the idea of the text, student is able to comprehend the passages served, student is able to collect, interpret, apply,

analyze, and synthesize the information, and student is able to find out and describe the specific information.

Research Design

Research design means a blue print, a guideline to researcher to understand the relationship point between variable observed (Anggoro, 2007: 17). Research design is using one-group pretest-posttest design, the picture is as follows:



Picture 1: Research Design

Notes :

O_1 = pretest score

O_2 = post test score

\times = treatment

Technique of Collecting and Analyzing Data

The primary data of the research is reading comprehension multiple choice test. All the questions have been examined beforehand for getting the validity and reliability rules. After the data obtained and calculated by using SPSS 20, there are 7 items of test which are invalid. Those items above were not examined in posttest step. Furthermore, the result of reliability calculation is 0.71. It means that the items of test are reliable because it is more than 0.6. This number shows that the test can be used as the reading comprehension instrument for the research. The following figure is the detail of the result:

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.776
		N of Items	15 ^a
	Part 2	Value	.745
		N of Items	15 ^b
	Total N of Items		30
Correlation Between Forms			.551
Spearman-Brown Coefficient	Equal Length		.710
	Unequal Length		.710
Guttman Split-Half Coefficient			.710

a. The items are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.

b. The items are: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

Diagram 1: Reliability of reading comprehension

The research aims at analyzing the difference of score rate between pre-test and post-test in one sample, therefore he uses one paired sample t test to analyze the data.

FINDINGS AND DISCUSSION

Findings

a. Normality Test

This test is to measure whether the data distribution normal or not. The following is the result of normality test of students' reading comprehension

		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Students' reading comprehension	Pre Test	.100	40	.200 [*]
	Post Test	.117	40	.180

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Diagram 2: Normality Test

Based on the data result on diagram 1, Kolmogorov-Sminov table shows that the significant level is 0.200 and 0.180 it can be summarized that the significance level both in pretest and posttest stand in normal because it is more than 0.05.

b. Homogeneity test

This is to examine whether some of population variant is same or not. The following is the result of homogeneity test of students' reading comprehension

Students' reading comprehension			
Levene Statistic	df1	df2	Sig.
1.216	1	78	.274

Diagram 3: Homogeneity Test

Based on the data result on diagram 2, it stated 0.274 is more than 0.005. it can be summarized that the significance level both in pretest and posttest stand in homogenous because it is more than 0.05.

c. Statistic Hypothesis Test

The students' reading comprehension data analyzed by using paired sample t test which the calculation process helped by SPPSS version 21 for windows. The following is the result of the computation

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Students' reading comprehension - Faktor	65.29838	15.59778	1.74389	61.82726	68.76949	37.444	79	.000	

Diagram 4: Statistic hypothesis test

By seeing diagram 3, it can be drawn the conclusion that there is significant effect of online literary text usage on students' reading comprehension. Hypothesis tested by seeing significant coefficient. If Sig. value > 0.05 then H_0 accepted and H_1 is refused. If Sig. value < 0.05 then H_1 accepted and H_0 is refused. Based on the table, the researcher gets the result of paired sample t test with sig = $0.000 < 0.05$. Therefore, there is a significant effect of online literary text usage on the students' reading comprehension operationally, the students' reading comprehension is measured by objective test (multiple choices with five possible answer). Theoretically, it can be assumed that the students' reading comprehension is influenced by online short story as literary text.

The detail finding can be recognized by analyzing each blue print of reading comprehension. The first, the student is able to find out the idea of the text. The total average score before teaching using online short story is 0.6, and after the students get literary text usage story is 1.31. The data shows that the students is assisted by online literary text usage. They had improvement in finding out idea of the various texts because they experienced how to recognize the theme of online literary text.

The second, student is able to comprehend the passages served. Again, in this problem, online literary text gives positives contribution. The data shows that the total average score before treatment is 1.05, and after treatment is 1.27. They trained to comprehend the passages by analyzing and identifying setting on the short story. This will assist the students easy to naming the places available on the passages. The next, it helps the student easy to identify the time available on the passages. The last, the students think easy to identify the conditions available on the passages. This benefit of this activity is the same as labeling the character.

The third, student is able to collect, interpret, apply, analyze, and synthesize the information. The data obtained in this case shows that the total average score before treatment is 1.02 and after treatment is 1.06. It is obviously that the online literary text has role in improving reading comprehension. The students are required to see detail in finding out how the character's physical/appearance on the passages easily. Moreover, the student is easy to find out what the character's say, think, feel, do or does on the passages.

The last, student is able to find out and describe the specific information either. The data shows that after treatment, the students obtained 0.8 total average score but before treatment is 0.6. In this atmosphere, the students are led to comprehend the plot and the conflict on online short story. It will make the student understand the genres, the generic structures in passages, the structure and grammar on the passages, the tenses, the moral value, the meaning, comprehend the passages served.

All findings above are supported and relevant with the research before. Ghasemi and Hajizadeh (2011: 69-70) states "When the short story is chosen based on the student's level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. The short story can provide ESL/EFL learners with a suitable study resource which is both delightful and instructive to improve their English linguistics proficiency and reading comprehension"

CONCLUSION AND SUGGESTION

Based on the objective of the research and the data analysis, the writer is able to make conclusion that there is a significant effect of online literary text usage on the students' reading comprehension. It means that the online literary text truly gives positive contribution on the students comprehension particularly in such circumstances, as follows: student is able to find out the idea of the text, student is able to comprehend the passages served, student is able to collect, interpret, apply, analyze, and synthesize the information, and student is able to find out and describe the specific information. He has done the research in four treatments, because the English curriculum at research place focused on general English or English for specific purpose. It is not allowed to teach one skill in four meeting.

Seeing the research findings above, the writer suggests to English practitioners, both students and lecturers, to involve online literary text usage to improve their students' reading comprehension. Furthermore, it is allowed to further researcher, to get sustainable treatment in improving reading comprehension, not for four meeting only. The last, it is better to the stakeholder of research place to provide extra hours for the students to learn reading in many ways, such as multiple the numbers of English reading books, create stupendous reading spots, and keep in touch often times with the best regulation in improving English at all.

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TEXTUAL ERROR MEANING IN ENGLISH TO INDONESIAN TRANSLATION OF EFL CLASS

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Abstract: This research addresses on textual error meaning of English to Indonesian translation in EFL class. This study is aimed to describe the frequency of error distribution and to investigate the dominant errors made by students in English to Indonesian Translation. The subject of this research is the fourth-semester English education students at the Muhammadiyah University of Metro. There are 37 students used as the total sampling technique to get the sample. To collect the data, the writer used a test as the instrument, i.e. an essay test. The collected data are analyzed by means of error analysis which starts from collecting the data, identifying the errors from the answer sheet, classifying and describing of errors on each type and finally tabulating the students' errors. The finding shows that frequency of errors made by the student in translating English into Indonesian can be classified into 73.43% of verb, 85% of noun, 52.7% of adverb and 100% of conjunction. On the other hand, the common error in translating textual meaning occurs in conjunction class which the average is 100%. It is the biggest percentage of all the errors which is automatically be the dominant error of textual meaning in this research.

Keywords: *textual error meaning, English-Indonesian translation,*

INTRODUCTION

Translation is one of the language components that should be learned by the English students generally (Ismail, 2016). Translation is the process of putting something written or spoken in a different language (Manser, 2004). In order to achieve equivalent target text, the characteristics of the source and target language are crucial to take into account. Since each language has its own characteristics, English and Indonesian are different in terms of characteristics (Apriyanti, 2016). Therefore, translator needs to understand when and how to use these characteristics in translating. Hatim & Munday (2004) define translation as "the process of transferring a written text from a source language (SL) to target language (TL)".

By learning translation, they can translate the English text or sentences into Indonesian or vice versa. Textual meaning is a text or words which have more than one meaning. First of all, convey the "textual meaning". According to Eggins in (Hawalia, 2014) textual meaning, therefore "refers to the way the text is organized as a piece of writing (or speech)". The textual meaning has similarity with semantics because they explain about the meaning in the text or language. Translation is the process of putting something written or spoken into a different language. As students, they should be able to translate English into Indonesian

well (Rahayu, 2015). The reason behind this situation is because of students' ability to understand complex sentence translation level in paragraphs is still quite difficult and unable to translate it well. The students or translator must master the language pairs, the source language, and the target language (Subandowo, 2017). But, in the fact, most of them are difficult to translate English into Indonesian well and make errors when they translate in the translation subject.

In this study, the writer took article from Jakarta Post that will be given by test, specifically the writer choose education article it is because this research is related to education. The education article that will be taken is about "Minister sees Germany, Switzerland as models for vocational schools", published on Thursday, January 26, 2017. The researcher conducted the pre-survey to find out students ability in translating text English into Indonesian. From the pre-survey, the writer assumes that students make common errors in translating English into Indonesian, specifically in textual meaning. The phenomena can be seen from the symptoms below, some of the students' difficulties to find appropriate word and meaning in translating English into Indonesian also some students do not understand about the content of the material.

The Definition of Error

In this study, the writer used some theories to support this research. According Ellis & Gary (2005) errors occur because of gaps in the learner's English knowledge whereas error occurs when the learner has not yet learned how to master a certain grammatical form. Otherwise Brown (1994) and also Connor (1996) who categorized learner language errors into two types: interlingual and intralingual. Interlingual errors are those resulting from the influence the learner's native language or external factors, whereas intralingual errors are the ones resulting from the target language system itself or internal factors (Fauziati, 2017). Furthermore, error analysis is the study of learner's errors that can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of the study of learner's errors (Durrani, 2018) and (Brown, 2000).

Translation

Translation is the process of putting something written or spoken into the different language (Manser, 2004). Otherwise, translation has its holistic moment as well as its more obvious atomistic aspect. Hatim & Munday (2004) define translation as "the process of transferring a written text from a source language (SL) to target language (TL)". While Olk (2003) said, translation is an activity that needs substantial cultural knowledge. According to Eggins in (Hawalia, 2014), and (Yuliasri, 2016) textual meaning, therefore "refers to the way the text is organized as a piece of writing (or speech)". In other views, Nababan (2003) said that textual meaning is related to the context. In addition, translation is distinguished from translating which means the process of transferring source text into target text which involves translators and the psychological and intellectual functioning of their mind (Apriyanti, 2016). In summary, the nature of the translation is a translation result involving the process of transferring the source language to the target language. It was aimed at transforming the meaning of the text is inaccessible to one and can be understood in target language

(Mujiyanto, 2017). The nature of the translation includes the process of transfer of meaning, understanding of the type of translation, and the translation component. It is a matter of finding the appropriate clearing and the appropriate language in which and form which the text speaks (Ashton, 2014).

METHOD

The researcher design applied in this study is descriptive analysis. According to (Arikunto, 2006) (Richard & Schmidt, 2002) descriptive research studies are designed to obtain information concerning the status of phenomena. This research is qualitative research which concerned with developing explanations of social phenomena (Hancock, Ockleford, & Windridge, 2009) (Sandelowski, 2000) (Cochran, 2002).

A population is a group of objects or subjects that have specific qualities and characteristics defined by the researchers to learn and then be concluded (Sugiyono, 2010). The population in this research is from all students English education program Muhammadiyah University of the metro, especially at the fourth semester. (Notoatmodjo, 2005) the sample is part of a population that represents the population that will be taken. The sample in this study is the student of the fourth semester of English education program of Muhammadiyah University of Metro, that there are at least 37 students. Sampling is a way to take a sample which really fits into the overall object of research (Nursalam, 2003). In this study, the writer used a total sampling technique to take the sample. Total sampling is a sampling technique that the count of a sample as same as population (Sugiyono, 2010).

In this research, the writer chooses a test as the instrument of collecting data. A test is a systematic procedure of observing one's behavior and describing it with the aid of numerical device and category system (Syakur, 1999). In this research, the researcher used an essay test to test the students' ability in translate English into Indonesian.

In processing the data, the first step was identified of any deviations in translation error English into Indonesian text which possibly could be found in the students' translation answer sheet. The next step was classified them into types of errors. A comparison between the original forms made by the students and the reconstruction of those forms in the target language indicates to which type of error belongs. The classification of error was done based on textual meaning. The last step was counted and tabulated, and the number of errors is presented in the form of the percentage.

RESULTS AND DISCUSSION

The finding of the research showed that there are eleven words and phrases of any possible properties of translation errors in students' textual meaning can be seen in the following table.

Table 1: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
1.	Minister sees	<i>Menteri</i>	• <i>Menteri melihat Jerman,</i>	• 01, 02, 03, 04,

Textual Error Meaning in English to Indonesian Translation of EFL Class

	Germany, Switzerland as models for vocational schools	Memandang <i>Jerman, Swiss</i> Sebagai Contoh <i>Untuk Sekolah</i> Kejuruan	<i>Switzerland sebagai contoh sekolah kejuruan</i> <ul style="list-style-type: none"> • Menteri menunjuk Jerman, Switzerland sebagai model untuk sekolah kejuruan • Menteri mengamati Negara Jerman, Switzerland sebagai model untuk sekolah menengah kejuruan 	06, 10, 13, 14, 16, 17, 24, 25, 27, 28, 30, 31, 32, 33, 34, 36, 37, <ul style="list-style-type: none"> • 08, 09, 18, 19, 21, 22, 23, 29, 35 • 07
2.	Industry Minister Airlangga Hartarto has urged the country to use developed countries like Germany or Switzerland as examples in developing vocational schools as an inseparable part of the industrialization process.	<i>Menteri Perindustrian Airlangga Hartarto mendesak negara untuk menggunakan negara-negara maju seperti Jerman atau Swiss sebagai contoh dalam mengembangkan sekolah kejuruan sebagai bagian yang tak terpisahkan dalam proses perindustrian.</i>	<ul style="list-style-type: none"> • Menteri industry Airlangga Hartarto mendesak Negara untuk menggunakan Negara-negara berkembang seperti Negara Jerman atau Switzerland sebagai contoh dalam mengembangkan sekolah-sekolah kejuruan sebagai suatu bagian dari proses perindustrian. • Menteri industry Airlangga Hartarto telah mendesak Negara untuk menggunakan perkembangan Negara-negara seperti Jerman atau Switzerland sebagai contoh dalam perkembangan sekola-sekolah kejuruan sebagai suatu bagian yang tidak dapat dipisahkan dari proses perindustrian. 	<ul style="list-style-type: none"> • 03, 04, 05, 06, 07, 11, 12, 13, 16, 31, 33, 34, 35, • 08, 09, 10, 22, 23, 29, 30, 32

Table 2: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
			<ul style="list-style-type: none"> • Menteri industry Airlangga Hartarto telah mendesak Negara untuk menggunakan pengembangan Negara seperti Jerman atau Switzerland sebagai contoh dalam perkembangan sekolah-sekolah kejuruan sebagai suatu bagian yang 	<ul style="list-style-type: none"> • 15, 26

			<i>tidak dapat dipisahkan proses perindustrian</i>	
3.	If we take a look at Germany or Switzerland, 16-year-old kids start getting involved....	Apabila kita melihat Jerman atau Swiss, anak-anak berusia 16 tahun mulai terlibat	<ul style="list-style-type: none"> • Jika kita melihat Jerman /Switzerland, anak-anak usia 16 tahun mulai melibatkan diri • Jika kita mengambil melihat Jerman /Switzerland, anak-anak usia 16 tahun mulai membuka pendirian ... • Jika kita melihat di Jerman /Switzerland, 16 tahun lalu anak-anak mulai mendapatkan pendirian • Jika kita melihat di Jerman /Switzerland, anak usia 16 tahun mulai terlihat.... • Jika kita melihat dari Jerman /Switzerland, 16 tahun yang lalu anak-anak mulai memperoleh kesempatan.... • Jika kita melihat di Jerman /Switzerland, 16 tahun mulai mendapatkan.... • Jika kita melihat di Jerman /Switzerland, anak-anak 16 tahun telah mengembangkan.... 	<ul style="list-style-type: none"> • 03, 04, 06, 12, 13, 31, 33, 34 • 05 • 15 • 09, 18, 28 • 16 • 07, 11, 35 • 20

Table 3: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
			<ul style="list-style-type: none"> • Jika kita lihat di Negara Jerman /Switzerland, anak-anak pada usia 16 tahun mulai dilibatkan.... 	<ul style="list-style-type: none"> • 30, 32
4.in the industrialization process by being invited to work as interns in real factoriesdalam proses industrialisasi yang diundang untuk bekerja sebagai karyawan magang di pabrik-pabrik yang sebenarnya	<ul style="list-style-type: none"> •didalam proses perindustrian bentuk yang diundang untuk bekerja sebagai karyawan perusahaan 	<ul style="list-style-type: none"> • 01, 02, 03, 04, 06, 07, 11, 12, 13, 14, 16, 17, 22, 23, 24, 25, 27, 30, 31, 32, 33, 34, 35, 36, 37 • 15

			<ul style="list-style-type: none"> •di proses pengindustrian menjadi mengajak untuk bekerja sebagai pekerja dipabrik yang sesungguhnya •proses industri yang digunakan untuk bekerja sebagai factor-faktor yang nyata •dalam proses perindustrian dalam bentuk undangan untuk bekerja sebagai dokter rumah sakit 	<ul style="list-style-type: none"> • 20 • 08, 09, 10, 18, 19, 21, 26, 28, 29
5.in the industrialization process by being invited to work as interns in real factoriesdalam proses industrialisasi yang diundang untuk bekerja sebagai karyawan magang di pabrik-pabrik yang sebenarnya	<ul style="list-style-type: none"> •di proses pengindustrian menjadi mengajak untuk bekerja sebagai pekerja dipabrik yang sesungguhnya •dalam proses perindustrian dalam bentuk undangan untuk bekerja sebagai dokter rumah sakit •dalam proses perindustrian dalam bentuk undangan untuk magang dipabrik yang nyata. 	<ul style="list-style-type: none"> • 15 •

Table 4: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
6.	As a result, by the time they reach 19 they're already prepared [to enter the workforce]	Alhasil, pada saat mereka menginjak usia 19 tahun mereka sudah siap [untuk menjadi tenaga kerja]	<ul style="list-style-type: none"> • Sebagai hasil, pada saat mereka mencapai 19 tahun umur mereka siap mempersiapkan untuk masuk menjadi tenaga kerja. • Hasilnya, dari waktu ke waktu mereka mencapai usia 19 tahun mereka sudah siap untuk memasuki dunia kerja. • Sebagai hasil, setiap waktu mereka dapat menjangkau dalam umur 19 tahun untuk menyiapkannya masuk ke penguatan kerja. • Sebagai hasil, diwaktu mereka mencapai 19 tahun 	<ul style="list-style-type: none"> • 01, 14, 16, 17, 24, 25, 27, 36, 37 • 03, 15, 18, 19, 21, 23, 29, 30, 32, 34 • 28 • 22

			<p>mereka siap untuk masuk dunia kerja.</p> <ul style="list-style-type: none"> • Sebagai hasilnya, disaat mereka berumur 19 tahun mereka sudah siap menyiapkan (untuk bekerja). • Sebagai hasilnya, ketika mereka berumur 19 tahun mereka sudah siap(masuk dalam pekerjaan). 	<ul style="list-style-type: none"> • 02, 04, 05, 12, 13, 31, 33 • 06
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Table 5: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
7.	As a result, by the time they reach 19 they're already prepared [to enter the workforce]	Alhasil, pada saat mereka menginjak usia 19 tahun mereka sudah siap [untuk menjadi tenaga kerja]	<ul style="list-style-type: none"> • Sebagai hasil, pada saat mereka mencapai 19 tahun umur mereka siap mempersiapkan untuk masuk menjadi tenaga kerja. • Sebagai hasil, setiap waktu mereka dapat menjangkau 19 tahun untuk menyiapkan (untuk masuk ke penguatan kerja) • Sebagai hasil, dari waktu mereka jangkauan 19 tahun untuk menyiapkan (untuk masuk ke dunia kerja) 	<ul style="list-style-type: none"> • 01, 02, 03, 08, 09, 11, 14, 17, 19, 20, 21, 22, 23, 24, 25, 27, 30, 32, 34, 35, 36, 37 • 18, 28 • 29
.8.	As a result, by the time they reach 19 they're already prepared [to enter the workforce]	Alhasil, pada saat mereka menginjak usia 19 tahun mereka sudah siap [untuk menjadi tenaga kerja]	<ul style="list-style-type: none"> • Sebagai hasil, pada saat mereka mencapai 19 tahun umur mereka siap mempersiapkan (untuk menjadi tenaga kerja). • Sebagai hasil, dari waktu mereka mencapai 19 tahun mereka menyiapkan (untuk masuk ke dunia kerja) • Sebagai hasilnya, ketika 	<ul style="list-style-type: none"> • 01, 20, 23, 24 • 02, 03, 07, 08, 09, 11, 14, 16, 17, 21, 22, 25, 27, 29, 30, 32, 34, 35, 36, 37 • 04, 05, 06, 10, 12, 13, 15, 19, 26, 31, 33

			<p>mereka berusia 19 tahun mereka sudah siap (masuk dalam pekerjaan).</p> <ul style="list-style-type: none"> • Sebagai hasil, setiap waktu mereka dapat menjangkau dalam umur 19 tahun untuk menyiapkannya (masuk ke penguatan kerja). 	<ul style="list-style-type: none"> • 18, 28
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Table 6: the Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
9.	This kind of factory traineeship concept will benefit the industry in the long run as companies will get skilled labor with good competency	Konsep pelatihan perusahaan semacam ini akan menguntungkan industri dalam jangka panjang karena perusahaan akan mendapatkan tenaga kerja terampil dengan kompetensi yang baik.	<ul style="list-style-type: none"> • Jenis konsep pabrik magang ini akan menguntungkan industri dalam jangka panjang dan perusahaan akan mendapatkan tenaga kerja yang terampil dengan kompetensi yang baik. • Jenis konsep pelatihan pabrik ini akan bermanfaat bagi industri dalam jangka panjang sebagai perusahaan yang akan mendapatkan kemampuan tenaga kerja dengan kemampuan yang baik. • Ini semacam konsep magang akan mendapatkan keuntungan dalam jangka panjang akan mendapatkan tenaga kerja terampil dengan kompetensi yang baik. • Jenis konsep perusahaan pelatihan akan berfungsi bagi industri dalam jangka panjang sebagai perusahaan yang akan mendapatkan tenaga kerja yang kompeten. • Inilah jenis konsep dari pelatihan yang akan dimanfaatkan diindustry dalam jangka panjang sebagai perusahaan-perusahaan yang akan 	<ul style="list-style-type: none"> • 01, 02, 11, 16, 17, 20, 35 • 04, 05, 06, 08, 09, 12, 13, 15, 18, 19, 21, 22, 23, 28, 30, 31, 32, 33, 34 • 07, 14, 24, 25, 27, 36, 37 • 3 • 29

			memperoleh tenaga kerja dengan kompetensi yang baik.	
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Table 7: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
10.	This kind of factory traineeship concept will benefit the industry in the long run as companies will get skilled labor with good competency	<i>Konsep pelatihan perusahaan semacam ini akan menguntungkan industri dalam jangka panjang karena perusahaan akan mendapatkan tenaga kerja terampil dengan kompetensi yang baik.</i>	<ul style="list-style-type: none"> • <i>Jenis konsep perusahaan pelatihan akan berfungsi bagi industry dalam jangka panjang sebagai perusahaan yang akan mendapatkan tenaga kerja yang kompeten.</i> • <i>Konsep pelatihan yang baik dari pabrik ini akan bermanfaat pada industry diwaktu yang lama sebagai perusahaan-perusahaan yang akan mendapatkan karyawan yang berkemampuan dengan kompetensi yang baik.</i> • <i>Jenis konsep perusahaan pelatihan akan bermanfaat bagi industry dalam jangka waktu panjang sebagai perusahaan yang akan mendapatkan tenaga kerja yang kompeten.</i> • <i>Jenis konsep pelatihan pabrik ini akan bermanfaat di industry sepanjang perusahaan akan mendapatkan karyawan dengan kemampuan yang bagus.</i> 	<ul style="list-style-type: none"> • 01, 02, 03, 04, 05, 08, 09, 12, 13, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 29, 33, 34, 35, 36, 37 • 06, 18, 28, 30, 32 • 07, 31 • 11, 15
11.	This kind of factory traineeship concept will benefit the industry in the long run as companies will get skilled labor with good competency.	<i>Konsep pelatihan perusahaan semacam ini akan menguntungkan industri dalam jangka panjang karena perusahaan akan mendapatkan tenaga kerja</i>	<ul style="list-style-type: none"> • <i>Jenis konsep perusahaan pelatihan akan berfungsi bagi industry dalam jangka panjang sebagai perusahaan yang akan mendapatkan tenaga kerja yang kompeten.</i> 	<ul style="list-style-type: none"> • 03, 04, 05, 06, 07, 08, 09, 11, 12, 13, 19, 23, 29, 30, 31, 32, 33, 34, 35

Table 8: The Sample of Textual Meaning Error in English into Indonesian Translation

No	The Translation Test	The Result Test Data		Identification of Students
	Source Language	Key answer	Students' answer	Students' Number
		<i>terampil dengan kompetensi yang baik.</i>	<ul style="list-style-type: none"> • <i>Ini semacam konsep latihan kerja pabrik akan menguntungkan industry dalam jangka panjang seperti perusahaan yang akan mendapatkan kemampuan tenaga kerja yang baik</i> 	<ul style="list-style-type: none"> • 02

The Frequency of Occurance

Table 9: the percentage of word class distribution error

No.	Classification	Word/phrase	Sum of Errors	Percentage (%)	Average
1.	Verb	<i>Sees</i>	37	100	75.23
		<i>Being invited</i>	12	32.43	
		<i>Getting involved</i>	18	48.65	
		<i>Reach</i>	37	100	
		<i>Enter the workforce</i>	33	89.2	
		<i>Benefit</i>	30	81.08	
2.	Noun	<i>Developed countries</i>	27	72.97	85
		<i>Interns</i>	36	97.3	
3.	Adverb	<i>By the time</i>	28	75.68	52.7
		<i>Long run</i>	11	29.73	
4.	Conjunction	<i>As</i>	37	100	100

Based on the table above, the errors of translating textual meaning in this research occur in some classes of part of speech, they are 73.43% of verb, 85% of noun, 52.7% of adverb and 100% of conjunction. From the table above, the researcher finds that the error in translating textual meaning occurs 100% of conjunction class. It is the biggest percentage of all the error which is automatically be the dominant error of textual meaning in this research. The next rank is noun class for about 85% which the most error is interns with 97.3%. The third place is verb class, which is 75.23%. The common error in verb class is reached and sees with 100%. The last rank is adverb class with 52.7%, which was 75.08% of errors by the time.

DISCUSSION

From the result of the analysis, the researcher received the data of the errors in translating textual meaning in this research occur in some classes of part of speech, they are 73.43% of verb, 85% of noun, 52.7% of adverb and 100% of conjunction. The errors in translating textual meaning occur in verb class, those are 89.2% of sees, 32.43% of being invited, 48.65% of getting involved, 100 % of

reach, 89.2% of entering the workforce and 81.08% of the benefit. While the wrong answers in translating textual meaning occur in noun class are 72.97% of developed countries and 97.3% of interns. In adverb class is 52.7%, the errors are 75.68% in by the time and 29.73% in long run. The last is conjunction class that is 100%. The researcher finds the answer to "what is the most dominant error make by students on textual meaning in translation English into Indonesian text?", that is 100% of as in class of speech conjunction.

From the text of translation test, there are 5 words and 6 phrases that can be identified into two categories. For the first example category is word, word "sees", based on the lexical meaning or dictionary "sees" is "*melihat*", however, if the word "sees" is put in the sentence "Minister sees Germany, Switzerland as models for vocational schools", it should be translated into "*memandang*". There are some students, who translate the word "sees" in the sentence into "*menunjuk*", and also there are students who translate it into "*mengamati*". Those are true, although the right answer should be "*memandang*", because there is the equivalence between "*mengamati*" and "*memandang*". So, the answer is considered right answer but it is not suitable for textual meaning.

The next example is phrase, the phrase "developed countries" based on the lexical meaning or dictionary "developed countries" is "*Negara-negara berkembang*", yet if the word "developed countries" is put in the sentence "Industry Minister Airlangga Hartarto has urged the country to use developed countries like Germany or Switzerland as examples in developing vocational schools as an inseparable part of the industrialization process", it should be translated into "*Negara-negara maju*". There are some students, who translate the word "developed countries" in the sentence into "*negara-negara berkembang*", "*perkembangan Negara-negara*", and "*pengembangan Negara*". Those are the wrong answers because there is no equivalence between "*negara-negara berkembang*", "*perkembangan Negara-negara*", and "*pengembangan Negara*" with "*negara-negara maju*".

CONCLUSION

The study concludes that the students still face difficulties in translation, especially in textual meaning and adjustment; they are unable to translate the sentences correctly. Otherwise, the main objective of this experiment is to investigate the dominant errors made by students in translating English into Indonesian especially dealing with textual meaning. In addition, data analysis and the result of computation explained in the previous discussion, the writer draws the conclusion as follow: Through the result of the identifying textual meaning, the researcher finds that the frequency of errors made by the student in translating English into Indonesian in this research is 73.43% of a verb, 85% o a noun, 52.7% of adverb and 100% of conjunction. Based on that result, it can be concludes that the common error in translating textual meaning occurs is the conjunction class which is 100%. The error is completely in one word which is *as*. This happens for two reasons. The first, the students translate *as*, but they make error in translating it. Another reason, some students do not translate it at all.

SUGGESTION

Based on these results, researchers give a suggestion to anyone who is interested in doing research on a similar topic. The researcher suggests taking the interview as additional collecting data technique for convincing the purpose of the research. As an alternative, further research is preferable to analyze in depth possibilities of what factors are causing the student making an error in translating the text.

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STUDENTS' PERCEPTION TOWARDS WRITTEN FEEDBACK OF THESIS WRITING ADVISORY AT STKIP SIDOARJO

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Abstract: This research is aimed to find out the most used type of written feedback and the students' perceptions towards lecturers' written feedback on thesis writing advisory at STKIP PGRI Sidoarjo. This study employed descriptive qualitative method. The subjects of this study were the 7th semester students at STKIP PGRI Sidoarjo who were working the thesis writing. The source of data was the students' writings consisting lecturers' written feedback (indirect and direct written feedback). The instruments applied were documentation, questionnaire, and interview. The researcher distributed the questionnaires to 20 students and conducted the interview to 5 students to clarify and strengthen the data by seeing the most degree of agreement chosen. The result showed that the most type of written feedback was indirect written feedback consisting 337 items (65.44%). Meanwhile, the direct written feedback was 178 items (34.56%). The students had positive perceptions towards the lecturer's written feedback. They preferred to get written feedback as it had been clear, useful and helpful for the students. It also could be a motivation and a guidance in the thesis writing. The researcher addresses suggestions to: lecturers to keep using written feedback by giving clear explanations and information; students to evaluate their thesis writing; other researchers to advance the implementation of written feedback; and the institution to considerate providing a new regulation deals with the efficiency of thesis writing advisory.

Keywords: *student's perception, lecturer's written feedback, academic writing*

INTRODUCTION

Learning process within seven semesters studying scientific theory will end up with thesis writing for undergraduate students. It becomes an unavoidable final writing task to conduct research and takes data to be examined as the implementation of scientific theories during the classes done. Richards and Renandya (in Wibowo, 2013: 23) stated that "process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus may not, at least initially, give way to a free variation of writing stages cited earlier". Means, writing, as the skill in the English language learning, is a

problematical activity which coming up with a planning, an activity of drafting, an implementation of rewriting, and also a process of editing. Becoming a reason about writing, students need well preparations to finish and manage the procedure of doing thesis writing so as to end their thesis timely and effectively.

When students can't manage time properly in conducting thesis writing, they are going to face a stress condition. Thus, this condition can create them extremely onerous to concentrate on what they need to try and do. Linden (in Obijiaku, 2015: 20) argued that "Condition of stress signifies both a psychological and a reflex to a factual or alleged-threat that needs some actions or resolutions as a motivation to avoid it". Thesis writing as the educational writing subject has its own rules. So, students, who are working their thesis writing, must follow the procedures given. Students realize the difficulties to finish because of various reasons like ineffective time management and a few dis-motivating feelings or perceptions. Based on these arguments, it can be concluded that having a proper time management and motivations are essential factors to encourage students finishing their thesis.

Another problem faced by students in writing thesis is students' dis-motivating feelings or perceptions toward the process of thesis writing advisory. Therefore, thesis advisors should offer effective feedbacks for his or her students otherwise the students can fail in applying their ideas on their written works. Generally, according to Sherman (1994; in Sekartaji, 2013, p. 13), "feedback is a response or reaction from a person to something that another person does; that can be used to assess and improve a person's performance in the future". This statement from Sherman implies that feedback might be applied to guide and to boost person's performance in the future. It is clear that feedback is focused on person's improvement within the learning method of development his/her skills into wider knowledge.

Lewis (2002: 3) stated that "One purpose of feedback is providing info directed to lecturers and their students within the learning progression involved". Moreover, as the objective of feedback, it can be said that giving feedback is a continuing form of academic assessment which is more focused than marks or even grades. As it is recommended by Hyland & Hyland (2006) and Hyland (2003) as cited in Sekartaji (2013: 13), "Feedback provides the students meaningful and useful information in the proses of learning in order to assist them to develop their skills and broaden their knowledge" Means that, feedback is an essential reaction as a means of telling valuable information to the students about progress they're creating and involving students within the capability of their improvement.

Moreover, Reid (1993: 218), claimed that "Feedback must help students expanding their writing by communicating feedback detailed enough to permit students' actions to change their works of writing". Lecturers' feedback is supposed to help students to enrich their writing pieces. Based on those arguments, purposing of feedback as the assistance in conducting writing is a vital element in feedback given. Therefore, lecturers or thesis advisors must not let students under their supervision get bored to wait to receive their marked papers to be revised until they lose the ideas to be written. Lecturers' written feedback is clarified in the literature as comments, questions, or error corrections that are written on students' assignments (Mark: 2009; as cited in Razali & Jupri, 2003: 63).

Lecturers' written feedback deals with the language options employed in the students' text such as lexis, grammar, mechanics, etc. According to Fathan and Whalley (in Wulandari, 2017: 43), "The focuses of lecturers' written feedback are form-focused and content-based feedback". First, focusing during this feedback is thought as linguistics corrections. It means students' writing works are corrected only on the parts of grammatical areas. Next, it concerns more on content quality and organizational structures of the overall text. Concluding the statements mentioned, focusing of lecturer's written feedback clarifies that written feedback will give the opportunities to students in the area improvements. By giving written feedback in the proper ways, students will be motivated to make better writing with competent matters as their expectation. The written feedback is considered as a good instrument of communication between lecturers and students; revision will provide students' motivation through the writing progression. As a result, a written feedback given by their lecturers will support students to identify their capability either their strengths or their weakness, and also provide encouragement for students during the writing process (Lee, 2005).

This research mainly discusses the types of lecturers' written feedback and students' perceptions toward the thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo. This research focused on lecturers' written feedback because lecturers' written feedback was considered as an effective way of giving feedback. Thus, this research was very significant to be conducted with the aim of knowing how lecturers' written feedback can help students in the process of thesis writing and this kind of research has not been conducted yet by other researchers at STKIP PGRI Sidoarjo. Meanwhile, the similar researches have been conducted by other researches beyond STKIP PGRI Sidoarjo.

Based on that issue the researcher took the problems related to how the students perceived the lecturers use written feedback on thesis writing advisory at STKIP PGRI Sidoarjo. The research questions in this research are:

1. What is the most type of written feedback given by the lecturers on thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?
2. What are the students' perceptions towards lecturers' written feedback of thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?

Feedback in the Writing Process

Individuals can communicate and explore their concepts, thoughts, attitudes, and messages to people within the world by writing activity. They will even be able to transfer and exchange information and knowledge one to a different. By writing, individuals will be able to explore their potentials and specific their concepts. Richards and Renandya (2002: 315) argued that every single step of writing will identify the progress of writing and improve his/her writing skill. Method of writing in educational level involves four basic writing stages namely: a coming up with planning, a drafting, a revising, and associate with an editing.

An enormous writing skill is very important within the educational field because it helps students to be success become good writers such as writing the thesis. Thus, the students want feedback throughout their method of writing. In educational writing, "the concept of second language learning of writing views 'writing as a product'. It encourages a focus on formal text units or grammatical

features” (Hyland: 2003: 3 in Hadiyanti, 2013, p. 9-10). Consequently, lecturers or thesis advisors ought to be able to provide effective feedback for his or her students otherwise they can fail to use their concepts on the written form.

Lewis (2002: 3-4) states, feedback has many objectives once it is given within the acquisition. First, providing appropriate feedback is done as a motivation to strengthen students in learning method. Meanwhile, the utilization of correct language in giving are the encouragement to students of their ability instead of scorings or grading of their achievements. Second, students apprehend what they need to try and do within the next sections of their progress by the implementation of feedback given by their lecturers. As a result, when obtaining feedback, students can learn to resolve their own mistakes. By learning from the feedback, students measure their encouragement to be independent individuals. Supported the statements mentioned, it can be said that feedback is important part within the process of writing. Cohen & Cavalcanti (1990: 155) categorize two styles of feedback referred to as oral feedback and written feedback.

Types of Lecturer's Written Feedback

There are many ways to classify written feedback. Guenette (in Ellis, 2008: 97) argued written feedback done by lecturers is determined the corrections consisting comments, and/or marks given within the written forms to students' written work draft. Underlining, coding, circling, or contributive alternative symbols could also be given because the format of written feedback. The lecturer should give the particular comments on students' errors with positive suggestions concerning a way to improve the students' work. According to Biber, Nekrasova, & Horn (2011: 7) mentioned that the types of lecturer's written feedback are classified into two kinds of forms referred to as direct written feedback and indirect written feedback. The term of direct written feedback is employed to denoted examples wherever the writing lecturer makes an exact correction to students' text (e.g.: providing the proper grammatical kind within the ungrammatical sentences). Whereas indirect written feedback is wherever the lecturer indicates that one thing concerning students' writing is problematic (e.g.: by underlying ungrammatical sentences).

Forms of Written Feedback

According to Ellis (2008: 99), there are two types of lecturer's written feedback called direct written feedback and indirect written feedback. In the case of direct written feedback, the lecturers provide the students' writing with the correct form directly. By giving a number of various forms of written feedback such as crossing out an unnecessary part of students' work, adding an omitted elements of language used, and writing the correct form around to the incorrect area. According to Ferris (2002: 19), “Direct feedback refers to lecturer providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s])” In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, 2003).

Example:

- a) His cat stole \surd bone from \surd bin. → His cat stole a bone from the bin.
- b) I don't like Andy because he is ~~speak too much~~.

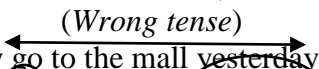
(Talkative)

Furthermore, indirect written feedback is categorized into *Coded Feedback* and *Un-coded Feedback*. A type of indirect written feedback (coded feedback) signifies to the typical error identification in which it happens when lecturer explicitly identifies that errors recognized on the students' work and provides a mark without any correction. As a result, lecturers will let the students do correction by themselves (Ferris, 2002). Meanwhile, indirect feedback (un-coded feedback) represents to the corrections given in which the lecturer simply indicates an error found by giving marks on the students' work in the various forms such as: putting a checkmark in the margin, symbolizing the area of error, underlining part of error, high lighting on its error, or circling of word (s) or phrase (s) in part of error indicated (Lee, 2005).

Example:

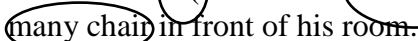
- a. Coded feedback (indirect feedback)

Jane and Anthony go to the mall yesterday.



- b. Un-coded feedback (indirect feedback)

I saw many chair in front of his room.



Students' Perceptions

Knuuttila & Karkkainen (2008, p. 6) argued "A perception is an actualization of perceptual potency. When the power of perceiving changes from potentiality to actuality, the sense-organ has undergone a change which contributes to the presence of the activating object, but the actualization of the perceptual ability (and the perceptibility of the object) is another kind of change." Meanwhile, Altman, et al (in Pratiwi, 2013) stated that perception as the way of stimulations which are selected, so it can be a meaningfully interpreted. Furthermore, perception is also determined as a response of stimulation from surroundings. Consequently, these responses will let people understand the reaction of perception as a meaningful information of stimuli they have got.

In this research, the researcher is interested in knowing the students' perceptions on lecturers' written feedback on the thesis writing process. The students are supposed to have positive perceptions toward lecturers' written feedback so they will keep improving their writing skill. However, the students' perceptions toward the lecturers' written feedback will be dissimilar among the students. Lecturer's written feedback is described as any comments, questions, or error corrections that are written on students assignments. Cohen & Cavalcanti (1990:11) argued regarding the intention of the written feedback results in the positive effect, the implementation of written feedback as the corrections done by lecturers should be clear for the understanding of students. If the students can receive the handwriting of lecturers or understand the comments or symbols that lecturers are likely to use, the written feedback will be more understandable.

Lewis (2002:3) states "Providing information for lecturers and students is one of the objectives of feedback which is more focused than marks and grades". Furthermore, providing written feedback can be identified as part of communication to the students about the progress they are making and also facilitate them in the area of improvement. Form of correction feedback can be seen by giving the highpoint of the strengths and the weakness on the students'

writing, comments that give information of individual progress. Based on the explanations above it means feedback given must be objective so it will make students know and understand how they have done, what parts they are lack of and need to be improve, and what parts they have done well.

METHOD

Research Design

The researcher applied descriptive qualitative method for completing this study because this study was intended to describe the students' perceptions towards lecturers' written feedback of thesis writing advisory. As descriptive qualitative research, this research used the description of words, phrases and sentences in process of representative the related data evaluated to show the conclusion for this research. It is lined by Fraenkel and Wallen (2006), "Qualitative data are collected in the form of words, phrases, and sentences by using description forms rather than numbers". The materials analyzed can be textbooks, newspapers, information from web pages, speaking forms, television programs, advertisements, music, or any of other types of documents (Ary, 2010: 457).

Subjects

In qualitative research, a subject is identified as a number of people who have a similar characteristic (Creswell, 2012: 142). Obtaining valid and trustworthy data of the students' perception toward lecturers' written feedback in the thesis writing advisory, this research used the entire subjects. In agreement with (Bertaux, 1981: 35; Guest et al., 2006; Mason: 2010; cited in Esch & Esch, 2013: 228), says that 15 numbers as the sample of research are the smallest acceptable number in qualitative research. The subjects of this research were 20 students of the 7th semester students of STKIP PGRI Sidoarjo who were working on their thesis writing advisory. The students were considered conducting the thesis writing and they had perceptions toward lecturers' written feedback. Moreover, they may have totally different interpretations on the perceptions towards lecturers' written feedback of thesis writing advisory. As a result, they might support this study to achieve the data required.

Source of data and data

The primary sources of data used to answer the first formulated problem were all of the students' work consisting written feedback from the lecturers. Meanwhile, the types of written feedback (direct and indirect feedback) were the data to be examined. Furthermore, the instruments of questionnaire and interview were applied to answer the second research question. All the questionnaire items were the source of the data of the research and the chosen degree of the statements were the data to be examined. Lastly, the results from the questionnaire were used in the interview to gain the deeper perceptions toward the lecturers' written feedback.

Instruments

In an effort to answer two research questions, the data were collected by documentation, questionnaire, and interview. All copies of the students' works consisting lecturer's written feedback were the source of the data and types of written feedback on the copies of students' writing consisting lecturer' written feedback were the data in this study. Questionnaire and interview items were used as the source of the data which is going to be examined. Meanwhile, the students' perceptions based on the questionnaire items were used as the data for the research. Then, all of the transcriptions of interview were used as the data.

Data collection procedures

The setting of this research, the researcher took place in STKIP PGRI Sidoarjo which located in Jl. Raya Kemiri, Kemiri, Kec. Sidoarjo, Kab. Sidoarjo, East Java. There were three types of instruments in this study obtained from documentation, questionnaire, and interview.

Documentation

In this research, the researcher gathered the students' writings consisting lecturers' written feedback by picturing them using camera of mobile phone. It was conducted to know the types of lecturers' written feedback given to the student's works. After documenting students' writing, the researcher classified the types of lecturers' written feedback using checklist in order to classify the data. According to Ary (2010, p. 217) checklist is an assistance to direct observation which list items to be given attention. Checks mark presence, absence, or frequency of occurrences for each item. In this study, the checklist activity confined some categories to analyze the types of the lecturers' written feedback.

Questionnaire

Questionnaire was applied in order to obtain the data about students' perceptions toward lecturers' written feedback. The questionnaires were distributed to the 7th semester students who were working on thesis writing. In order to enhance the consistency of the responses throughout the respondents, and make the tabulation easier and faster, a closed-ended questionnaire were used.

There were 30 closed-ended items provided which cover all the information needed to answer the research problem. Each statement came up from several theories that were used to support this research. The questionnaire used in English Language because the participants were all English language students and they were capable enough in understanding and responding to the statements provided

Interview

The third instrument used in this research was the interview. "Interview is one of the most widely used and basic ways for gaining the data in qualitative research and it is used to collect data from people about their opinions, beliefs and feelings in their words" (Ary, 2010, p. 499). The interview was conducted to gain deeper understanding among the respondents, as it was done to support the main data in the questionnaire's results. In addition, it also used to strengthen, to clarify, and to confirm all the answers collected from the questionnaire items. In

conducting the interview, the researcher prepared a question list consisting of 16 open-ended questions.

Data analysis

Patton (in Moleong, 2007) claimed "The data analysis system is the process of data preparation and data classification". In the analysis of the gathering data, process of analyzing data based on the instruments done in the following procedures.

Documentation

In conducting this research, the researcher did some steps. Firstly, researcher collected data by picturing the students' writings that only contain lecturers' written feedback. The lecturers' written feedback were categorized by using a checklist based on the types of written feedback which used theory of Ellis (2008). The analysis about the types of lecturers' written feedback given on students' writing was presented by using numerical evidence into percentage. Lastly, the researcher found the most of types of lecturers' written feedback given to the students during thesis writing advisory by knowing the percentage of types of written feedback.

Questionnaire & Interview

The first step in analyzing the collected data were noting the results of questionnaire. There were four degrees of agreement for each statements namely 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. As the way to conclude the data, this research used the most degree of agreement chosen. However, appropriate formula will be used as the quantification to calculate participants' answers yet still the results which were in form of numbers will be described and interpreted in form of words in descriptions. Moreover, the researcher found the results by calculating how many participants chose 'strongly agree', 'agree', 'disagree', and 'strongly disagree' in each statement. The percentage data were used as the final result to answer the research question which leads to the final conclusion. After having collected numbers of degree of agreement, the researcher described the results shown in percentage in relation to each questionnaire statement. The questionnaire and descriptive results of the interview were described and classified based on the categories to complete the final result. The next step was to draw the conclusion of this research.

FINDINGS AND DISCUSSION

Documentation

To get the results of the total number of lecturers' written feedback, all of the lecturers' written feedback on each student's work were counted. Then, how many feedback in the form of direct and indirect feedback was counted. The last step was counting the percentage of each part type of feedback. All of the data consisting the lecturers' written feedback were examined by using theory of written feedback from Ellis (2008) and supported by related theories. The percentage of data from students' writing are presented on the table.1 and the figure.1 as follow:

Table 1: Types of Lecturers' Written Feedback

No	Types of Written Feedback	Numbers of Lecture's Written Feedback	Percentage
1	Direct Feedback	178	34.56%
2	Indirect Feedback	337	65.44%
Total		515	100.00%

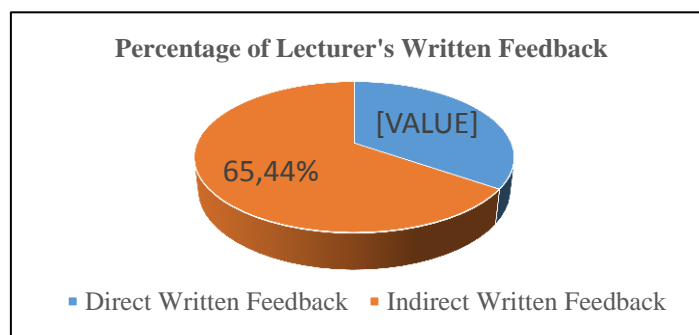


Figure.1 Percentage of Types of Feedback

Based on the table.1, it shows that the total number of lecturer's written feedback is 515 items consisting 178 items (34.56%) and 337 items (65.44%). It means that the lecturers' written feedback is mostly in the form of indirect lecturer's written feedback. The lecturers gave corrections to the students' mistakes by indirect providing correct linguistic forms of a code sheet containing types of errors as their definitions for students such as indicating and locating errors of the students' works, identifying or indicating errors only, giving codes only and describing the errors only without any corrections directly to the forms of written to the errors. It can be concluded that the lecturers indicated that the student has made an error without actually correcting it (Ellis: 2008).

Moreover, it is a type of indirect feedback that can be said that an error identification in which it happened when lecturers implicitly identified that errors have been done by the students and the lecturers indirectly provided written corrections by giving marks such as circling, underlining, crossing on the students' work and leave them to the student to correct by themselves. Based on the data findings, answering the first research question containing the most used type of lecturers' written feedback, the lecturers applied the corrections through the students' writings by using indirect written feedback consisting 337 items (65.44%).

Questionnaire & Interview

In this part, the researcher primarily discusses the findings of both questionnaire results and interview results consisting (1) students' perception on the thesis writing advisory; (2) students' perception on the process of lecturer written feedback in the thesis writing advisory; and (3) students' perception and the implication on the implementation of lecturer's written feedback.

Table 2: Students' Perception on the Thesis Writing Advisory

No.	Statements	SA	A	D	SD
1	Revision is needed in the thesis writing process.	70.00% (14)	30.00% (6)	0.00% (0)	0.00% (0)
2	Feedback is needed in the thesis writing process.	65.00% (13)	35.00% (16)	0.00% (0)	0.00% (0)
3	I am familiar with lecturer's written feedback as one of feedback techniques implemented in the thesis writing.	15.00% (3)	80.00% (16)	5.00% (1)	0.00% (0)
4	I get written correction of my mistakes from my thesis advisor in my thesis writing advisory.	25.00% (5)	75.00% (15)	0.00% (0)	0.00% (0)
5	I get written suggestion of my mistakes from my thesis advisor in my thesis writing advisory.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
6	I get written justification direct to the exact point of my mistakes from my thesis advisor in my thesis writing advisory.	30.00% (6)	60.00% (12)	10.00% (2)	0.00% (0)
7	I get only markings on my problematic areas from my thesis advisor on my writings.	35.00% (7)	40.00% (8)	15.00% (3)	10.00% (2)
8	I get only underlines on my problematic areas from my thesis advisor on my writings.	10.00% (2)	55.00% (11)	25.00% (5)	10.00% (2)
9	I get written feedback on my spelling of writing from my thesis advisor.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
10	I get written feedback on my grammar of writing from my thesis advisor.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
11	I get written feedback on the content of my writing from my thesis advisor.	50.00% (10)	50.00% (10)	0.00% (0)	0.00% (0)
12	I get written feedback on the organization of my writing from my thesis advisor.	30.00% (6)	60.00% (12)	10.00% (2)	0.00% (0)
13	I prefer lecturer's written feedback than oral feedback during the thesis writing advisory on my writings.	55.00% (11)	30.00% (6)	15.00% (3)	0.00% (0)
14	I feel that written feedback given by thesis advisor on my writings is clear.	15.00% (3)	70.00% (14)	15.00% (3)	0.00% (0)
15	I am satisfied with the written feedback given by thesis advisor on my writings.	20.00% (4)	80.00% (16)	0.00% (0)	0.00% (0)

16	The written feedback given by thesis advisor is helpful for me to correct my writings.	60.00% (12)	40.00% (8)	0.00% (0)	0.00% (0)
17	I believe written feedback from my thesis advisor is important in the process of thesis writing.	80.00% (16)	20.00% (4)	0.00% (0)	0.00% (0)
18	Written feedback from my thesis advisor gives significant influences to the improvement of my writing quality.	50.00% (10)	50.00% (10)	0.00% (0)	0.00% (0)
19	The use of lecturer's written feedback helps me to develop my writing skill.	40.00% (8)	55.00% (11)	5.00% (1)	0.00% (0)
20	The use of lecturer's written feedback helps me to recognize my strength in my writing skill.	35.00% (7)	65.00% (13)	0.00% (0)	0.00% (0)
21	The use of lecturer's written feedback helps me to recognize my weakness in my writing skill.	40.00% (8)	55.00% (11)	5.00% (1)	0.00% (0)
22	I feel encouraged to learn how to write good writings and write more better after getting written feedback from my thesis advisor.	25.00% (5)	70.00% (14)	5.00% (1)	0.00% (0)
23	I get more motivated to revise my writings after having written feedback from my thesis advisor.	25.00% (5)	70.00% (14)	5.00% (1)	0.00% (0)
24	I only use lecturer's comments as my considerations to revise my writings.	20.00% (4)	35.00% (7)	35.00% (7)	10.00% (2)
25	I only use lecturer's suggestions as my considerations to revise my writings.	15.00% (3)	50.00% (10)	30.00% (6)	5.00% (1)
26	I only use lecturer's corrections as my considerations to revise my writings.	20.00% (4)	55.00% (11)	25.00% (5)	0.00% (0)
27	I revise my writing only at the part in which I get the written feedback.	30.00% (6)	45.00% (9)	20.00% (4)	5.00% (1)
28	I revise my writing not only at the part in which I get the written feedback but also other parts which need to be revised.	10.00% (2)	80.00% (16)	10.00% (2)	0.00% (0)
29	I feel confident with my quality of writings when I get written feedback from my thesis advisor.	25.00% (5)	65.00% (13)	10.00% (2)	0.00% (0)
30	Lecturer's written feedback should be used in the thesis writing advisory.	45.00% (9)	50.00% (10)	5.00% (1)	0.00% (0)

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

Table 2 shows that students' perception on the thesis writing advisory. As a result, it's clearly seen that in the first statement, 14 students (70%) chose SA (strongly agree), 6 students (30%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). Meanwhile, in the second statement, 13 students (65%) chose SA (strongly agree), 7 students (35%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). It means that all students (100%) needed both of revision and feedback in the thesis writing advisory in order to guide their thesis writing and to improve their writings. Based on the result of the interview, all of the students stated that feedback and revision are needed during the thesis writing advisory. They claimed that both of feedback and revision are important points in order to improve their thesis writings. As the statement from the student 1 said *"Yes, of course. Because without revision, I didn't know which one is false (means: wrong) so that I can continue my next subtitle in my writing"*.

In academic writing, feedback highlights a process of writing and rewriting where the next is not seen as self-confined but through the points to other texts to be written by the students on their works (Hyland: 2003). Based on arguments stated above, feedback are centered on person's improving in the process of learning in order to develop his/her skills into wider knowledge by revising the inappropriate parts to be the appropriate one.

In the statement three, it can be clearly seen that 3 students (15%) chose SA (strongly agree), 16 students (80%) chose A (agree), only 1 student (5%) chose D (disagree), and none chose SD (strongly disagree). It shows that the students positively respond to the statement, which means that almost all of the students were familiar about the use of lecturers' written feedback as one of feedback techniques implemented in the thesis writing. However, there was one student did not familiar with the lecturer's written feedback. Berzsenyi (in Pratiwi, 2013: 20) argued *"Lecturers can provide kind of feedback in the form of question to ask for interpretation or suggest enlargement. Besides, lecturer may give remarks which appropriate to understand toward students' works, identify mechanical problem in a specific sentence and/or give compliment when students are working well in their writing"*

By conducting the interview, the researcher found that the students were familiar with the lecturer's written feedback because it's implemented during the thesis writing advisory and they knew what the written feedback is. The interview results also showed that the students got not only comments but also clear information regarding the written feedback. Meanwhile, the students who had minimal markings on their writing usually got confused seeing the underlines, circles and other marks. So that, the students still need the clear information what the meanings of codes or markings given on their works. In line with the statement from the student 1 said *"Yeah. I feel confused when I got underline. Because I don't know what does it mean and which area should I revise from the underline. Actually, I need clear information when I get underline"*. Overall, after receiving the lecturers' written feedback the students be able to know their mistakes that they made in their writings.

The next results of the statements show the positive responses which means that almost all the students got written commentary feedback direct to the

mistakes of their writing during the thesis writing advisory. Presenting on the clarity of lecturer's written feedback and its implementation on the thesis writing advisory which has purposes in observing of the students feel that the written feedback is clear and satisfying. Then, the statement fourteen related to fifteen. As a result, the students (85%) definitely got clear lecturer's written feedback during their thesis writing advisory. However, there were still 3 students did not get clear written feedback from their lecturers. Despite the fact that most of the students assumed that they understood of the lecturer's written feedback, some students still did not understand that made them felt confused. They still got confused to do corrections because of the form of feedback from their lecturers used other sources like via WhatsApp (WA). As it was said from the student 1 "*Confused to do corrections because I got correction from my first lecturer only give me correction by online WA*"

Lewis (2002: 3-4) states that lecturer's written feedback results should be clear. So, it would be more understandable if the students have clear information regarding the written feedback they got. Regarding the interview result, the students who had minimal marking on their writing usually got confused seeing the underlines, circles and other marks. So that, the students still need the clear information what the meanings of codes or markings given on their works.

The next statement, it shows that there were 4 students (20%) chose SA (strongly agree), 16 students (80%) chose A (agree), none chose D (disagree) and SD (strongly disagree). Means that all of the students (100%) were satisfy on the lecturers' written feedback. The positive response of statement fourteen and fifteen show the consistency of the answer. It is in which the students' feeling that satisfying came when the lecturers' written feedback was clear. The lecturers' written feedback was significantly helpful for them to improve their writing and it can be said that almost all of the students not only got the feedback focusing on the grammar and spelling of their writings but also got the contents of their writings at the major part of the focus. It's proven by the statement from the student 1 said "*I feel satisfy. My lecturers always give me feedback so I can do corrections my data, my thesis writing and now I already got ACC. Now it makes me more confident.*" Means that they got a positive response from the lecturers' written feedback.

Statements twenty-two and twenty-three focus on the students' encouragement and motivation. The results of those statements were same of percentage. Statement twenty-two dealt with the encouragement in learning to write good writing that seems in students' self- motivation. Meanwhile, the statement twenty-three dealt with the students' motivation to revise their writings. It is really clear that the students were really encouraged and motivated in learning how to write good writings and compose better writings. From these positive response of the statements, it showed that the two statements were consistent. The students were not only encouraged to write good writings but also to revise their writings in the process of thesis writing advisory.

Next statements focus on the students' perceptions on the use of lecturer's written feedback which dealt with the students' revision. Statement twenty-four shows that the higher response is in SA (strongly agree) and A (agree) which is around 55%. Means that the students agreed to use only lecturers' comments as their consideration to revise their writings. Meanwhile, 45% students used other

source of written feedback as their consideration to revise their writings. In the statement twenty-five, the result shows that 65% students only used lecturers' suggestion of written feedback as their consideration to revise their writings. A few students used not only lecturers' suggestion but also other source to be their consideration on the revision parts.

Hendrikson (in Pratiwi, 2013) claimed the errors should be corrected because when students read over their written work, they general are unable to recognize many errors. A guidance is needed by students in recognizing forms and structure in their work of writing. Most of the students could recognize their strengths and their weaknesses after they got the lecturers' written feedback. As it was seen in the interview result from the statement of the students 1 said *"Yes, first I know that my writing is clear and I can improve and continue next chapter. Because next week is my thesis proposal seminar."* It can be concluded that the lecturers' written feedback extremely assisted the students in providing important information that helped the students lead to improve their writings.

Additionally, as the results found in the statements twenty-four, twenty-five, and twenty-six, it can be concluded that students agreed that they only used lecturer's comments, suggestions, and corrections as their consideration to revise their writings. In addition, most interviewees said that their strengths were they can be able to write their thesis well by developing the ideas they have. As it was seen in the interview result from the statement of the students 1 said *"Yes, first I know that my writing is clear and I can improve and continue next chapter. Because next week is my seminar thesis proposal."* And the statement from the student 4 said *"In the way writing the sentences and developing the idea"* Thus, the students are encouraged to be independent people.

Statements twenty-seven and twenty eight dealt with the parts where the students revise their writings. The result shows that the students do revising not only revise at the part where the get the lecturer's written feedback but also other parts which needed to be revised. This statement was in a high response of the degree agreement. The students agreed that they did revision not only at the part in which they got the written feedback but also other parts which need to be revised. Statement twenty-nine dealt with the students' confidence as the proof of the implementation of lecturer's written feedback during their thesis writing advisory. It showed that most of the students (90%) agreed that they were confident after getting the lecturer's written feedback during their thesis writing advisory.

However, there were still 2 students disagreed that they are confident after getting the lecturer's written feedback on their thesis writing advisory. Supported by the interview results, the students chose the written feedback regarding it was clear as the guidance correction and the students felt satisfying of lecturer's written feedback in motivating them. The student 3 said *'Written feedback. Because it give me clear marking. If just oral I may forget it'*. Thus, it can be said that the lecturers' written feedback were good and clear as the motivating and encouraging the students in thesis writing. So the students were motivated and encouraged by the lecturers' written feedback given but they still needed clear information via oral in explanation the form of lecturers' written feedback they got.

The last statement was used to see the sustainability of the implementation of lecturer's written feedback on the thesis writing advisory. The last statement shows that it got absolutely positive response from the students because most of the students (95%) agreed that lecturer's written feedback should be used in the thesis writing advisory. It was supported the interview result that all of the students stated that written feedback should be used in the thesis writing advisory. As it is seen from the statements from the student 2 said '*Yes, of course because it can improve my thesis writing*'; the student 3 said '*Yes, it should be. It gives me clear understanding and it motivates me to write in the right way*'. Surprisingly, in line with the questionnaire' results and the interview' results, the students totally agreed that lecturer's written feedback should be used in the thesis writing advisory.

CONCLUSION AND SUGGESTION

Conclusion

The total number of lecturers' written feedback is 515 items consisting 178 items (34.56%) and 337 items (65.44%). Based on the findings and discussion this study explained on the previous discussion, it can be clearly said that the most used type of lecturers' written feedback of thesis writing advisory is in the form of indirect lecturer's written feedback consisting 337 items (65.44%). The lecturers provided corrections to the students' works by indirectly providing correct linguistic forms by indicating and locating errors of the students' works, identifying or indicating errors only, giving codes only and describing the errors only without any corrections directly to the forms of written to the errors.

The students had various perceptions toward the lecturers' written feedback during the thesis writing. The argued that the lecturers' written feedback is needed and important. It can be used as motivation and guidance to improve their writings during thesis writing. The lecturers' written feedback was significantly helpful because it was easy to be understood. The students felt developing in their writing skill by knowing their strengths and their weaknesses. Thus, they were really encouraged and motivated in learning how to write good writings. Overall, most of the students (90%) prefer lecturer's written feedback to oral. They assumed that the lecturers' written feedback was clear. The students totally agreed that lecturers' written feedback should be used in the thesis writing advisory.

Suggestion

Lecturers as the thesis writing advisory

This study can provide lecturers with a clear description of feedback on academic writing of thesis writing advisory, especially how the students perceive and interpret the feedback given. It's also suggested to the lecturers that they should avoid by using social media or thesis writing advisory via online during the thesis writing advisory because the students need clear information by direct guidance regarding the process of thesis writing. As a result, their feedback can be more effective to improve the students' ability of writing and to finish the thesis writing effectively. Lastly, it is suggested that the type of direct written feedback should be provided by lecturers during thesis writing advisory.

Students

The students should pay attention more to the lecturers' written feedback given by their lecturers so it can help them to develop their writings and finish their thesis timely.

Other Researchers

The results of this study will contribute clear information to the other researchers and used as additional references to enrich conducting further researches about lecturers' written feedback or other topics related to feedback to explore the current study. However, similar type of study still had limited discussions which was conducted by applying descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods. One of the results of this results is that lecturers' written feedback were encouraging and motivating students during their thesis writing advisory. It's suggested that other researchers can also conduct the similar research by investigating the relationship between encouragements of lecturer's written feedback and the improvement areas of the students' writings toward the result of the students' writings.

Institution

The result of this research can be used as one of the considerations to the institution to make the new regulation related to the effectiveness of thesis writing advisory and the implementation of doing thesis for undergraduate students. Such as: (1) the institution will provide a clear schedule of meeting time between students and lecturers.; (2) the institution will facilitate all of the students to do the thesis writing as their final product of their scholars regardless of their completing payments for doing thesis. It's assumed that some of the 7th semester students who haven't conducted yet their thesis, they had problems of their financial. So that, students can be able to finish their thesis timely and effectively.

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DEVELOPING MODULE FOR ENTREPRENEURSHIP-BASED TRANSLATION AND INTERPRETING SKILLS COURSE IN ENGLISH LANGUAGE TEACHER EDUCATION DEPARTMENT

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Abstract: The present study describes the development of a course module on Entrepreneurship-Based Translation and Interpretation Skills for the students of English Language Teacher Education Department. The module was inspired by empirical research findings about the knowledge base of student teachers. It was created and refined during its three-year application will be reflected upon here, including feedback collected from student evaluation sheets. In the end, the participants responded positively to the course module. The students stated that the module was interesting, relevant and valuable for their later profession. They also emphasized that they now felt more competent in the area of Translation and Interpretation Skills and entrepreneurship.

Keywords: *module development, Translation and Interpretation course, entrepreneurship-based*

INTRODUCTION

There has been a boom in institutional training of translators and interpreters since the mid-twentieth century and in particular since the 1980s. This also led to a survey of the way in which it could be best taught, in order to enhance the different skills acquired in one or more foreign languages and cultures, in relation to and in conjunction with the mother tongue, for the purpose of more effective communication (Liu, 2013).

One of the main aims of the present survey is to shed some light on how the teaching of translation has adapted to the changing conditions of the professional world and to the demands facing translators today. What emerged is a general trend on the part of the majority of institutions to introduce a translation training component into their curricula to satisfy not only market needs but also the growing demands within higher education for professionally oriented degrees. Much still to be done before the teaching of translation in higher education can really be said to be in line with real-world criteria and before all the institutions that have a translation component in their curricular accept the fact that training translators constitutes a serious pedagogical challenge (Liu, 2013).

The 21st century teaching and learning focuses on the discrete combination of 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century and beyond (Pacific Policy Research Center, 2010; dela Cruz, 2015).

Many higher education language departments have now begun to show greater interest in translation as a vocational tool and in the lessons to be learnt from those who earn their living from translation. Practice is now often based on the questions: “How do professional translators go about their job?” and “What does a professional translator do?” (Hervey & Higgins, 1992).

To have a successful teaching of Translation, the best teaching approaches is the one which lead to better succeed, and help teacher to succeed in initiating the favored changes with students, furthermore, this teaching approach includes planned procedures which teacher utilizes in dealing with his students in order to make education easy and smooth. Most current teaching practices in Translation courses have been `the teacher-blackboard-textbook relationship. Research findings have shown that there is a need to fulfill individuals' aspiration and hopes that are increasingly expand and getting larger, consequently, result in self-education programs and utilize the technology and clarify its role in the teaching system which provides the different presentation opportunities especially regarding the texts. Therefore it is the need the need emerged for the teaching approaches that are far from conventional approaches of school and the teachers, are more suitable for the modern age of information technology and the module approach is considered the modern approach of development. It is methodological way in thinking and organized way in working handling all the factors included in the teaching process. It is “a small teaching unit based on strategy of the self-learning and individualization of the education, the unit contain specific objectives, experiences, and certain teaching activities carried out in sequence and logical completion to help the learner to achieve the goals and develop the sufficiency according to the agreed levels specified previously according to the speed of self-learning. “it is a small teaching unit based on strategy of the self-learning and individualization of the education, the unit contain specific objectives, experiences, and certain teaching activities carried out in sequence and logical completion to help the learner to achieve the goals and develop the sufficiency according to the agreed levels specified previously according to the speed of self-learning” (Alelaimat & Ghoneem, 2012, p. 44).

A learning module is one of study material that facilitates the teaching and learning processes, stimulate learner's mind in a way that helps in being attentive to the instructions process, focus, comprehension and recalling for the purpose of enhance and increase the process efficiency along with thinking development. This kind of self-instruction or individualization of instruction addresses the individual differences of the learners believing that this learner is unique and special, and teaching is individual process. This can reduce the dependency on the teacher and give attention to learner who becomes the center of activities which aim at attaining the objectives of the teaching process for the learner (Alelaimat & Ghoneem, 2012).

The teaching of the Translation and Interpretation Skills course in the English Language Department was the conventional method which was mainly

depending on the one source who was the teacher. It did not comply with the technology development. Due to the importance of developing the methods of teaching the course and paying attention to it as part of means of executing the curriculum and achieving its goals by carrying its different content and activities and moving from the conventional method to modern concept of applying the method of modern and diversity teaching method, such as the modules method and strategy.

The translation and interpretation skills is one of the competences that a graduate of the English Language Education Department must have. It can create a prospective opportunity for him in addition to becoming a teacher of English, in particular if he wants to be self-employed as a translator or interpreter. In response to this, entrepreneurship education is inevitable. Entrepreneurship education equips individuals with “the ability to recognize commercial opportunities, self-esteem, knowledge and skills to act on them. It includes instruction in opportunity recognition, commercializing a concept, managing resources, and initiating a business venture. Entrepreneurs or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development” (Grecu & Denes, 2017, p. 1). To integrate the entrepreneurship education into the Translation and Interpretation Skills course is intended to promote students’ entrepreneurial mind-set and encourage self-employment.

Problem

In response to a need identified by the needs analysis, a 12-week learning module was developed intended mainly for the fourth-year students who need a beginning knowledge of translation and interpretation studies. This module aims to support students’ understanding of the translation studies by providing them with opportunities to independently investigate through both research and experimentation.

Purpose of writing

The present article documents the experience and lessons from developing an integrated entrepreneurship-based Translation and Interpretation Skills course module designed for the fourth-year students of the English Language Department.

METHOD

This study aimed to develop a complete practical comprehensive module to improve students’ entrepreneurial skills, particularly to their managerial aspects in translation industrial context. The study was conducted over the students at the English Language Education Department of University of PGRI Adi Buana Surabaya taking the Translation and Interpretation Skills course in the fourth year of their study. A total of 96 student teachers participated in the course. The reliability and consistency of the module were obtained through a panel of experts in teaching methods. The research and development approach with the design based research (Elly and Levy, 2010) was employed as the technique of this present study. For the data collection and analysis through design-based approach, several procedures were conducted, which involved (1) problem identification, (2)

objectives framing, (3) product design and development, (4) product examination and test, (5) result evaluation, and (6) result communicating. This integrated module involved three major parties; the students, the course manager, and the lecturers.

During the sixteen-week course, the course modules were designed to cover all aspects involved in writing a proposal for a business in the translation industry as an entrepreneurial practice. The course was organized with lesson materials broken down into four to five brief lesson modules covered on a weekly basis and designed to take approximately an hour and a half per module. The learning materials began with an introduction to the purpose of proposals and a discussion of when writing a full proposal is required. Topics over the following weeks addressed the specific components of a proposal and the suggested order in which proposals should be developed. During the latter half of the course, the module addressed topics such as the proposal's logical framework, budgets and the proposal components that are prepared at the end of the development process, such as the background section, summary and proposal cover letters.. The course was organized with lesson materials broken down into four to five brief lesson modules covered on a weekly basis and designed to take approximately half an hour per module. The learning materials began with an introduction to the purpose of proposals and a discussion of when writing a full proposal is required. The topics over the following weeks addressed the specific components of a proposal and the suggested order in which proposals should be developed. During the latter half of the course, modules addressed topics such as the proposal's logical framework, budgets and the proposal components that are prepared at the end of the development process, such as the background section, summary and proposal cover letters.

The module took the following design as suggested by Alelaimat & Ghoneem (2012):

- (1) The title of the module representing the main idea of the module taking into consideration,
- (2) The introduction of the module motivating and encouraging the students to read and providing a general idea about the subject and what to achieve,
- (3) The learning goals clarifying the expected behavior to be achieved after finishing the study of the module,
- (4) The pre-test and the key answers determining the level of the student according to the behavior objectives set previously (the pre-test is used alongside the post-test to determine the range of success of the student to pass to the next module after checking his answers with the key answer and the corresponding marks accompanied with each module, in case of failure, has to keep studying the module,
- (5) The organization of the content of the module:
The content is divided into clear secondary factors and ideas which help the student to understand them easily and presented in many forms with many references to be suitable with the capabilities and tendencies of the student. It is adjusted in many logical ways according to the nature of the material and the characteristic of the students, whom the module is designed for,
- (6) The activities and teaching utilities:

Each module consist of group of diversity of teaching practices enabling the student to choose from what suits him from application and referral activities to achieve the required goals with the support of the variety of the teaching resources,

(7) The chosen recourses and references:

In the last pages of the module there will be annex for the reading of the printed and picture material of the book and the reference in the different fields in addition to the list of the references and resources for the student for further expansion to enrich his information about the subject,

(8) The post-test:

It is another form of the pre-test or has some new items related to the behavior objective of the subject which is written previously. In case of passing the student moves to the next module, if failed the student has to study the same subject again until he passes.

The characteristics of the teaching and learning process as previously reflected in the module design are:

- (1) The student has his own self learning which allows time for discussion study anytime anywhere,
- (2) The individual and environmental differences among the students are considered,
- (3) The positive and participation of the student is encouraged,
- (9) Learning with purpose in the life of the students is addressed,
- (10) There is connection and integration among the subjects,
- (11) There is a group interaction among the students,
- (12) The teacher is the leader, guide, developer, and the encourager.

FINDINGS AND DISCUSSION

Problem identification

This problem identification stage basically assessed the needs of the students. It was intended to discover the four categories of information about their potential learners in particular that the researchers use to tailor the learning materials. They included (1) demographics, (2) motivation, (3) learning factors (study skills); and, (4) subject background (Freeman, 2004 in Babu, 2014).

In regard to this needs, it argued that a simple and practical entrepreneurial module is urgently needed. The module should cover some basic characteristics corresponding to the students' expectation, be practical and easy to learn, present in simple sentences, provide less yet comprehensive theories along with various exercises, and contain means for entrepreneurial mental building and practical business management. In addition, the various types of group learning activities include: small-group discussions, debates, demonstration and practice, situational analysis, case studies, learner presentations, and role-plays.

Objectives framing

The framing of the objectives and scope on the module design and content was necessary to make an integrated module effective before it was verified onto

the related courses. In framing the objectives, it needed to scope the content which corresponded to the outcome of problem identification. Thus, the objectives should include the design and content of the modules. The design displayed an interesting layout, and the materials are presented in brief context attributed with some figures in order to encourage students' curiosity. In addition, the content contained work ethic, creativity for business development, business initiating, business management, and marketing development (Crea, 2010).

Product design and development

On the basis of identifying the problem, verification on the data collected resulted in: 1) the composition of materials covers the spirit in running a business, fostering creativity, business cooperation, and managing the business, 2) practical and applicable theories attributed with examples and tasks, 3) autonomous learning-based design. Those all pointed to both students' and instructors' expectations, which wanted to discover an appropriate set of effective evaluation (Henry, 2004).

The research and development with Design-Based Research approach resulted in 1) The implementation of each phase required sufficient time for validation, 2). The researcher of this study acted as an informative assembler and facilitator drafting the module that corresponded to the user needs, being proactive and communicative with the users, 3). A sense of belonging and good cooperation between the researcher and the users were found exist in the process of product research and development to obtain effective materials. The design-based research approach was applied in several stages which brought different result as well. Identifying problems resulted in students' educational and economic background, and parents' job. In regard to content drafting, it was necessary to consider several aspects including 1) who the students are, (2) how their attitudes and entrepreneurial traits are, 3) the level of readiness, 4) students' motivation and innate, and 5) various theories and generalizations of translation practices including translational text analyses, translations with commentaries and translation criticism. Those aspects eventually could contribute to an effective and interesting learning. The courses participants are mostly fresh graduate of senior high school (80%). they were capable to receive and absorb knowledge more quickly rather than other participants from different educational background as they were more confident and actively engaged in training. The curriculum applied by the courses related to entrepreneurship is naturally practical. These entrepreneurial materials include work ethic, business initiation and material procurements, and business management and communication. The strategy of entrepreneurship learning referred to be integrative between theory and practice and simultaneously conveyed during the course (Omar, et al; 2010). The success of entrepreneurship did not always deal with the financial (capital) factor but also from non-financial factor, prominently, high personal entrepreneurial traits such as skills, innovations, dexterity to run a business as well as its problems (Malaya, 2006; Ahn, et al, 2008; Randolph, 2013).

In module drafting, the structure of the course developed in this project was adapted from the model proposed by Sudarwati (2018) and encompassed different topics. The course module had a duration of twelve weeks with one ninety minute session per week. It was set in four chapters that consisted of building

entrepreneurship passion, managing the business, developing practice and integrating business plan, and various theories and generalizations of translation and interpretation practices. The draft of the module was classified into three sections as follow. 1) The Initial. It described the correlation between each chapter along with its characteristics, provided the prerequisite of using the module, and verified 4 major objectives for business development. Also, it provided a brief explanation and evaluation to do the given exercises. 2) The Main. It consisted of four chapters respectively talking about entrepreneurship skills, business skills, how to make an integrated business plan, and translation and interpretation skills. Specifically, each chapter was different in: a) title –(1) Chapter 1: initiating entrepreneurship traits, (2) Chapter 2: managing the business, and (3) Chapter 3: business planning, and (4) Chapter 4: translation and interpretation in practice; b) Goals and objectives comprehensively described within each chapter; and c) topics –(1) Chapter 1 consisted of 5 topics including the concept of entrepreneurship, entrepreneur as the leader, decision making and risk taking, creativity, and negotiating skill; (2) Chapter 2 consisted of 6 topics including determining and planning to produce a new product and market it to the customers, marketing and sales planning, counting break event points, financial and cash flow statements, human resource developments, and annual business planning; Chapter 3 consisted of 1 topic discussing about how to draft a business plan, and Chapter 4 consisted of 4 topics addressing various theories of translating and interpreting, and translation and interpretation practices. 3) The Final. It provided 1) closing statements containing general guidance on what students should do next using integrated entrepreneurial module, and 2) bibliography, providing theoretical references and sources of the module.

Product examination and test

In module trial, it showed a significant improvement of students' skills in management aspects and entrepreneurial practice as they used the module. The validation found that it successfully met the requirement of an autonomous learning module. This is consistent with Ismail (2010) that the responses of female students are more positive than male students' toward the entrepreneurship module considering the time flexibility, working hour and managing house chores. Thus, learning with module is a kind of self-instruction individual learning model. Finally, evaluating the effectiveness of module was measured by some quantitative measurements. The results of each trial showed that the module is found effective to be applied as an autonomous learning module. It found that 80% of the students were able to implement all the managerial aspects in business. In addition, its design mainly consisted of the initial section including title, table of contents, information maps, general purpose and evaluation guide. The main section included the topic title, learning objectives, activities, materials, evaluation, and the final section provided the module with key answers and assessment criteria.

Result evaluation

Some findings were resulted from product research and development. Developing an entrepreneurship module for courses had classified into 1) Revising modules based on students and courses manager's needs and

expectations, 2) The content of the module should reflect the students' needs to build their personal entrepreneurial traits. 3) Validation and revision for module was through some sets of validation test; discussion among students, instructors, and collaborator; despite a quantitative measurement to verify its effectiveness. Besides its benefits toward the students, this module is also beneficial as 1) an effective media to provide a personal guide for student personally; 2) means for effective remedial as it corresponded to student learning outcomes; 3). Applicable media for anyone and anytime, played as the facilitator assistance; 4) means to make the professional task better, making students more active through self-learning; 5) an effective reflection of learning.

It found that 80% of the students were able to understand the materials contained in the integrated entrepreneurial module. It indicated that the module was effective as a learning media. Hence, it was considered appropriate and effective to use.

However, this module had some limitations, such as 1) it was less instruction, making this suitable for classroom-based learning or outdoor-group activity, noted that the assumption of students' ability to learn and complete individual tasks entirely could not be entrusted; 2) a single approach made the activity monotonous and boring, and thus, making students more introvert and resulted in lower achievements; 3) Irresponsible independency, making students not interested to do the tasks (these trait belonged to some students already); 4) learning process still needed some supporting facilities like media and adequate learning resources; 5) the module was not equipped with media such as audio or video which might help students to be more active acquiring relevant sources; and 6) It was relatively more expensive than the lecturing method. After having data collection and module revision, it suggested that this module had some sections following the model suggested by Sudarwati (2018). At the first section, it was entitled "Integrated Entrepreneurship Module for Entrepreneurial Candidates", consisting of title, preface, table of contents and introduction that described background, module user prerequisites, general purpose of the module, module usage and ability evaluation as well. At the second section, it consisted of three chapters including Chapter I "Entrepreneurship skills", Chapter 2 "Business skills", and Chapter 3 "Practice Preparing an Integrated Business Plan". Chapter 1 contained five topics including the concept of entrepreneurial characteristics, an entrepreneur as a leader, making decision and taking risk, creativity, and negotiation skills. Chapter 2 contained six topics which included defining new products to production planning, marketing and sales plans, break even points, financial reporting, human resource management and business planning. Chapter 3 contained one topic referring to the practice of developing a business plan (Faria, 2009). The design structure of each topic described the learning objectives, learning activities, materials, topic summary, answer keys, assessment criteria and bibliography. The final section contained a concluding remark. Additionally, this module was earmarked for: 1) course managers who highly recommended to periodically review the material with the applied entrepreneurship curriculum in accordance to the science and business technology; 2) course instructors for mastering the content of materials in order to guide the learners individually (Likoko: 2013); and 3) students for learning the theory and practicing their entrepreneurship skills. Any further researches are necessary to develop

entrepreneurship training module with electronic media using audio-visual display for people living in digital era like nowadays. Overall, since entrepreneurship courses provide informal education and are aimed for adult learners, the use of such module is vital for their autonomously flexible learning.

Result communicating

From the submitted learner evaluations of the module (50% of registered learners completed the post-course evaluation and sent in their feedback), overall satisfaction with the module was good,—74% of respondents ranked the course as good or excellent and the remaining respondents ranked the course as average (26%). Furthermore, the vast majority of respondents (89%) further indicated that the module was relevant and of use to them.

As the result, this research finally produced an integrated module containing 3 chapters and 12 topics. Chapter 1 described on how to initiate entrepreneurial passion and consisted of 5 complete topics. Chapter 2 described on how to manage and run a business and it contained 6 topics. Chapter 3 described on how to implement a business plan and it consisted of 1 topic only.

With this module, 78 % students were found successful understanding the given materials and implementing the management aspects in their entrepreneurial practice. The feedback from the students indicated a high level of student satisfaction with the course materials. The students' feedback included (1) reducing the amount of content, (2) clarifying the unit objectives, (3) adding more summaries, (4) providing a better description of the unit, (5) updating the content, (6) increasing the amount of instructions, (7) improving unit organization, (8) adding more multimedia, and (9) adding more activities. These feedbacks provided the researchers with some clear guidance on what kind of improvements were needed.

These findings are consistent with the results of the study by Burmeister and Eilks (2013) brought about results indicating that the contents of the module developed proved valuable for offering future teachers ideas and pedagogies. The findings of the study by Haque & K. Alagarsamy (2018) revealing that the course module plays a significant role in the undergraduate students' perception of the subject matter, better prepared students, enhanced presentation skills, and group experience. These results are also supported by Sudarwati's study (2018) shown that the module she developed proved to facilitate the students' successful learning outcomes.

CONCLUSION

To conclude, the use of this integrated module resulted in a variety of positive outcomes and was significant to improve students' ability with cognitive strategy. It was capable to make the learning process more active and sustainable. (Akpomi, 2009). It was to enhance the students' learning experience and prepare them better for their future working environment.

All in all, successful learning is a mutual process between learner and teacher towards achieving the objectives of the education. According to the module the learner is a self-learner as he is the center of the teaching process, and can find within the module the necessary resources of information that can support his learning, so he chooses what is suitable, the learner decides when he

will starts and where to begin. He can find in the module what supports his response, encourages his motivation, immediate modification of his response, thus the learner is free and positive.

Any further researches are needed to develop entrepreneurship learning module integrated into some other courses. Overall, the use of such module is necessary for their autonomously flexible learning.

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EVALUATING BAHASA INGGRIS MARITIM DAN PERIKANAN PAKET KEAHLIAN TEKNIKA KAPAL PENANGKAPAN IKAN KELAS X

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Abstract: This study would like to find out the extent to which the ESP textbooks *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester I (BIMP I)* and *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester II (BIMP II)* met the criteria of ESP textbooks evaluation proposed by Cunningsworth (1995). Content analysis was used to analyze the textbooks. It was found that one of the textbooks' objectives was to enable students to use English as a communication tool. Both ESP textbooks presented vocabulary and discourse structures, covered relevant skills, encouraged learning activities relevant to student's real life, and acknowledged student's subject specific knowledge. The presentation of language items and language skills, however, were not fully in balance, and both ESP textbooks did cover speaking activities which replicated genuine English communication.

Keywords: *English for Specific Purposes, textbook, textbook evaluation*

INTRODUCTION

The ESP textbooks evaluated for this study are *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester I (BIMP I)* and *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester II (BIMP II)*. The books are developed and distributed online by *Direktorat Pembinaan SMK* through *belajar.ditpsmk.net* which is a subsite of *portal.ditpsmk.net*. The books are designated for the maritime English course in the *Teknika Kapal Penangkapan Ikan/ fishing ship engineering* study program. I chose to evaluate these books because both books are not yet published or released as official books, and also as cited on its website *belajar.ditpsmk.net*, the authors of the books are open to criticism and new ideas about the presentation of the books.

THEORY

In this research, I employ the ESP textbook evaluation proposed by Cunningsworth (1995) as his main theoretical framework. I focused on five criteria which are the 2nd, 4th, 5th, 6th, and 10th criteria as these items focus more on the use of ESP textbook for teaching and learning process. Each of these criteria is discussed below.

Principle no. 2: Are the objectives specified in terms of content and performance?

Learning objectives are used to define what the student is expected to know and/or able to do as a result of the instruction or after the completion of a program/ course (Cunningsworth, 1995). To support Cunningsworth's argument, Heinich et al (1996) add that, in order to provide clear statements of objectives, four components namely A (audience), B (behavior), C (condition), and D (degree) are needed to provide clearly defined statements. In addition, when stating performance, appropriate action verbs as listed in the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001) must be used to ensure clarity and single interpretation.

Principle no. 4: Is there a body of 'core' specialist language related to the subject area?

Core specialist language refers to the specific language covered for a specific discipline which includes grammar, vocabulary, and discourse structure (Cunningsworth, 1995). Maritime English communication involves communication between ship to shore, shore to ship, ship to ship, and on board ships. The standardized language used in maritime English communication is presented in the *IMO Standard Marine Communication Phrases (SMCP)* or the *IMO SMCP* phrase book (Bocanegra-Valle, 2010). The core specialist language includes language (phrases) used in intraship communication (language used in communication between ship to shore, shore to ship, and ship to ship as required by the *STCW 1995*) and onboard (intership) communication i.e. communication on ship (Pritchard, 2002). As mentioned by Losey-Leon (1995), maritime English vocabularies are classified into two main categories namely general maritime use and specialized maritime use vocabulary. General maritime use vocabulary refers to terms that are connected with the most immediate maritime features while specialized maritime use vocabularies are terms which include a whole account of diverse fields applied to the nautical world.

Principle no. 5: Are learners equipped with skills and strategies which will allow them to operate effectively in English in the professional/ occupational situation?

The types of English language skills relevant to student's professional/ occupational situation often vary depending on the specific discipline (Cunningsworth, 1995). For certain specific disciplines, the emphasis might be on written language, while ignoring oral skills. Other disciplines may also focus on writing but more specific skills such as note taking. ESP material equips students with relevant communicative skills and strategies that allow them to perform and work effectively in their respective professional/ occupational situation.

Principle no. 6: Is there a balance between subject specific language items (grammar, vocabulary, discourse structure and operational skills and strategies in language use?

Cunningsworth (1995) mentions "specific features of grammar, vocabulary, and discourse structure are needed to ensure the effective use of the subject content's operational skills and strategies" (p. 132). Language items which

include grammar, vocabulary, discourse structure, and language skills and strategies are interrelated and connected. It is important to have a balanced presentation of language items and operational skills and strategies.

Principle no. 10: To what extent do learning activities mirror real life situations, e.g. through task-based and skill based activities?

As stated by Cunningsworth (1995), students' language uses are not limited only to its use in the classroom. Students must effectively use language in their daily lives, professions, or for specific purposes. Since the goal of ESP language teaching is the development of specific skills and strategies for operating for a specific purpose, it is important that ESP materials include task-based and skill based activities which incorporate problem-solving activities, and content specific to the learners' specialist subject knowledge.

METHOD

I took the data from two ESP textbooks *BIMP I* and *BIMP II*. *BIMP I* has 136 pages and is comprised of 6 units under the heading *Kegiatan Pembelajaran*. Each of the units has different titles which are *Do you know?*, *Welcome to a Modern Port*, *In Port*, *The Ship*, *Leaving Port*, and *Greeting and Parting*. The book is to be used on the first semester. The second book evaluated (*BIMP II*) is for the second semester of the Maritime English course. The book has 201 pages and is comprised of 8 units namely *Ship Knowledge*, *Types of the Ship*, *Shipping*, *Marine Communication*, *Navigation*, *Cargo Handling*, *Time at Sea*, and *Emergencies*.

I analyzed the textbooks by referring to the guideline proposed by Cunningsworth (1995). I first overviewed the content of the textbook; then employed content analysis which is defined as "a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use" (Krippendorff, 2004, p.37). The findings are discussed below.

FINDINGS

The specificity of objectives in terms of content and performance

The objectives of *BIMP I* and *BIMP II* are written in the overall objectives section or *Tujuan Akhir* found on page 4 in both ESP textbooks *BIMP I* and *BIMP II*, and in the learning objectives section or *Tujuan Pembelajaran* found at the beginning of each unit in both ESP textbooks *BIMP I* and *BIMP II*.

The overall objectives

The overall objectives of both ESP textbooks are identical. However, the overall objectives mentioned, are not clearly stated both in terms of content and performance. The condition and degree are not clearly determined either. The overall objectives could be seen in *Figure 1*.

D. Tujuan Akhir

1. Setiap individu siswa dapat memiliki teori kemampuan dasar Bahasa Inggris umum sebagai pengantar menuju pembelajaran Bahasa Inggris untuk bidang/ilmu pengetahuan tertentu, dalam hal ini bidang Maritim dan Perkapalan;
2. Siswa dapat menggunakan bahasa Inggris sebagai alat komunikasi yang efektif dan sederhana dalam bentuk percakapan sehari-hari;
3. Siswa dapat memahami dan dapat menguasai teori dasar Bahasa Inggris Maritim dan Perikanan sehingga dapat mengikuti dan mempelajari pembelajaran Bahasa Inggris Maritim tingkat selanjutnya yang lebih kompleks.

Figure 1

Source: *BIMP I*, 2013, p. 4

The content and performance are categorized as the behavior students would attain through learning the content in the books. The content mentioned in the overall objectives are *teori kemampuan dasar Bahasa Inggris umum* or *basic theories of general English* (first objective), *English as an effective and simple communication tool in the form of daily conversation* (second objective), and *basic theories of English used in Maritime and shipping context* (third objective).

The content in the first, second, and third objectives do not indicate the exact language skill or item, and language functions students would learn. The performance mentioned is also not specific. The first and third objective utilize the action verbs *memiliki* (have) and *memahami* (understand), both which are not specific according to the revised Bloom's taxonomy of action verbs.

The condition and degree of proficiency are not explicitly mentioned. Since both EPS textbooks have the same learning objectives (both in regards to content and performance), it is difficult to determine when the students are expected to demonstrate their understanding of the contents whether it is after the completion of the first or second ESP textbooks.

The unit learning objectives

Although there are learning objectives that are stated clearly using concise action verbs such as; differentiate/ *membedakan*, apply/ *mengaplikasikan*, and identify/ *mengidentifikasi* to indicate performance, the use of ambiguous and less clearly defined verbs to indicate performance are still apparent in the objectives stated in most learning objectives sections.

The use of ambiguous and less clearly defined verbs to indicate performance could be found in the learning objectives section in all units or *Kegiatan Pembelajaran* of the ESP textbook *BIMP I* namely the first and third learning objectives of Unit 1, first and second learning objectives of Unit 2, 3, and 6, the first objective of Unit 5, and first, second and third learning objectives of Unit 4. The ambiguous action verbs used in *BIMP I* include *mengetahui* (to know), *memahami* (understand), and *memperkenalkan* (introduce). The statement of content in the learning objectives of *BIMP I* is also not specific, particularly in the learning objectives sections of Unit 2, 3, 4, and 5 and in the second and third learning objectives found in the learning objectives section in Unit 6.

B. Kegiatan Belajar

1. Tujuan Pembelajaran

- a. Melalui kegiatan pembelajaran ini siswa diajak untuk mengenal, mengetahui dan memahami peristilahan dunia perkapalan, pelabuhan dan kemaritiman, dalam bahasa Inggris.
- b. Selanjutnya siswa diajak untuk memahami tentang pola pembentukan kalimat bahasa Inggris yang baku sebagai bahan dasar menuju materi berikutnya yang tentunya mempunyai kedalaman materi yang berbeda.
- c. Akhirnya, secara sederhana dan tepat siswa dapat membedakan penggunaan pola kalimat (*tenses*) antara *Simple Present Tense* dengan *Present Continuous Tense* dengan tepat.

Figure 2

Source: *BIMP I*, 2013, pp. 45-46

As seen in Figure 2, the first objective (a) and the second objective (b) of unit 3 both utilize ambiguous action verbs to indicate performance. The action verb *mengetahui* (know) and *memahami* (understand) in objective *a* and objective *b* are ambiguous since they do not indicate a specific action done by the students.

In addition, the content stated in the first (a) and the second objectives (b) highlighted in learning objectives of Unit 3 above in *Figure 2* are not specifically written. The content mentioned in the first learning objective of Unit 3 is identical with the content mentioned in the first learning objectives of Unit 2, 4, and 5. The statement of content is too broad because it could refer to any terms or vocabulary related to maritime context such as terms related to port activity, ship parts, types of ships, navigation in which the exact vocabularies that students would be exposed in the unit are not specified. The exact content of *terms related to maritime context* covered in Unit 2, 3, 4, and 5 is difficult to determine since the content statement in the learning objectives of each unit is the same.

The content mentioned in the second objective (b) is not specifically written. The content mentioned in the second learning objective of unit 3 is identical with the content mentioned in the second learning objective of unit 4. The content mentioned in the second objective (b) is not specific since the exact sentence construction and sentence structure are not specifically mentioned.

Although the statement of content are specific and unambiguous, the performance in the learning objectives in *Tujuan Pembelajaran* in all eight units or *Kegiatan Pembelajaran* in the ESP textbook *BIMP II* are written using ambiguous and less clearly defined verbs such as *mengenal* and *mengetahui* (to know), *memahami* (to understand), and *memahami secara praktis* (to have a practical understanding). An example of this can be seen in *Figure 3* (Unit 2, p. 39).

B. Kegiatan Belajar

1. Tujuan Pembelajaran

- a) Melalui kegiatan pembelajaran ini siswa diajak untuk mengenal, mengetahui dan memahami jenis-jenis kapal dan kegunaannya dalam bahasa Inggris.
- b) Selanjutnya siswa diajak untuk lebih dalam memahami peristilahan *Maritime English* secara praktis dalam hal *vocabulary* yang menyangkut Kapal dan jenis-jenisnya.

Figure 3

Source: *BIMP II*, 2013, p. 39

The first objective (a) and the second objective (b) highlighted in learning objectives section of unit 2 stated above in *Figure 3* both utilize ambiguous verbs to indicate performance. As inferred from *Figure 3*, the verb used to indicate performance of the first and second learning objectives are *mengenal* and *mengetahui* or *know* and *memahami* or *understand* which are not mentioned in Bloom's taxonomy (Anderson and Krathwohl, 2001). Both the words *know* and *understand* are not specific because they do not imply a specific form of action which is measurable, observable, and concise.

The Core Specialist Language Related to the Subject Area

In the ESP textbook *BIMP I*, core specialist language of maritime communication covered includes vocabularies, several Maritime English discourse phrases, and general English language functions. It is important though to note that the discourse phrases presented are not in line with the *IMO SMCP*. The vocabulary presented in *BIMP I* are mostly general maritime and specialized maritime vocabulary.

In the ESP textbook *BIMP I*, there are two types of vocabulary exercises. The first is conducted through exercises in which students are required to read a text, and list and discuss about certain words that they do not understand. This type of exercise could be found in unit 2 on page 26. The second exercise requires students to discuss and find the definitions of words listed in a vocabulary list which could be found in unit 3 on page 48 and unit 5 on page 93.

Bacalah paragraf dibawah ini dan perhatikan dengan seksama *kata* atau *frasa* yang digarisbawahi.

Welcome to a Modern Port

Today a major port is a world of its own. Modern port facilities have to meet the demands of highly specialised transport systems by sea, land and air. And so within the boundaries of any large sea port we find an amazing range of services.

A modern port maintains shipping channels, harbour basins, and navigation aids as well as the port infrastructure such as wharves, quays, docks, storage areas and warehouses, cranes for cargo handling and terminals for cargoes and passengers. It provides pilots and pilot vessels, tugs for towage and emergency response vessels in cases of accidents at sea.

Within its area we find office buildings for all the various companies catering for the shipping industry - Ship Brokers, Shipping Agents, Stevedoring and Lashing Companies, Ship's Chandlers, Marine Engineering Companies, Companies for Marine Equipment and Ship's Repair, Cargo Surveyors and Inspection Companies, to name only a few. Today there are also strict security requirements.

Kumpulkan beberapa kata atau frasa yang terkait dengan peristilahan Kapal dan Pelabuhan. Kemudian lanjutkan dengan mencari tahu arti/definisi dari peristilahan tersebut dengan menggunakan Kamus yang anda miliki.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |

Figure 4
Source: *BIMP I*, 2013, p. 26

As seen in *Figure 4*, the vocabularies covered in the reading text are specialized maritime use vocabulary related to maritime business and law. The instruction for the vocabulary practice on page 26 of unit 2 requires students read the reading text, list the maritime related vocabularies that are underlined, and then discuss the meanings of the vocabularies.

The discourse structure covered in the ESP textbook *BIMP I* includes phrases used as spoken commands for the activity of *casting off* found in unit 5, and the general English language functions which includes self-introduction, introducing other people, greeting, inviting, thanking, congratulating, other expressions found in unit 6.

Important Structures : Casting Off	
CASTING OFF - ORDERS	
Stand by for letting go!	Breast line!
Single up head lines!	forward/aft spring!
Single up stern lines!	Let go head line/stern line!
Single up forward/aft breast line!	Let go breast line!
Single up the forward/aft spring!	Let go forward/aft spring!
Slack away / hold on / heave on	Let go all forward
Head line!	Let go all aft!
	Let go all ropes!

94

Figure 5
Source: *BIMP I*, 2013, p. 94

As seen in *Figure 5*, the discourse structures presented consist of the phrases used as orders or directives when conducting the activity of *casting off* or *unberthing*. However, the phrases included in the table are sometimes not accurate and are not entirely the same as the *Unberthing* phrases listed in the *AII/3.7 Berthing and unberthing* section of *IMO (SMCP)*.

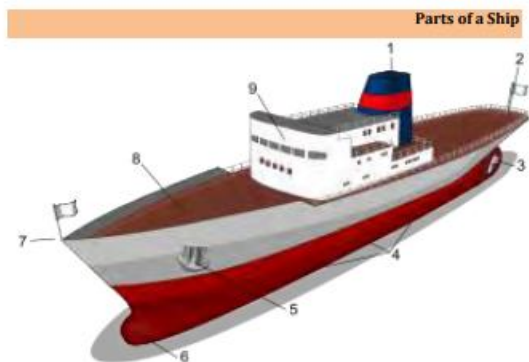
Similar to the ESP textbook *BIMP I*, the core specialist language of maritime communication covered in *BIMP II* consists of maritime related vocabulary (both general and specialized maritime use) and several discourse structures related to maritime communication.

The maritime related vocabulary presented in the *BIMP II* includes vocabulary related to parts of a ship in unit 1 (pages 7-9, 13-15), types of ships in unit 2 (pages 37-38, 39-47, and 56-57), terms of shipment in unit 3 (pages 67-68), equipment used for navigation (page 115-117) and nautical chart symbols unit (page 129) in unit 5, and vocabulary related to cargo handling in unit 6 (page 142-144). The vocabulary contents in *BIMP II* are presented in the forms of lists, pictures, and tables (pages 7-8, 13-15), texts containing explanations of specific terms (pages 37-38, 39-47, 56-57, 67-68, and 115-117), and vocabulary comprehension exercises (pages 129, 142-144, and 177). An example of the maritime related vocabulary section is presented below in *Figure 6* (Unit 1, pp. 13-15)

b. Vocabulary

Amatilah Gambar dibawah ini!

Identify yourself what parts of a ship you have familiar with.



1: Smokestack; 2: Stern; 3: Propeler; 4: Portside (sebelah kanan dikenal dengan nama starboard); 5: Anchor; 6: Bulbous bow; 7: Bows; 8: Deck; 9: Ships's Bridge

Other useful vocabulary (places/positions):

Abeam	At right angles to the ship but not on the ship
Aboard	On the ship
Above deck	On the deck but not over it
Abreast	By the side of the ship
Aft	Toward the stern
Ahead	In a forward direction

Alee	Away from the direction of the wind
Alo	Above the deck
Amidships	Towards the centre of the ship
Astern	In the rear of the ship
Below	Under the deck
Dead ahead	Directly ahead
Fore-and-aft	In a line parallel to the ship
Headway	The forward motion of the ship
Inboard	Inside the ship
Lee	The side away from the wind
Leeward	The direction away from the wind
Leeway	The sideways movement of the boat caused by either wind or current
Midship	Mid way between bow and stern
Overboard	Over the side of the ship
Stem	The forward most part of the bow

Figure 6

Source: *BIMP II*, 2013, pp. 13-14

The discourse structure related to maritime context in the ESP textbook *BIMP II* is presented in the *Subject focus* of unit 4 on page 96-106 which covers communicative features of marine communication and general marine communication, and in unit 8 in page 175 which covers the structure of emergency messages and distress call signs. This *Subject focus* section covers communicative features of marine communication and general marine communication. An example is presented below:

- Name of the vessel or ship in distress
- Her position (actual, last known or estimated expressed in lat./long. or in distance/bearing from a specific location)
- Nature of the vessel distress condition or situation (e.g. on fire, sinking, aground, taking on water, adrift in hazardous waters)
- Number of persons at risk or to be rescued; grave injuries
- Type of assistance needed or being sought
- Any other details to facilitate resolution of the emergency such as actions being taken (e.g. abandoning ship, pumping flood water), estimated available time remaining afloat

175

Figure 7

Source: *BIMP II*, 2013, p. 175

Skills and strategies allowing students to operate effectively in English in the professional/ occupational situation

In the ESP textbook *BIMP I*, the units or *Kegiatan Pembelajaran* containing skills that equip students to operate in the occupational situation could be found in unit 5 and unit 6. The skills covered include the ability to identify parts or components of a ship and ability to use maritime English communication on board of a ship in unit 5 on page 94, and communicate using English language in unit 6 on page 113-122.

The skills section intended to equip students to be able to use maritime English communication on board of a ship is available on pages 94 and 103 in unit 5 as presented in *Figure 8*.

Important Structures : Casting Off	
CASTING OFF - ORDERS	
Stand by for letting go!	Breast line!
Single up head lines!	forward/aft spring!
Single up stern lines!	Let go head line/stern line!
Single up forward/aft breast line!	Let go breast line!
Single up the forward/aft spring!	Let go forward/aft spring!
Slack away / hold on / heave on	Let go all forward
Head line!	Let go all aft!
	Let go all ropes!

94

Figure 8
Source: *BIMP I*, 2013, p. 94

The ability to communicate using English language is covered in unit 6 on page 113-122. The students are equipped to communicate in English language through the learning of English language functions under the headings *Self introduction*, *How to introduce people (in formal situations)*, *Greeting (memberi salam)*, *Inviting (mengundang/ mengajak)*, *Thanking*, *Congratulating (ucapan selamat)*, and *Other expressions*. Content covering the language function *Greetings* could also be found in page 118 in the student reflection section or *Refleksi*. The speaking activity where students practice the language functions could be found on pages 119 and 121.

The operational skills which equip students to operate effectively in their professional/ occupational situation in the ESP textbook *BIMP II* could be found in unit 1, 4, 5, 6, 7, and 8. These operational skills include identifying parts of a ship, reading skills related to navigational warnings and ship activity log comprehension, writing a shipping instruction, speaking skills related to pronunciation/ spelling of ship parts and marine communication phrases, and responses to communicative situations at sea. In addition, students are also

exposed to the procedures of indicating emergency at sea and the forms of emergency messages.

The reading skills which equip students for their professional/ occupational situation include the comprehension of technical texts, namely navigational warnings and ship activity log. All of the technical texts are accompanied with either open ended or multiple choice reading comprehension questions. These reading exercises could be found in unit 1 on pages 11-12, unit 5 on page 125-128 and 133.

The speaking skills related to students' professional/ occupational situation covered in the ESP textbook *BIMP II* include spelling or pronunciation of parts of ships, marine communication phrases, and navigational warning (found in unit 1 on page 16, unit 4 on page 108, and unit 5 page 130) and responses to communicative situations at sea found in unit 5 page 131. In addition, students are also exposed to the procedures of indicating emergency at sea and the forms of emergency messages in Unit 8.

The marine communication phrases are presented in unit 4 on page 96-106. The marine communication phrases covered in unit 4 includes the procedure to indicate that the standard marine communication phrases of the international maritime organization is being used; spelling of letters and numbers or digits; message markers to indicate type of messages; general responses (including negative, positive, and interrogative responses to messages); distress, urgency, and safety signals or messages; standard organizational phrases; message correction; and procedures and messages to indicate readiness to receive message, repetition of message and asking for the repetition of message, numbers, positions, bearings, courses, distances, speed, time, geographical names, and ambiguous words. The practice involving the marine communication phrases is found in unit 4 on page 108.

The writing skill covered in *BIMP II* includes writing shipping instructions (found in unit 6 page 153), and re-writing information contained in a navigational warning to demonstrate understanding in unit 5 on page 133 and 134.

The balance between subject-specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use

In the ESP textbook *BIMP I*, there are several language items that are presented in balance with the operational skills exercises. These include specific maritime English discourse phrases covered in unit 5 on page 94 which are practiced through the spelling and role play activity on page 103, and general English language items in unit 6 on page 113-118 which are practiced in the speaking and spelling activities on pages 119 and 121.

Similar to the ESP textbook *BIMP I*, there are also several language items that are presented in balance with operational skills exercises. These include vocabulary related to parts of a ship on page 17 which are practiced through the activity of identifying ship parts on the same page, and the discourse structure in Subject Focus of unit 4 on page 96-106 which are practiced through the speaking activity in unit 5 on page 131. The students are equipped to use these language items (maritime related vocabulary and discourse structure) through several operational skills activities. An example of this can be seen below.

Latihan !

Use these words on the right box to name the parts of the ship (A-H) and name any other parts you know.

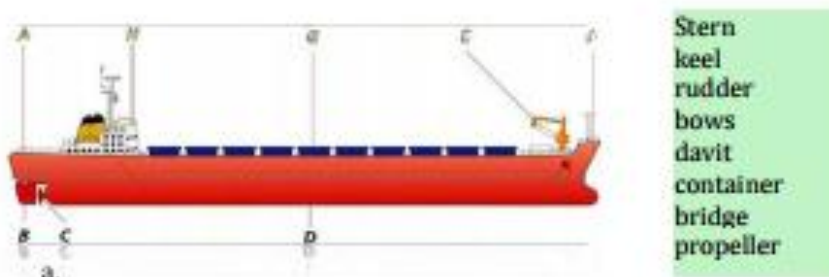


Figure 10

Source: *BIMP II*, 2013, p. 17

From *Figure 10* it can be seen that the general maritime use vocabulary related to parts of a ship are practiced through the activity of identifying parts of the ship on page 17 in unit 1. In addition, vocabularies related to parts of the ship are also practiced through the pronunciation exercise found in unit 1 on page 16.

The marine communication discourse structures covered in *Subject focus* of unit 4 on page 96-106 are practiced through the speaking activity in unit 5 on page 131. However, there are also language items that are not practiced through skill exercises. In *BIMP I*, language items presented without being practiced in operational skills exercises include the vocabularies (both general maritime use and specialized maritime use vocabularies) covered in *BIMP I* in unit 2 on page 26, unit 3 on page 48, and in unit 5 on page 93.

In the ESP textbook *BIMP II*, there are several operational skills exercises in which the students are not equipped with knowledge regarding the language items necessary in order to complete the operational skills exercises. Examples of these could be seen in several operational skills exercises particularly the navigational notice/ warning comprehension activities particularly Notice B, C, and D on page 126-128 in unit 5, and the navigational warning comprehension activities on page 133 and 134 in unit 5. An example of this can be seen below.

Now study this navigational warning and write in full sentences

NAVIGATIONAL WARNING

281400 UTC JUN
BALTIC SEA NAV WARN 007
SE BALTIC.
DERELICT SEMISUBMERGED YACHT ADRIPT 55-32N
019-34E AT 280245 UTC JUN.

Figure 11
Source: *BIMP II*, 2013, p. 134

The extent to which the learning activities mirror real life situations, e.g. through task-based activities and skill based activities.

In the ESP textbook *BIMP I*, there are only two learning activities which mirror real life communicative situations which are; the role play activity found on page 103 and the dialogue practice on page 119. In the role play activity on page 103 students are instructed to practice or enact role play based on the activity of a ship unberthing or leaving port. The dialogue practice on page 109 requires the students to practice enacting an English dialogue using language functions covered in unit 6.

Similar to the first book, the ESP textbook *BIMP II* also contains few learning activities requiring students to practice language use in realistic communicative situations. These activities are mostly in the form of skill based activities namely specific text comprehension, specific writing activities, and speaking activities. In addition, there are several learning activities in *BIMP II* which also incorporate student's subject specific knowledge, namely maritime and *SMCP (Standard Marine Communication Phrases)* comprehension questions.

Specific text comprehension activities include the comprehension of various specific texts used in maritime communication which are; ship activity log found on page 11-12, navigational warnings on page 125-128,130, and 133, and shipping instructions on page 152. Specific writing activities in the ESP textbook *BIMP II* include rewriting a navigational warning into a full description on page 134 and writing a shipping instruction on page 153. Speaking activities which represents the real communicative situations are mostly in the form of role plays and speaking activities which require students to provide appropriate responses for communicative situations at sea which could be found in unit 5 on page 131.

Exercise 3. Answer the questions.

1. You receive this warning about a dangerous obstruction but the end is not clear:
"Securité, Securité Securité: Dangerous obstruction at location ***brzzzz*** ..." What do you say?
2. You send this message: "My ETA is one zero four five UTC" but you make a mistake – your ETA is 12.45. What do you say?
3. A vessel is coming too close. It is very important that the vessel gives you a wide berth. What do you say?

Figure 12

Source: *BIMP II*, 2013, p. 131

Learning activities which incorporates student's subject specific knowledge related to the maritime field of study includes comprehension questions related to ship knowledge (unit 1 page 28), types of ships (unit 2 page 52), ship handling and specific terms related to ship handling (unit 3 page 79), navigation (unit 5 page 119 and 133), time division at sea (unit 7 page 165), and emergency procedures (unit 8 page 181).

However, despite one of the overall aims of the ESP textbooks *BIMP I* and *BIMP II* is to enable students to use English effectively in daily conversations, there are only few learning activities which replicate genuine real life communication such as role plays and dialogues. In the ESP textbook *BIMP I*, for example, there are only two speaking exercises replicating genuine communication and there is only one speaking exercise replicating genuine communication is available in *BIMP II*.

CONCLUSION

Through the evaluation of both ESP textbooks *BIMP I* and *BIMP II* using the theory of ESP textbook evaluation proposed by Cunningsworth (1995) particularly the 2nd, 4th, 5th, 6th, and 10th criteria, I found out that both ESP textbooks contain core specialist language relevant to the student's subject area which is in the form of vocabulary and discourse structures, cover skills and strategies relevant to the student's profession/ occupational situation, and contain learning activities relevant to student's real life and incorporate student's subject specific knowledge.

In addition, I discovered that the presentation of language items and language skills are not fully in balance, and both ESP textbooks lack speaking activities which replicates genuine English communication despite one of the overall objectives being to enable students to use English effectively as a communication tool in the form of daily conversation.

I hope that the findings of this present study would contribute to the quality improvement of *BIMP I* and *BIMP II*. More studies such as the one that involves the real users of the textbooks as evaluators or the one that compares the textbooks with other maritime and nautical studies textbooks published by the International publishers might be needed to shed additional light and provide further contribution in meaningful ways.

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GUIDELINES FOR ARTICLE CONTRIBUTOR

1. Articles must be written in English and should be related to the area of English teaching and learning which has not been published elsewhere.
2. Article must be typewritten on A4-sized, single-spaced with margins: 3 centimeters (top, bottom, right) 4 centimeters (left), 12-pt Times New Roman Font, and 10-15 pages in length.
3. Reviewers will review articles. The editors reserve the rights to adjust the format to certain standards of uniformity.
4. Non-research articles should consist of:
 - Title (Bold type and centered)
 - Full name of contributor(s) without title(s), institution, and email address
 - Abstract (approximately 100-150 words)
 - Key words (not more than 5 words/phrases)
 - Introduction
 - Body Text
 - References
5. Research report articles should consist of:
 - Title (Bold type and centered)
 - Full name of contributor(s) without title(s), institution, and email address
 - Abstract (approximately 100-150 words)
 - Key words (not more than 5 words/phrases)
 - Introduction (containing background of the study, review of related literature, and research purpose/statement of the problem)
 - Methods
 - Findings and Discussion
 - Conclusions and/or Suggestions
 - References
6. Articles should conform to the APA Style Manual.
7. Manuscripts and contributors' brief CV should be emailed to jetadibuana@unipasby.ac.id
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