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ENHANCING STUDENTS' SPEAKING SKILL THROUGH DIGITAL STORYTELLING

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Abstract: Speaking is an important productive skill and students need to master this skill. However, some students are still not accustomed to speak English because of some factors, one of them is the lack of using some media that can help to speak English in the classroom. Some teachers tend to explain the materials directly then do the exercises without any media involved. Media could be the solution in students' speaking skill. The use of media in the classroom are hoped to give the contribution to students in developing different learning styles and making the process of learning more interesting and enjoyable. Telling story digitally comes as the new frame of telling story to replace telling story traditionally. Through the use of multimedia technology, digital storytelling is a form of telling story that enables students to write their own stories using their own words and record their voices or videos based on the digital images they have. This research employs experimental study on the effectiveness of digital storytelling to teach speaking. The samples were experimental class which treated using digital storytelling and control class which treated using picture-cued storytelling. ANOVA with multifactor analysis was used to analyses the data. This study's findings show that digital storytelling enhances students' speaking abilities more than picture-cued storytelling.

Keywords: *speaking, digital storytelling, picture-cued storytelling*

INTRODUCTION

Speaking is a method of communicating with others and is regarded as an important communication skill. Speaking is an important productive skill for people, particularly students. There are also some factors that make practicing English speaking impossible, and they come from both teachers and students. The teachers do not always use English in or outside the classroom; they prefer to explain the material in Bahasa. As a result, students are not accustomed to practicing English in the classroom as listeners. Furthermore, the teaching style is not always engaging for the students, causing them to become bored. Students' limited vocabulary and shyness to communicate in front of others are two other factors that limit the English practice.

Teachers can use media to assist them in the teaching process in order to overcome negative factors from both teachers and students. The media will also assist students in developing different learning styles and making the process more interesting and enjoyable. Based on the media available, teachers can encourage students to speak. Digital pictures are proposed as a medium to guide students improve their speaking skills because they will encounter a new environment while learning to speak, which will improve their communication skills and help them overcome their shyness. Furthermore, it will assist teachers in achieving

their goal of having their students be able to speak English. The students will tell a story using digital images, which is known as digital storytelling. Students use digital storytelling to find images related to a given topic, narrate them, and record them as a story. According to Frazel (2010), digital storytelling is a blending media process to boost and improve written or spoken skill.

Most teachers, on the other hand, continue to use traditional methods such as picture-cued storytelling, which enable the students tell a story by using sequences of printed pictures. The printed picture sequences will assist students in making longer sentences when retelling the story. The medium used by the teacher is ineffective in capturing students' attention and interest in speaking. The majority of students remain silent and do not show their enthusiasm. Under this case, the teacher must be creative in creating an enjoyable learning environment and using appropriate medium, which leads to students becoming more interested, active, and confident in speaking; as a result, students will be able to increase their speaking competency.

Speaking is a productive skill defined as the oral production and use of language. Speaking is an important skill to improve in order to achieve the goal of communication as feedback among speakers. Brown (1997) claims that speaking is an interactive process of meaning construction that involves the production, reception, and processing of speech using sound as the primary instrument. In addition, Bailey (2005) establishes that speaking is a productive skill that involves making systematic verbal utterances to convey meaning. He contends that a person can speak English well if he can do so both accurately and fluently. Accurate speakers use the correct grammar, vocabulary, and pronunciation, whereas the fluent speakers can express themselves appropriately and without doubts. Furthermore, he adds that if grammatical rules and vocabulary words are practiced in spoken discourse, then developing vocabulary and boosting speakers' confidence in using grammar rules are appropriate and significant ways to improve their speaking ability.

To effectively teach speaking skills, certain factors or abilities must be taken into account. According to Brown (2001), conversational discourse means that the ability to achieve pragmatic goals through interactive discourse with other language speakers is almost always the key indicator of successful language acquisition. A key to developing communicative competence is proper pronunciation. The distinction between accuracy and fluency is central to the problem of accuracy and fluency, which permeates all language performance. Fluent is flowing and natural, whereas accurate is clear, articulate, grammatically correct, and phonologically correct. Additional linguistic knowledge, sociocultural knowledge, linguistic knowledge, genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, phonology, and speech condition are all things that speakers are aware of when speaking.

It is feasible to conclude that speaking is an activity that involves both the speaker and the listener in producing and receiving an oral language in order to transfer the given information to achieve the goal of the communication. Speaking is a productive skill, so when using language, a speaker takes into account not only the grammar rules but also the rules of language usage, such as what is being said, to whom it is being said, and how it should be said. There are also five main aspects of speaking that can be inferred from some theories: pronunciation, grammar, vocabulary, fluency, and content.

Digital storytelling is a practice that has been around for ages. It uses a variety of technical tools, including images, graphics, music, and sound, along with the author's own storytelling voice, to create personal stories. (Porter in Somdee and Suppasetseree, 2012). Frazel (2010) argues that digital storytelling is a process of combining media to enrich and

improve the spoken or written skill. Digital storytelling can cover a wide range of subjects outside of the traditional story, take many different forms, and make use of a wide range of software tools. A digital story may combine images, audio, and video in a variety of ways to tell a story or to present information. It may also have a narration overlaid and occasionally have music playing in the background. In many cases, the written or narrated content is accompanied by sound, music, and images. Somdee and Suppasetserree (2012) claim that the integration of computer technologies and the craft of storytelling through the use of digital storytelling is a powerful technological innovation in education. It creates storytelling through creative media by fusing texts, images, and audio. By using technology to tell the story in their own words and voices, students can use digital storytelling as a multimedia tool in language learning to help them improve their English-speaking abilities.

From the ideas expressed above, it can be inferred that digital storytelling is a form of storytelling that enables students to develop their own narrative using their own words and record their voice or video based on the digital images they already possess. Additionally, digital storytelling is an activity that allows students to express their ideas, practice speaking in the target language, and generally improve their speaking abilities.

Digital storytelling is implemented in groups. The steps for teaching speaking through the use of digital storytelling are as follows: (1) Pre-Task, in which the topic and task will be introduced. Teacher explores the topic with the class, helps students understand digital storytelling instruction, and prepares a digital storytelling model. Students may hear a model of speaking task by digital storytelling; (2) Cycle Task; task, planning, and report are the stages. Students complete the speaking task by writing stories digitally in pairs or small groups while the teacher only observes and offers encouragement, stopping the activity when the majority of the pairs have finished. After finishing the assignment, students move on to the planning phase where they get ready to present their digital storytelling report to the class as a whole. The teacher serves as the students' linguistics advisor and helper, correcting their digital story writing errors. The final stage is report, in which students use digital storytelling to share their stories with the class. The teacher serves as chairperson and directs the report stage. He provides feedback on the students' use of digital storytelling in terms of content, form, and performance; (3) Language Focus: Analysis and Practice; during the analysis, students discuss a particular transcript of the story that will be used. Grammar rules and vocabulary that the students will use may be included by the teacher. The teacher, on the other hand, leads practice sessions for the new words, phrases, and patterns that are necessary for creating digital storytelling.

Digital storytelling can be created using at least three different types of software programs, including *iMovie*, *Photo Story*, and *Movie Maker* Frazel (2010). In this study, the researcher chooses to use *Photo Story*. *Photo Story* shines as a digital storytelling application, in part because it creates video from still digital images. Because it converts still digital images into videos, *Photo Story* excels as a digital storytelling tool. Since it is freeware, students can access and use it at home or at school. Additionally, it is so user-friendly that even students with little computer experience can easily create their digital stories using it. The steps are: (1) Importing photos for the project. On the step of "Import and arrange your pictures," choose the pictures and organize them in the correct order on the film strip. To edit a picture, choose the picture and click "Edit." Then, select "Add Effect" on Edit Pictures dialog box and choose one of the effects to be applied. Check "Apply the selected effect to all of the pictures in your story" if preferred; (2) Adding titles and effects to photos. After importing the pictures, add a title or texts to each picture in "Add a title to your pictures." Simply select a picture, add a title, and

modify the font, font style, size, colour, position, and orientation of the title or text; (3) Narrating photos and customizing motion. The practice of narrating their stories can help students improve their communication skills in digital storytelling. On the step of “Narrate your pictures and customize motion,” click the record button and it allows the users to narrate their stories. Users move through the pictures by clicking each of them on the film strip as they narrate. After narrating the story, the motion of the digital story can be changed by clicking “Customize Motion”; (4) Saving the story. The final step in creating a digital story with Microsoft Photo Story 3 is to save the story. Choose one of the options in “Activities” (e.g. “Save your storybook for playback on your computer”). Then, specify the location and file name for the story. After that, clicking “Next” takes the user to a screen titled “Completing Photo Story 3 for Windows.” To see the completed product, the user clicks “View your story”.

Picture-Cued Storytelling is a different technique teachers use to teach speaking. Brown (2004) argues that a series of pictures called a “picture-cued” are used to prompt a word or phrase; they tell a story. Furthermore, it also states that a picture or a collection of pictures can serve as a stimulus for a longer description or story. It could be stated that picture-cued storytelling is an activity which a story is told based on a series of printed pictures to help students use longer sentences when telling the story.

The following are the steps for teaching speaking using picture-cued storytelling: (1) Pre-Task, during which the topic and task will be introduced. The teacher discusses the topic with the class, explains picture-cued storytelling instruction for the students, and creates a picture-cued storytelling model. Students can hear a digital storytelling example of a speaking task. Students may hear a model of speaking task by digital storytelling; (2) Cycle Task, the stages are task, planning, and report. Students work in pairs or small groups to create a story line using the pictures in order, and the teacher only observes and offers encouragement rather than correcting. The task is stopped when the majority of the pairs have finished. After finishing the assignment, students move on to the planning phase, where they get ready to explain to the class how they handled the speaking assignment using picture cues. The teacher serves as the students' linguistics advisor and a helper who assists in correcting their errors when drafting the story. The final step is report, where the students tell the class their picture-cued narrative. The instructor serves as the report stage's chairperson and directs it. He provides feedback on the use of picture-cued storytelling's content, form, and performance to the students; (3) Language Focus: Analysis and Practice, in the analysis, students discuss specific transcript of the story that will be used. Grammar rules and vocabulary that the students will use may be included by the teacher. However, during the practice phase, the teacher helps students practice the new vocabulary, phrasing, and pattern requirements for picture-cued storytelling. The teacher may use this stage as an opportunity to emphasize the use of vocabulary and grammatical structure. Additionally, it gives the students a chance to consider how well they performed the speaking task of telling the story using picture cues as well as the new language they employed.

To infer the explanation of previously discussed, the researcher formulates the hypothesis: Digital Storytelling is more effective than Picture-Cued Storytelling in teaching speaking.

RESEARCH METHODOLOGY

This research was conducted at SMA Negeri 1 Banjarmasin. This study employed experimental research as its methodology. The researcher used quasi-experimental design and

the design of this research was a simple factorial design 2x2 with Post-Test Only Design. In Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. Picture-Cued Storytelling was used to teach the control group, while Digital Storytelling was used to teach the experimental group. Both the experimental group and the control group received a speaking test as a post-test on the end of the treatment. Two classes out of three were chosen as the sample for this research using cluster-random sampling and every class has 24 students.

The researcher assessed students' speaking abilities using a speaking test. The readability of the test instructions, which tells whether the test instructions are appropriately readable for students and whether the speaking test instructions can be understood by the students, was used to evaluate this test. Based on the result of readability, it can be assumed Since 80% of the students were able to comprehend the test's instructions, the speaking test used in this study is readable. Descriptive and inferential analysis techniques were used to analyse the data by comparing the post-test scores of both groups using ANOVA.

RESULT AND DISCUSSION

The study is divided into two groups: (1) The results of the speaking test taken by students using digital storytelling (A₁); (2) The results of the speaking test taken by students using picture-cued storytelling (A₂)

The results of normality test are: (1) The computation of speaking scores of the students taught using Digital Storytelling (A₁) shows that the highest value of L_o is 0.039 with L_t is 0.173; (2) The computation of speaking scores taught using Picture-Cued Storytelling (A₂) shows that the highest value of L_o is 0.016 with L_t is 0.173. The data is be said as normal data if L_o (L_{obtained}) is lower than L_t (L_{table}) at the level of significance $\alpha = 0.05$. From the research result, it can be concluded that all the data of speaking scores are in normal distribution because L_o of the entire data are lower than L_t (L_o < L_t) at the level of significance $\alpha = 0.05$.

The result of homogeneity test is 1.68. The data are homogeneous if χ_o^2 ($\chi_{obtained}$) is lower than χ_t^2 (χ_{table}) at the level of significance $\alpha = 0.05$. In this study, the data are homogeneous because χ_o^2 (1.68) is lower than χ_t^2 (7.81). It means that the samples of data are homogeneous.

| Teaching Medium | Mean Score |
|-----------------------|------------|
| DST (A ₁) | 77.17 |
| PCS (A ₂) | 68.58 |

Table 1. The mean scores

| Source of Variance | SS | df | MS | F _o | F _{t(0.05)} |
|--------------------|--------|----|--------|----------------|----------------------|
| (Teaching Media) | 200.08 | 1 | 200.08 | 5.20 | 4.06 |
| Total | 200.08 | 1 | | | |

Table 2. The summary of ANOVA 2x2

The score of F_0 between columns (5.20) is higher than F_t at the level of significance $\alpha = 0.05$ (4.06). As a result, H_0 is rejected and there is significant difference between Digital Storytelling and Picture-Cued Storytelling in teaching speaking. The mean score of A_1 (77.17) is also higher than A_2 (68.58), it can be assumed that Digital Storytelling is more effective than Picture-Cued Storytelling in teaching speaking.

The findings of the research yield that there is a significant difference between teaching speaking using digital storytelling and picture-cued storytelling. Because the mean score of students taught using digital storytelling is higher than that of students taught using picture-cued storytelling, digital storytelling is more effective than picture-cued storytelling in teaching speaking.

By using digital storytelling, the students have different atmosphere of learning speaking since it combines technology and the art of storytelling. Digital storytelling offers the students with a series of digital picture to assist them in telling the story. It combines text, images, and audios, allowing students to create their own story based on the images they have with their own words, voice, and music (Porter in Somdee and Suppasetserree, 2012). Digital storytelling enhances students' speaking performance since the series of pictures helps them remember the story that they want to tell and a song that they insert also makes them enjoying to tell the story. Digital storytelling can enhance students' oral performance since the students give positive response toward digital storytelling, as well as enjoying to tell the story by their own words and practicing their speaking skill in the classroom (Rokni and Qarajeh, 2014); (Liu, Tong Zhou, Lu, and Sun in Tahriri and Tous, 2015; (Yang and Wu in Tahriri and Tous, 2015); and (Somdee & Suppasetserre, 2012).

Additionally, since digital storytelling combines the computer technology and the art of telling story, it makes the students be active in practicing their speaking skill and are free to create their own story based on the series of digital pictures that they have, the song that they are chosen, and the style of telling the story that they are wanted. It is also supported by Somdee and Suppasetserree (2012) that argue digital storytelling can be used as a multimedia tool to help students improve their English-speaking skills to tell the story in their own words and voice.

Teaching speaking using picture-cued storytelling is also interesting, but it does not give a new atmosphere and new experience to the students. By using picture-cued storytelling, the students are asked to create a story based on the sequence of printed pictures that they have and narrate the story orally. In picture-cued storytelling, students cannot skip the pictures and ought to remember the whole story based on the sequence of printed pictures since they cannot add some texts to help them to remember the story. Brown (2004) supports this argument by stating that picture-cued storytelling will make a great burden if the picture-cued are too complex.

Considering how digital storytelling and picture-cued storytelling are different from one another, it can be synthesized that digital storytelling provides the students more advantages, more interesting, and motivating activities. It enables the students to create the story based on their style and enjoy what they are telling which cannot be experienced when they speak through picture-cued storytelling.

The research's findings also reveal that there is a relationship between the motivation of students and the teaching media that affects how well students speak. According to the data, digital storytelling significantly differs from picture-cued storytelling when it comes to teaching speaking to students who are highly motivated, but the difference is negligible for students who lack motivation.

The choice of media in teaching and learning process affects the students' achievement. Teaching speaking is no exception. In teaching speaking, the teacher must choose and implement the suitable media thus the students can be more active in joining the activities. Digital storytelling facilitates the challenging activities which help the students enhance their speaking skill. Through digital storytelling, the students can use computer technology to help them in creating the story which makes them easy to tell the story. Digital storytelling as a new medium for students requires the students to create the story creatively and practice it based on their style; through the practice of digital storytelling, the students follow the activities actively and have better speaking skill. It is in line with Robin (2008) who argues that digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some researches, writing a script, and developing an interesting story. On the other hands, telling story through picture-cued storytelling that hoped students to tell story using variative sentences still needs guidance of the teacher to correct and help them in the speaking activity which is not in line with (Brown, 2004) picture-cued storytelling is an activity which a story is told based on a series of printed pictures to help students use longer sentences when telling the story.

CONCLUSION

Based on the findings, it is feasible to conclude that the use of digital storytelling in teaching speaking is considered more effective to enhance students' speaking skill. It allows them to practice their English in different way and with different use of media that usually used. Furthermore, the use of digital storytelling in the classroom affects the atmosphere of the classroom that makes the students be more active and students' eagerness to enhance their skill especially in speaking skill.

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**QUESTION-FORMATTED IN CLASSROOM INTERACTION TO ENGAGE
STUDENTS ATTENTION IN ONLINE CLASSROOM**

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Abstract: Online learning is increasingly used around the world due to covid-19. Therefore, this research investigates on conversation analysis. It focuses on how the teacher's question which can motivate students to answer it. In the context, it is very complex in engaging students 'in online class, especially first grade primary students. While prior studies regarding online class interaction has not been scrutinized in detail regarding how teacher's question and students' responses, this study eager to analyzes the teacher and students' conversation in online class. Moreover, it categorizes based on interplay turn-design, epistemic territories and futures of sequences organization. Then, it can be find in the questions-formatted types. The types are preserve the sequential implication, slightly alter the sequential implications, following student's question, and deviant case. The result illustrates in this research is slightly later the sequential implications as the only type which occurred in first grade primary school online classes. It occurred because in online classes it is very demanding to engage student's attention in online classroom. It is therefore teacher gave questions and pointed directly to students. Consequently, this study implicates on how the pedagogical insight in teaching online learning.

Keywords: *question-formatted types, classroom interaction, conversation analysis*

INTRODUCTION

Covid-19 caused serious problem from 2020 until in the end of 2021. The effect is thousands of losses, around 143,000 deaths throughout Indonesia (*Peta Sebaran COVID-19*, n.d.). The problems are not only in healthy, it also has tremendously consequence in education. Consequently, Covid-19 encourages all students study in home due to prevent it. In addition, Learning process mostly change from face to face interaction to be online learning because of covid-19 and also education system in order to minimize the risk of infection (Mishra et al., 2020; Singh et al., 2021). The use of online learning system leads to technology advancement. Therefore, it needs various application or online platforms to conduct distance learning. They are usable for teaching and learning process. Teachers use various platform to conduct teaching

and learning process, such as zoom, google meet and Microsoft teams and they also utilize various evaluation platform, for example quizzes (Muthuprasad et al., 2021).

Considering the changing learning interaction, there must be obstacle in online learning. One of the main problem is how to attract students in online classes. It is more challenging because in home, there must be so many distraction and it very hard to maintain student's focus during online class. In addition, it also reduces student and teacher engagement. The students no longer engage in class discussion and it is difficult to get student's feedback when teachers give question (Oyedotun, 2020). Another researches reflect that in online classrooms have various obstacles such as internet devices, understanding the learning subject, needing intensive assistance, motivation, assessment, and plagiarism (Hermansyah & Aridah, 2021; Saputra et al., 2022; Sofyan & Wini Fitriana Wati, 2022). While, those problems in online learning can be encounter by using peer-tutoring, selecting interesting and easy-to-use online learning platforms, and implementing the Project-based Learning model (Yosintha & Yunianti, 2021). These solutions can be implemented in secondary and higher education but in primary school it is very difficult to apply. Moreover, attracting primary school attention is also difficult. Based on Piaget, children need complex relation to improve cognitive development and teacher eager to provide positive interaction in learning process environment for solving the difficulty in gaining student's attention and cognitive development (Ömeroğlu et al., 2009). Furthermore, teachers also have varying problems in shifting environment from online to offline. Teachers often faces problem in adopting from face to face to online teaching because it needs appropriate skills in technological advancement (Radu et al., 2020). It is therefore teacher usually has problem in motivating students to take part in learning process.

Regarding the problem, some teachers have strategy to motivate student and to tackle the problems. Therefore, it is interesting to scrutinize how the teacher and student's interaction in online class, especially the question formed. Moreover, Previous research's about classroom interaction frequently give emphasizes on medical institutional setting and adult learning process. They tend to analyzes the conversation in order to gain patient conversation who diagnosed in epileptic seizures (ES) (Cornaggia et al., 2012). Moreover, another prior research is analyzing learning material by using telepresence robot mediated. This research focused on multimodality in learning material to conducts the interactional work (Jakonen & Jauni, 2021). The third previous research regarding conversation analysis, this research analyzed how conversation analysis between students and teachers. The students delayed the responses from the teacher by using laughter and smiling (Looney & He, 2020). The fourth research is about teacher's feedback, it reveals how affiliative interactional from teachers minimize the distance between teachers and students (Shvidko, 2021). Students often have problem in asking teacher's help. Svahn and Bowden analyzes how the multimodal conversation analysis in student's help-seeking (Svahn & Bowden, 2021). This research fills the gap in analyzing student and teacher conversation in primary school because these five previous researches do not analyze teacher and student's interaction in primary school, especially in early grade. Moreover, this research focuses on the questioned formatted in order to reproached to know how the question arouse the student's interaction because mostly research analyzed pauses and

gap in turn taking and how question formatted in reproaches students (Klattenberg, 2021; Maroni, 2011).

Based on the previous studies, this research focuses on conversation analysis in online classroom interaction. Classroom interaction is every interaction between teacher and students and in learning process, there is cooperation between both side and effective communication during learning process (Dagarin, 2004). In this interaction, communication plays important role in interaction. Classroom Interaction can be effective based on two factors, first pleasant atmosphere in classroom, the atmosphere is related to the teacher cognition and beliefs because there is inter-relationship interaction in what teacher do, beliefs and how they interact with their students, moreover, the second is encouraging students to be effective communicators because this conversation is related to how the students and teacher's talks turn into actions in classroom (Dagarin, 2004; Gardner, 2019; Li & Walsh, 2011). It is therefore conversation analysis is one of tool for discovery how the ambience of learning process.

With regard to the important role of conversation analysis in classroom interaction, conversation analysis is started from Ethnomethodology, it focusses on action which are manifested through talk (Paul Seedhouse, 2016). It means that conversation analysis is not only about how the circumstance of conversation but also it is reflected how the conversation influences the action. Sacks in Schegloff states that conversation analysis is organizational formats for talk-in-interaction and it also refers to speech exchange system (Emanuel A Schegloff, 1999). The interaction which takes in different place will reflect different pattern. Therefore, speech system depends on the context, for example on the institutional setting. Conversation appears in business meeting; the organizational format will be different from conversational in talk show or schools. This organizational format circumstance reflects the relationship between talk and the social structure which occurs in it (Schegloff, 1992). The social structure is in how the talk shapes based on classes, ethnic groups, age-grade groups, gender, and professional relations. In professional relations, classroom interaction, as prominent parts in teaching and learning, is real social context because it provides face to face activities (Ayunda et al., 2021). It means that talk is prominent trigger for actions, as well as how the talks is interpreted (Mondada, 2019). However, nowadays, the interactions mostly do not conduct in offline face to face activities, but in online activities. It is therefore very interested to analyze in-depth how the conversation applied in minimal action.

Concerning online activities, the chance for representing conversation interaction is greater than offline (Salomonsson, 2020). Mostly conversation analysis is dealing with adjacency pair and turn taking. This study concerns with online interaction. Therefore, this study focus on how the conversation taking turn and the respond since in online the engagement of learning process is in conversation and minimal in gesture and action. Moreover, recently numerous research regarding conversation analysis in online learning are conducted and focused on turn taking, some scholar began to analyze transcription methods, repair texts, and function in context (Paulus et al., 2016). In accordance to recently research, this study focuses how teacher return the floor to their students in answering the question.

Question formatted is how teacher give turn to students for contributing in learning process (Willemsen et al., 2020). It means that it is appropriate to analyze this study by how the teacher gaining students contribution in learning process and the students responses because this study is in online and discover how the students' behavior, especially motivation in joining online class. Question formatted has four types, the first is practice that preserve the sequential implications, this part consists of nonverbal pass-on and teacher leads students to respond it. The second is practice that slightly alter the sequential implications, this part, teacher slightly alter the projection and change the sequential implications to the students. The third is following student's questions. This part is a question-answer adjacency pair, put together in interrogative syntax. Teacher makes response relevant by pass-on to others students. The last is deviant case, in this case, students do not respond teacher or student's question but pass-on turn to the others students.

RESEARCH METHODOLOGY

This research use qualitative research since this analysis based on phenomena which describe about classroom activity (Bogdan & Biklen, 2007; Cresswell, 2009; Merriam, 1998). The subject of this study is first grade primary school students and the teachers. The data came from collected a series of classroom zoom video recorded between one teacher and 20 students. After collecting the data by using recording and observing stages, the data analysed in three stage. First, reduction the data based on utterance which is in question formatted. Second stages are data display, this stage analysed the data based on four categories of question formatted which practice that preserve the sequential implications, practice that slightly alter the sequential implications, following student's questions, and deviant case. This four categories reflects that conversational analysis as the main method and analysed the detailed of observation attributions and displays (Liddicoat, 2021; Sidnell & Stivers, 2013) The last stage is drawing conclusion, in this step, the result was revealed (Miles & Saldana, 2014).

RESULT AND DISCUSSION

Based on Question formatted illustrates that question can leads into four categories: (1) preserve the sequential implications; (2) practice that slightly alter the sequential implications; (3) following student's questions; and (4) deviant case. These four categories are discussed in order to search what is the pattern of question formatted in order to motivate students to answer.

Practices that preserve the sequential implications

In this part, teacher who leads the activity use question formatted that does need answer from the students. It can be gesture with nonverbal pass-on turn, repetition, and imperative. In this part, students and teacher do not present nonverbal action. Teachers tends to motivate students to speak up and answer all the question. For second type, partial repetition, also did not appear in this classroom interaction. Teacher directly pointed the students who wanted to answer the question. It is because teacher noticed from the screen that the microphone turns on.

Extract 1

1. Teacher 1: Iam has 3 sticks of ice cream on the left and on the right there are 3 sticks of ice cream,
Uh:m (0.2) (.) what is the number symbol?
(.) wh:o will answer?
Okay,
*(0.2) student 1, (.) who represents class 1 camel,
(.) what is the number symbol, student 1
(0.2)
2. student 1: eh:m (0:3) thirty-three, thirties, three units

Teacher gave explanation about counting. In first section, teacher 1 used ice cream stick as the media for counting. Then, she asked the students to answer it. She directly pointed the name of student 1 because she can see it in zoom screen. In line 2, student 1 directly answer it and it also occurred in another utterance fragment. Therefore, there is no partial repetition. For third type, also did not occurred in the class because there are no students who spontaneous answer in the middle of teacher 1's explanation. Students took turn when teacher asked it.

Extract 2

11. Teacher 1: →OK,
*(0.2)
what's the name of the number?
(0.2)
12. Student 3: sixteen,
13. Teacher 1: →good job sis student 3, (0.2) good job cool everyone

Extract 3

40. Teacher 2: Who can say the rules when playing with friends?
(.)Those who dare, please raise your hand,
okay,
*(0.2)
please student 8, (0.2) turn on the microphone
41. Student 8: eh:m (0:3) the three are tens and three units
42. Teacher 2: what dear?
43. Student 8: Uh:m (0.2) thirty three

In line 11 to line 13, teacher asked question and directly student 3 answered it. There was no chance for others students to take turn and spontaneous answer the question because

the meeting is online class by using zoom as the internet platform. It is different from offline class; teacher can easily notice the students who answer the question. However, in zoom class, it is difficult to notice and cannot clearly listen, if there are more than one students to speak in the same time. It is also reflected in line 40 to 43. The teacher asked students to answer and the student felt hesitate to answer. The teacher waited the students to answer it and asked the student again to answer it. Then, the student answered it. There were no students to spontaneously answer it.

Practices that slightly alter the sequential implications

In this part, teacher who leads the activity use question formatted which reflect the alter sequential implication of problem solving and yes/no interrogative. Teacher give the problem to arouse student inquiry and participate in classroom interaction. This indicates the teacher motivate the students to being engage in classroom interaction. Teacher also pointed directly on the students to answer the question.

Extract 1

1. Teacher 1: Iam has 3 sticks of ice cream on the left and on the right there are 3 sticks of ice cream,
Uh:m (0.2) (.) what is the number symbol?
(.) who will answer?
Okay,
*(0.2) student 1, (.) who represents class 1 camel,
(.) what is the number symbol, student 1
(0.2)
2. student 1: eh:m (0:3) thirty-three, thirties, three units

Extract 4

6. Teacher 1: I have four bundles,
then on the right,
I have five
sticks of ice cream,
how many numbers do you mean?
(.)
Who wants to answer raise your hand, who dares,
okay,
*(0.2)
student 3, how many numbers do you mean?
7. Student 3: →forty five
8. Teacher 1: OK,
*(0.2)

- good job Students 3 (.)
it means that all this time,
if you have explained by me,
you have understood have understood,
OK, good job, Students 3, class 1 rabbit.
Next next.
9. Teacher 1: Next on the left are how many bundles and on the right
are the notes of the ice cream stick,
what number do you mean?
Who dares to try(.)
okay,
*(0.2)
Student 4,
how much?
10. Student 4: →one tens and six units
11. Teacher 1: OK,
*(0.2)
what's the name of the number?
12. Student 4: →sixteen,

Based on the extract 4 and 6, teacher gave students problem in counting the ice cream stick. After the teacher demonstrated the counting ice cream stick, teacher asked a question and students directly answered. Teacher gave emphasizes on the media in order to gain student attention, then they eager to answer the question. This problem solving part frequently occurred in classroom interaction because it is a way in arousing student's attention in classroom interaction. Students also directly answered the question without waiting for long time. Students 4 also seems understand the answered and without taking long time directly got the answered. Moreover, student 4 also answered in two time without any destruction from other students.

Yes/no interrogative is part of practice that slightly alter the sequential implications. It can be students question in order to check their understanding or it can be teacher question in asking about student's understanding and confirm the situation. This conversation is reflected classroom interaction in learning process. It is not only teacher who asks question but also student can ask question.

Extract 5

44. Teacher 2: oops Maisya is still working on math, honey,
haven't you finished the math yet?
45. Student 9: eh:m (0:3) not yet

46. Teacher 2: → oo no... after this is done again,
is there anyone who is confused,
is students 9 confused in mathematics?
47. Student 9: eh:m (0:3) no

In line 44 to 47, teacher asking question in order to know how students condition. In this part, teacher confirming what students do and if there is problem. Students answered it but it takes long time, it indicates she felt doubtful and afraid to explain the problem. However, teacher give solution if there was problem the student can ask him. In this chance, students also said that she had no problem although she cannot finish her worksheet. In yes/no interrogative, teacher always asks the question and there are no students who ask a question.

Following the student's questions

In this part, students ask questions to teacher in order to confirming their understanding and analyze in-depth how teacher answer it. It can be they answer it directly or delay it by giving turn to other students who can answer it. It means that this part is reflecting the students' active interaction. Therefore, the motivation of student can analyze based on following the student's questions.

Extract 5

44. Teacher 2: oops student 9 is still working on math, honey,
haven't you finished the math yet?
45. Student 9: eh:m (0:3) not yet
46. Teacher 2: → oo no... after this is done again,
is there anyone who is confused,
is students 9 confused in mathematics?
47. Student 9: eh:m (0:3) no

Based on this part, it can be illustrated that the students felt afraid to ask a question. Even, there is problem in doing their worksheet. The teacher also gave help but they seem hesitate to accept it.

Deviant Cases

There are no deviant cases in this classroom interaction. Students directly answered the question without passing the turn to others students. Students also answered directly the teacher's questions. It is because in zoom cannot hear clearly when there is more than one person who take turn.

Discussion

Based on four types of question formatted, there is no preserve the sequential implications type because students and teacher do not present nonverbal gesture and repetition utterance question (Klattenberg, 2021). This phenomenon occurred because the meetings hold in online class and it is very difficult to distinguish which student who answer the questions. Moreover, it is hard to notice nonverbal behavior. Following student's questions type, also did not occur in this classroom interaction. Students did not ask question and they tend to be passive, only teacher who asked a question. Deviant case did not occur in this classroom interaction because student will directly answer the question and did not turn to their friend. The only type occurred in this classroom interaction was practice that slightly alter the sequential implications. Teachers frequently gave students problem and solution case. They gave ice cream stick to count. Moreover, teachers also delivered yes and no question because their purpose was gaining student attention.

Regarding the only occurrence of question-formatted types is slightly alter the sequential implication. As a result, the implication is the online classroom in primary school leads the teacher to be active. The teacher also encouraged to be creative in creating problem solution case in classroom in order to engage the student's attention. Moreover, the classroom ambience can be more attractive. Students also did not have willingness to take turn in answering the question if the teacher did not ask them. This finding is different to prior research due to the condition is online classroom. In offline classroom, students did not only answer the teacher question in verbal but also they gave gesture, smile and laughter (Looney & He, 2020). In conclusion, the different ambience of online and offline classroom is clearly can be seen in student's interaction between teacher and student. In online students can be more passive. Meanwhile, in offline classroom student can be active and expressive.

CONCLUSION

Conclusion

Due to covid-19, learning process mostly conduct in online meeting. Teachers utilize numerous online teaching platform meeting, even for teaching in primary schools. It is the prime solution but it also has problems. Gaining students attention is significant problem because in online platform, taking control students activity is very difficult. It is therefore this research scrutinize how teachers take turn in classroom interaction. It can be seen how teachers

deliver question to students and how the students ask questions to teacher. Therefore, the result of this study illustrates that the only question-formatted type which occur is practice that slightly alter the sequential implications. This indicates that the online classroom tends to be passive. Moreover, it also needs teacher creativity to attract the student's attention for example by giving case and asking student to answer. It also more difficult if the students is in the early stage of primary school because it easy to distract children's concentration. Therefore, the further research suggests to analyze the question-formatted in various grade and compare it.

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WRITING JOB APPLICATION LETTER AND RESUME WITH GOOGLE DOCUMENT: AN EXPERIMENTAL RESEARCH

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Abstract: One of the main skills that must be mastered by vocational students, especially in the Department of Office Automation & Governance (OTKP) is understanding the script layout in English correspondence activities. Considering the urgency of the letter that will be used frequently in the future, and based on discussions with the class teacher at the research locus, the researcher focused on studying the writing of job application letters and resumes in English written by the vocational students. In addition, with the development of writing technology by Google Document (Google Docs/GDocs), it is hoped that it can facilitate students' writing assignments. This research is an experimental study that examines the effectiveness of Google Docs in writing job application letters and resumes in English. The research was conducted through pre-test, post-test and Forum Group Discussion (FGD) in order to provide input on research results. The results shows that through the t test, it is found that Google Docs is effective in writing English correspondence compared to writing letters manually in class X OTKP of SMK Negeri 1 Salatiga.

Keywords: *Google Docs; Vocational High School Students; English Correspondence; Job Application Letter; Resume*

INTRODUCTION

It is undeniable that the current era of technology has expanded to the world of education. There are many online applications that really support learning, especially in this online era. In addition, learning English, especially in writing, can be greatly helped by online applications. One of these features is offered by Google and is very useful in writing correspondence for vocational students (Lina, 2021).

The use of technology has recently become an urgent matter in the teaching and learning process, inside or outside the classroom (Ahmadi, 2018). This is in line with the results of research conducted by Ghavifekr and Rosdy (2015). The findings show that teacher are well-equipped preparation with tools and facilities Information and Communication Technology (ICT) is one of the main factors for the success of technology-based teaching and learning. Therefore, the use of technology should be considered as part of the teaching and learning process. Furthermore, Ahmadi (2018) states that the use of technology provides interaction between teachers and students. It also helps students to improve their thinking skills, their confidence and their motivation to learn foreign languages, and classes will be student-centered.

Google Docs (Gdoc) is very interesting because in addition to offering attractive templates for writing job application letters and resumes online, Gdoc also has a spelling and grammatical error detection tool. Of course this is very useful for English learners (Metilia &

Fitrawati, 2018). Another benefit, with an online mail processing model, documents can be automatically saved and more secure.

Zhou, et al (2012: 1) in their article entitled Google Docs in Collaborative Writing Activities Outside the Classroom, mention that Google Docs an online word processing application, is a promising tool for collaborative learning. However, many college instructors and students lack the knowledge to use Google Docs effectively to improve teaching and learning. In addition, Suwantarathip & Wichadee (2014) conducted a Google Docs learning procedure in an empirical study of two classes in which different methods were used for students' writing development.

Considering the importance of mastering English correspondence writing skills for students, it is necessary to support this skill (Eady & Lockyer, 2013; Wu, 2014; Blackstone, Spiri, & Naganuma, 2007). Learning English has an important role in preparing students who have these skills. Thus, this will be very useful to implement English learning that can support the skills of these students.

This is not surprising that since then the learning of "writing" is internet-based and it is believed to be the answer to various problems in teaching writing such as time limitations in teaching writing (Moloudi, 2011; Aliweh, 2011), inadequate writing support media (Bilal, Tariq, Din, Latif, & Anjum, 2013) and lack of motivation (Gupta & Wondemariam, 2011; Erkan & Saban, 2011). Furthermore, a research from the Internet Research Project entitled "The Impact of Digital Tools on Students' Writing Skills and How Writing is Taught in Schools" in 2013 shows that most teachers view positively that digital technology and the Internet have an impact on students' writing (Purcell, Buchanan, & Friedrich, 2013). Hence, ICT is used in teaching writing because of its promising and prominent impact on students' writing (Deore, 2012; Warnock, 2009).

From an article written by Khalil (2018) in a journal, it is stated that in teaching English as a foreign language, many Palestinian institutions rely on a traditional approach toward grammar. Grammar is also important in writing English. Grammar rules are taught to students directly from textbooks and in return, students are asked to complete a number of activities in their workbooks to demonstrate understanding and application of the rules. Thus, the use of the Google Application, namely Google Docs (a web-based application that allows documents to be written, edited, and stored online) aims to determine the effectiveness of the application in building a collaborative learning environment and following the principles of flipped-classroom. Research findings show that according to students, Google Apps help build collaborative learning environments. In detail, they support teacher-to-student and student-to-student interactions. Additionally, the majority of participants prefer to use such apps for future courses given that they can benefit from the availability of written feedback from the teacher and easy access to subject matter.

Furthermore, one of the efforts that can be taken in learning to write English correspondence is to familiarize students with writing English by using online writing applications (Lee & Hassell, 2021). In addition, considering the importance of correct grammar and spelling, as well as the suitability of the contents of the letter, Google Docs is needed to assist them in writing correspondence in English. It is hoped that after interacting with Google Docs which has special features, students' skills can be developed.

Based on some of the things mentioned above, the authors formulate the problem as follows:

1. How is the English writing ability of the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?
2. How can the Google Docs Application support the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?
3. Is Google Docs effective to support the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?

In this article, the researcher divides the main discussion into four chapters. This is intended to clarify, facilitate the reader on any issues raised. The details of the five chapters are: (1) Introduction, this chapter contains: background of the problem, problem formulation, research objectives, literature review and hypotheses formulation; (2) Research Methodology: it contains the type of research used in this study, research location and time, data sources, data collection procedures, data analysis, and the data validity; (3) Result and discussion: this chapter contains data description, data analysis, and discussion; the last chapter is (4) conclusion and suggestion.

RESEARCH METHODOLOGY

This research is experimental research. Angreany & Saud (2017: 142) states that this study aims to determine the effects of a treatment. This study uses 2 variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this research is the online learning media Google Docs and the dependent variable is the English correspondence writing skill. The research design applied is a quasi-experimental design, non-equivalent control group design.

This research was conducted at SMK Negeri (State Vocational High School) 1 Salatiga in 2021. The subject determination is from the research problem studied by the researcher, namely about writing in English correspondence subjects. Then, the relation to the use of the Google Docs as an online application that can support their writing skills, so there is only 1 department that practices it, namely Office Automation & Governance (OTKP).

The sources of data in this study were class X students of Office Automation & Governance (OTKP) Department at SMKN 1 Salatiga 2021. Based on the research objectives and design, 1 class was selected to study English correspondence with a total of about 30 students. From that class, they were divided into 2 groups with 15 students each, 1 experimental group and 1 control group through lottery technique.

In this research, the author has conducted two assessments to determine the students' ability in writing English, especially in English correspondence and to determine the effectiveness of the Google Docs application in supporting students to achieve English correspondence writing skills. Both were taken from the pre-test and post-test.

The data obtained were analyzed using inferential statistical analysis to test the research hypothesis using t-test. But before that, the normality test was carried out using Kolmogorov-Smirnov and chi-square tests first. In addition, the data was previously determined the average value (mean), standard deviation, and variance.

RESULT AND DISCUSSION

1. Students' English Ability

To determine students' English skills in writing English correspondence, the results of the pre-test and post-test were analyzed in both class groups, both the control class and the experimental class. The procedure is as follows: (1) researchers, classroom teachers, and students are members of a WhatsApp Group, (2) researchers share information related to the distribution of control and experimental groups, (3) researchers inform about the simultaneous pre-test in both groups, (4) pre-test implementation, (5) pre-test results processing, (6) treatment using Google Docs in the experimental class, (7) post-test implementation, (8) processing post-test results. (9) Analyze the results of the two tests to determine students' English skills.

To determine students' English skills, it can be seen from the data of the pre and post test of the control and experimental classes. The data obtained in the pre-test and post-test both the experimental class and the control class are presented below:

a. Pre-test

| Pre Test | N | Mean | 95% Confidence Interval for Mean | | Min. | Max. |
|-------------------|----|-------|----------------------------------|-------------|------|------|
| | | | Lower Bound | Upper Bound | | |
| Control | 15 | 46,67 | 44,14 | 49,19 | 38 | 53 |
| Experiment | 15 | 61,87 | 56,99 | 66,74 | 53 | 80 |
| Total | 30 | 54,27 | 50,40 | 58,13 | 38 | 80 |

Table 1. The Result of Pre-test

In the pre-test, the students' English ability in general is good. This is based on the average value of the entire sample (30 students) which is 54.27. It is on a scale of 3 out of 4. If it is converted into a value on a scale of 1-100, then 54.27 is in the good category with a scale of 3 (51-75). However, the students' English proficiency is close enough because the average score is close to the lower limit of the scale, namely 51.

English proficiency in the control class is categorized as sufficient. The average value of the control class on the pre test is 46.67. This average is on a scale of 2 of 4 or if it is converted, it is a scale of 2 between 26-50. In content assessment, students can present information with some detail. Students use some wrong vocabularies and sometimes change the meaning of writing. In terms of grammar assessment, students make some mistakes that can affect the meaning of the sentence.

The students' English ability in the experimental class is categorized as good. The average value of the experimental class on the pre test is 61.87 which is on a scale of 3 (51-75) out of 4. Students can present content with detailed information in several paragraphs. Students can choose the use of vocabulary well and only a little wrong diction but it did not change the meaning of sentences. Students also made very few mistakes in using grammar and did not affect the meaning of sentences.

b. Post-test

| Post Test | N | Mean | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-------------------|----|-------|----------------------------------|-------------|---------|---------|
| | | | Lower Bound | Upper Bound | | |
| Control | 15 | 50,60 | 44,85 | 56,35 | 34 | 71 |
| Experiment | 15 | 77,47 | 68,94 | 85,99 | 55 | 97 |
| Total | 30 | 64,03 | 57,02 | 71,05 | 34 | 97 |

Table 2. The Result of Post-test

In the post-test, students have good English skills. The average score of the whole sample is 64.03 which is on a scale of 3 (51-75) out of 4. Compared to the students' English skills on the pre test, the students' English skills on the post test are more improved. The student's ability is still on a scale of 3 or good but the average value is higher, which is 64.03 or an increase of 9.76.

The English ability of the control class and experimental class students on the posttest was good. English proficiency in the control class has increased from quite to a good category. The average post test score for the control class is 50.60 which is rounded up to 51. This value is at the lower limit of the scale 3 in the good category. In the control class students are able to provide detailed information in several parts of the paragraph. They choose a fairly good vocabulary and only a few errors in diction but it does not change the meaning of the sentence. Additionally, students only make some grammar mistakes that do not change the meaning of the sentence. The English ability of the experimental class students is still categorized as good. The ability of students increased to 77.47 but still in the same category that is good. Students are better at presenting detailed information in paragraph sections. Then, selecting, using vocabulary and grammar better, and making fewer mistakes that do not affect and change the content of the sentence.

2. Google Docs application supports students in achieving English correspondence writing skills

To find out that the Google Docs application supports students in achieving English correspondence writing skills, the results of the experimental class descriptive tests were analyzed. The experimental class who was given treatment using Google Docs did a test using Google Docs. From the results of the analysis, it will be known whether there are differences in values before and after treatment or treatment or not. Then it is compared with the test results of the control class which are not treated with the Google Docs application method, but rather how to write letters manually or by hand. The following is the data for the pre-test and post-test for the experimental class and the control class:

a. Experiment Class Result

| | N | Mean | Std. | Std. | 95% Confidence Interval for Mean | Min. | Max. |
|--|---|------|------|------|----------------------------------|------|------|
| | | | | | | | |

| | | | Deviation | Error | Lower Bound | Upper Bound | | |
|------------------|----|-------|-----------|-------|-------------|-------------|----|----|
| Pre-test | 15 | 61.87 | 8.798 | 2.272 | 56.99 | 66.74 | 53 | 80 |
| Post-test | 15 | 77.47 | 15.390 | 3.974 | 68.94 | 85.99 | 55 | 97 |

Table 3. Descriptive Test Result of Experimental Class

With statistical calculations obtained the average value of (X), the pre-test in the experimental class is = 61.87. Standard deviation (Sd) = 8,798. The minimum score = 53 and the maximum value = 80. In the final test (post-test) the experimental class, the average score (X) was 77.47. Standard deviation (Sd) = 15,390. The minimum value = 55 and the maximum value = 97. The frequency distribution of the scores for the pre-test and post-test of the experimental group can be seen in Table 4 and Table 5.

| Interval | Frequency | Percentage |
|--------------|-----------|------------|
| 53-57 | 6 | 40 |
| 58-62 | 5 | 33,33333 |
| 63-67 | 0 | 0 |
| 68-72 | 1 | 6,666667 |
| 72-77 | 2 | 13,33333 |
| 78-82 | 1 | 6,666667 |
| Total | 15 | 100 |

Table 4. Frequency Distribution of Experimental Class in Pre-Test

In the table above, it can be concluded that from 15 students, 6 students scored 53-57 (40%), 5 students scored 58- 62 (33.3%), 1 student scored 68-72 (6.67%), 2 students scored 72-77 (13.3%), and 1 student scored 78-82 (6, 67%). Based on the frequency data table above, the frequency pre-test of the experimental class is mostly located in the 53-37 interval, which is 6 students (40%).

| Interval | Frekuensi | Presentase |
|---------------|-----------|------------|
| 55-62 | 3 | 20 |
| 63-70 | 3 | 20 |
| 71-78 | 1 | 6,666667 |
| 79-86 | 3 | 20 |
| 87-94 | 3 | 20 |
| 95-102 | 2 | 13,33333 |
| Total | 15 | 100 |

Table 5 Frequency Distribution of Experimental Class in Post-Test

From the results of the post test scores of the experimental group writing correspondence in English using Google Docs, students of OTKP SMK Negeri 1 Salatiga with a sample of 15 students, 3 students scored 55-62 (20%), 3 students scored 63-70 (20%),

1 student scored 71-78 (6.67%), 3 students scored 79-86 (20%), 3 students scored 87-94 (20%), and 2 students scored 95-102 (13.33%). Based on the frequency data table above, the frequency (post-test) of the experimental class is mostly located in 4 classes, namely the intervals 55-62, 63-70, 79-86, 87-94. Each class interval has 3 frequencies or 20%.

From the pre-test and post-test data, there is an increase in the student scores of experimental class which resulted in an increase in the average grade up from 61.87 to 77.47. The maximum score has a significant change from 80 to 97. Meanwhile, the minimum score does not change significantly because the score is from 53 to 55. The Google Docs application method can help students improve their English correspondence writing skills.

While the results in the control class shows no significant changes between the pre-test and the post-test in the control class who did not use the Google Docs application. The average score of students has changed from 46.67 to 50.60, the lowest score has decreased from 38 to 34 and the highest score has changed from 53 to 71. Conventional methods do not help students significantly to improve their English correspondence writing skills. Compared to the method of using the Google Docs application, conventional method is no better than the method of using the Google Docs application.

3. The effectiveness of Google Docs on English correspondence writing skills

Below is presented the data from the statistical t-test. The test results of the difference between the pre-test and the post-test of the experimental group and the control group are based on an independent test.

| | Kelompok Perlakuan | N | Mean | Std. Deviation | Std. Error Mean |
|------------------|---------------------------|----------|-------------|-----------------------|------------------------|
| Pre Test | Kontrol | 15 | 46.67 | 4.562 | 1.178 |
| | Eksperimen | 15 | 61.87 | 8.798 | 2.272 |
| Post Test | Kontrol | 15 | 50.60 | 10.377 | 2.679 |
| | Eksperimen | 15 | 77.47 | 15.390 | 3.974 |

Table 6. Results of Group Statistics Independent T-Test

From the results of the independent t test, it is found that the average pre-test in the control and experimental classes is different. The average pre-test in the control class is 46.67 while the average pre-test in the experimental class is 61.87. In the post test, the control class has an average of 50.60 and the experimental class has an average of 77.47. From this data, it can be seen that there is a difference in the average of the control and experimental classes in both the pre and post tests. It can be seen in the table of paired sample statistics test results below:

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---------------|-------------------|-------------|----------|-----------------------|------------------------|
| Pair 1 | Post Test Kontrol | 50.60 | 15 | 10.377 | 2.679 |
| | Pre Test Kontrol | 46.67 | 15 | 4.562 | 1.178 |
| Pair 2 | | | | | |

| | | | | | |
|--|-----------------------|-------|----|--------|-------|
| | Post Test Eksperiment | 77.47 | 15 | 15.390 | 3.974 |
| | Pre Test Eksperiment | 61.87 | 15 | 8.798 | 2.272 |

Table 7. Paired Sample Test Results Statistics

Based on the t-test conducted, the difference between the pre test and the post test was obtained in the control class. In the pre test the average score of students is 46.67 and in the post test the average is 50.60. Based on this average, it can be seen that there is an average increase in the control class but only slightly, namely 3.93. Meanwhile in the pre test of the experimental class the average score of students was 61.87 and in the post test the average score of students was 77.47. The average increase in the experimental class was 15.6 or 4 times that of the control class. So that Google Docs is effective towards improving English correspondence writing skills.

The effectiveness of Google Docs can be seen from the learning objectives that have been achieved through increased grades. Students will be able to identify the structure of a job application letter and resume in English, examine ways to write an English letter, draft an English letter script and apply the concept of an English letter. From the students' work, they produce clear letter writing procedures and are able to use good spelling, punctuation and grammar in writing English correspondence.

Other research from Zhou, et al (2012) assess the use of Google Docs in collaborative writing activities outside the classroom from both sides, namely the advantages and disadvantages. Disadvantages include (1) most students are unfamiliar with Google Docs prior to the study, despite the potential of Google Docs, (2) many college students and instructors lack the knowledge of how to use Google Docs effectively to improve teaching and learning, (3) online collaboration can also lead to unpleasant learning experiences and outcomes in traditional face-to-face classrooms. For example, students and instructors may feel uncomfortable sharing knowledge or students may not all contribute equally to an assignment. On the other hand, the advantages of Google Docs are as follows; (1) when editing papers and writing conclusions, students write longer essays, (2) able to work collaboratively in writing more efficiently, and in addition to other studies, namely (3) complete writing tasks faster when using Google Docs compared to Microsoft Word (Apple et al, 2011).

The results of this study are also in line with previous research conducted by Purcell, Buchanan, & Friedrich in 2013. In this previous study, students became motivated to communicate, collaborate, and interact between students when using Google Docs. In this study, Google Docs also had a positive impact on students in improving their ability to write English correspondence. By using Google Docs to create correspondence, students can write more precisely and make a good content with the ability to use good English grammar and minimal errors. Similar to previous research, in this study it was found that Google Docs is efficient, fast, and easy in editing a document, whether it is done individually or in groups.

Meanwhile, Google Docs can improve students' writing skills according to the results of research conducted by Suwantarathip & Wichadee in 2014. The abstract states that the results of the study indicate that there is a significant difference between the two groups of writing using Google Docs outside the classroom and manually writing in class. Students

who do assignments using Google Docs have higher grades than students who do assignments manually handwritten. Even students said that this tool is very easy to use so that they understand the lesson more easily. Students can also learn from problems in writing such as inappropriate use of language, spelling errors, incorrect punctuation, incomprehensible text, and poor paragraph organization. In the case of collaborative revised English writing, it can improve language skills such as vocabulary, organization, and content. An example taken from this research data is when students write the phrase "a women" then on the Google Docs worksheet the word will have a blue underline due to a grammar error. The word "a" is an article that shows a singular noun, while the word "women" is a word that shows a plural noun. Students can revise it into the correct phrase "a woman". The word "confiden" underlined in red indicates a spelling error. Google Docs recommends the correct word when students click on the wrong word so that it becomes "confident". That way Google Docs can help students improve their English correspondence writing skills.

The results of this research are expected to be able to contribute to the creation of correspondence, especially in the field of Office Automation and Governance department, both at the school and university level. The use of technology today is unavoidable to maximize the results of human work. One of them is Google Docs which can help and improve the ability to write English correspondence. The purpose of using Google Docs is to improve existing methods that are integrated with the use of technology. Thus, it will add new discourses in developing knowledge in the field of writing correspondence and become the basis for conducting further research..

CONCLUSION AND SUGGESTION

Conclusion

From the results of the analysis and discussion, it can be seen that the students' English skills on the pre test are different between the control class and the experimental class. The experimental class has good ability while the control class has sufficient ability. In the post test, both classes have the same good English skills, but on average the experimental class is better than the control class. Google Docs has a better effect on writing correspondence in English compared to how to write letters manually or handwritten on class X OTKP students at SMK Negeri 1 Salatiga. In addition, the use of Google Docs can improve students' skills in writing English correspondence because it has been proven effective in this research. This can be seen from the average test results that have increased, namely the average pre test for the experimental class is 61.87 and the post test is 77.47. The standard deviation of the experimental class for the pre test is 8,798 and the post test is 15,390, while in the control class the standard deviation for the pre test is 4,562 and the post test is 10,377.

To test hypothesis 1 using t-test. The results of the t-test on the results of the pre test shows that the method of writing letters manually or handwritten had a Sig value. (2-tailed) is 0.282, because $0.282 > 0.05$ then there is no effect on how to write letters manually or handwritten with students' grades. Value of Sig. (2-tailed) in the experimental class is 0.008 so that there is an influence of the teaching method of writing correspondence in English using Google Docs. This is because the value of Sig. (2- tailed) $0.008 < 0.05$.

To test hypothesis 2, an independent sample t-test was used. Pre test results show the value of Sig. (2-tailed) $0.000 < 0.05$ then there is a difference in English correspondence

writing skills before being given treatment between the control and experimental classes because. The post test results Sig (2-tailed) $0.000 < 0.05$, so there is a difference in writing skills after being given treatment between the control and experimental classes. Thus, the second hypothesis "Google Docs is effective in supporting Grade 1 students of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills" can be accepted.

Suggestion

From the research results obtained, the following things are suggested:

1. The learning method is one of the components that affect student learning outcomes, because it is recommended for teachers to be able to choose the right learning method in accordance with the learning objectives to be achieved.
2. Teachers are expected to use the Google Docs application method in teaching correspondence because this method can have a good effect on student learning outcomes and be able to develop students' writing skills.
3. Teachers are expected to be able to use technology as a way to prepare students to face the industrial world which has developed into the industrial revolution 4.0 and will go towards 5.0 which of course requires human resources who are able to work with technology.

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**HIGHER-ORDER THINKING SKILLS ON TEACHERS-MADE TESTS BY
ENGLISH TEACHERS OF A SENIOR HIGH SCHOOL IN BENGKULU CITY**

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The objectives of this study are to investigate the composition of Higher Order Thinking Skills (HOTS) on the English teacher-made test based on the revised Bloom's taxonomy and investigating the quality of the teacher-made tests viewed from the composition of HOTS. This study was a content analysis that used a triangulation design: data transformation model mixed method approach. The data of this study were teacher-made test sets that consisted of 136 questions. The data were analyzed by understanding the operational verbs used in each item of the teacher-made test based on the cognitive domain of revised Bloom's taxonomy. Then, data were put in a checklist table based in each cognitive domain category. After that, the data were calculated quantitatively and interpreted qualitatively. The results show that the composition of HOTS was lower than the Lower Order Thinking Skills (LOTS) of all questions on the teacher-made tests. The most frequent cognitive domain of the Bloom's taxonomy found on the teacher-made test was C2 (Understand), followed by C4 (Analyze), C3 (Apply), C1 (Remember), C5 (Evaluate), and C6 (Create). Moreover, the quality of the teacher-made tests viewed from the composition of HOTS was in a less proportional criterion. In conclusion, the findings indicate constructing a test based on the principles of HOTS seem still problematic for Senior High School English teachers.

Keywords: *HOTS, teacher-made test, English teacher, revised-Bloom's Taxonomy*

INTRODUCTION

Higher-Order Thinking Skills (henceforth HOTS) are notions of the educational reform based on Bloom's Taxonomy. In revised Bloom's taxonomy by Anderson and Krathwohl (2001), there are six levels of cognitive domain; C1 (Remember), C2 (Understand), and C3 (Apply) called Lower-Order Thinking Skills (henceforth LOTS). While C4 (Analyze), C5 (Evaluate), and C6 (Create) are called HOTS. HOTS are important to apply in learning, particularly in making good questions for a test that contains HOTS. Making questions test is one of the teacher's abilities to evaluate students, and the ability to evaluate students is called pedagogic competence. According to RI Government Regulation No. 19 of 2005 article 28 paragraph 3 concerning National Education Standards states that teachers are expected to have four competencies, including pedagogical competence, personality competence, social competence, and professional competence.

The benefits of HOTS are significant for students and have to be trained and managed well by teachers. In fact, the implementation of HOTS in Indonesia to the learning progress still has some weaknesses. First, the teacher-center is still dominant in the learning process. Teachers as the conveyor of knowledge sometimes eliminate the students' center practice. Second, the educational focus is memorizing. Third, the classic problem, more student achievement scoring systems are based on tests that are tested for low-level cognitive trends. Fourth, teachers still lack HOTS-based question knowledge. Therefore, high order questions need to be applied to students' test items. These are including the ability to conclude, hypothesize, analyze, apply, synthesize, evaluate, compare, imagine, and answer the questions. These skills need high logical thinking.

In addition, teachers should apply higher-order thinking skills in the learning process especially in designing a test. Nevertheless, the teacher is required to design an item test based on the higher-order thinking skill of Bloom's revised taxonomy. The test designed or made by the teacher itself is called a teacher-made test. Arikunto (2005) stated that a "teacher made-test is a test written and made by a teacher in the school, so the validity and reliability of the test are not like the standardized test." The effectiveness of this type of test depends on the skill and ability of the teacher in designing the test. The teacher-made test can enhance the students' thinking skills. Furthermore, the students will be guided to think critically about complexity and various problems.

The development of the HOTS test is not convenient. It requires high logical power. However, this is also a challenge for the teacher, the teacher should be able to get and test students by making a test that contains HOTS compositions. It means that the teacher should be able to develop the test in the form of problem-solving so that students are expected to interpret and study the question presented. And also, the most important thing in higher-order thinking skills is the ability to make a reasonable decision in a complex situation. It emphasizes "learning how" rather than "learning what". Therefore, the efforts to help individuals to achieve their targets require self-awareness which is a part of the efforts of the educators to explore higher-order thinking skills (Sulaiman et al., 2017).

Based on the statements above, students need to have HOTS as a solution to increase their thinking ability to solve the problem faced. Teachers must be able to teach HOTS. More importantly, a teacher must also be able to measure whether or not students have already acquired HOTS. It can be faced from the test used by the teacher to measure student learning outcomes. To construct a good HOTS test item for students, the quality of teachers is an important part of this case. Therefore, in developing the test, they must have a clear knowledge or skills about making good HOTS test for students.

Unfortunately, looking at reality now, many educational institutions only emphasize memorizing skills (LOTS). Besides, higher-order thinking skill is very important to be applied in the aspects of knowledge. It is important to be embedded in students, considering that the rapid development of technology requires every individual to mobilize his or her mind and all the potential to be able to survive and compete. Educational institutions, which only emphasize memorizing make students uncustomed to thinking critically in accepting material given. As the result, the habit of students who only memorize without developing arguments will continue in college and even in the real world of work.

HOTS-based learning has been introduced in line with the implementation of the 2013 Curriculum, but in reality, there are still many educators who do not understand and have not

implemented it. This is because, during the training, the instructors transferred theories solely without giving examples or practices of implementation of HOTS learning (Warmadewi et al., 2019).

There were some previous studies related to this present research such as teacher-made test (Amaliyah, 2018; Pratiwi et al., 2019; Utami et al., 2019; Putri et al., 2020; Syahdanis et al., 2021), national examination test (Ilham et al., 2020), reading exercises on English textbooks (‘Ilma, 2018) and language skill tasks on English textbook (Febriyani et al., 2020). These studies reported that the number of the questions that contained HOTS was lower than LOTS. These findings indicate the implementation of HOTS in the English teaching and learning process such as on test and exercises in Indonesia is still low. This case is caused by teachers’ factor (teachers’ knowledge of HOTS) and students’ factor (students’ knowledge of HOTS and their score achievement will be low if the questions have many more HOTS questions).

Different from this previous study, this study analysed the HOTS proportion and the previous research only took one grade for their study while this study took all grades. Also, this study took a different place that might be the result of the HOTS test that has been applied by the teacher also will be different, which is in previous research the results were 65% test that has made by the teacher applied LOTS. Therefore, it concludes that the implementation of HOTS in the test to stimulate students’ critical thinking is still far from what is expected. In addition, this study used the proportion of HOTS as the standard of the HOTS test, whether the test made by the teachers have been achieved from the proportion that should be or not.

RESEARCH METHODOLOGY

This study used mixed-method approach. The type of mixed method used in this study was Triangulation Design: Data Transformation Model by following Creswell and Clark (2007, p. 63) which made an attempt to integrate the quantitative data into qualitative analysis as shown in Figure 9.

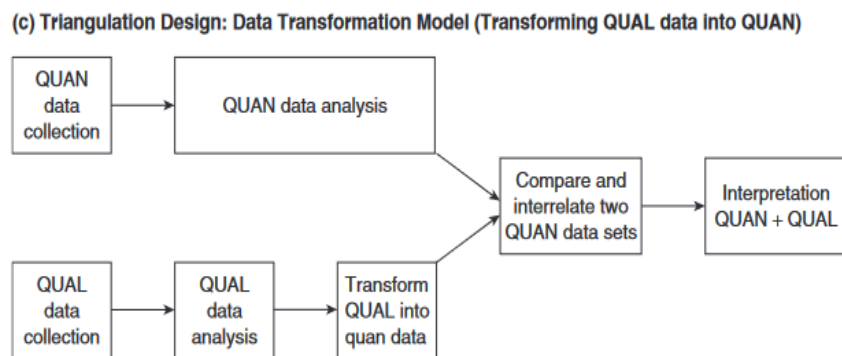


Figure 1: A Mixed Method (“QUAN”: quantitative; “QUAL”: qualitative)

In accordance with the principle aim of this current research, that was, to specify the composition of HOTS and the quality of teacher-made test viewed from the composition of HOTS, five teacher-made test sets were constructed by five English teachers as the primary research materials. Then, those data were counted based number of question so that the data

consisted of 136 questions. Thus, this process was categorized as transforming qualitative data into quantitative.

The data analysis of this research was twofold. On the one hand, the quantitative analysis focuses on the investigation of HOTS's composition on the teacher-made test based on the revised Bloom's taxonomy that consisted of six cognitive domains. A simple statistical analysis was used to find out the frequency and percentage of each cognitive domain of the revised Bloom's taxonomy on the teacher-made tests. It was for answer the research question number 1. On the other hand, the qualitative analysis consisted of the assessment of the teacher-made tests. It was done by comparing the composition of LOTS and HOTS questions on the teacher-made test. The proportion of LOTS and HOTS was calculated. Then, the quality of the teacher-made tests was interpreted qualitatively based on the Riduwan (2013) as presented in the Data Analysis Technique. Moreover, in presenting the research findings, the numerical (quantitative) and interpretation analysis (qualitative) were done in this research. Also, the results were supported with examples. The examples were explained detailedly with comprehensive reasons and analysis.

In conclusion, this content analysis design can be both quantitative and qualitative or mixed methods. This design would give advantages to the quality of the results of this research. It is in line with Sándorová's (2014) opinion who mentions, "high-quality studies combine both qualitative and quantitative analysis of texts and mixing methods is generally acknowledged as an effective way to ensure the trustworthiness of the research in terms of validity and reliability. Thus, based on the explanation above, it is clear that this research was mixed-method with Triangulation Design: Data Transformation Model.

The objects of this study were teacher-made tests taken from the mid-term test questions and written by five English teachers at a favorite Senior High School in Bengkulu City. The distribution of those tests is presented in the following table;

Table 1. The Distribution of the Teacher Made Tests

| No | Teacher-Made Tests | Grade | Number of Questions |
|--------------|--------------------|-----------------|---------------------|
| 1 | Test A | X MIPA | 30 |
| 2 | Test B | X IPS | 26 |
| 3 | Test C | XI MIPA and IPS | 25 |
| 4 | Test D | XII MIPA | 25 |
| 5 | Test e | XII IPS | 30 |
| Total | | | 136 |

MIPA = Natural Sciences, IPS = Social Sciences

As presented in Table 1, those tests were used in the Mid-test to test students' English learning outcomes at every grade Natural Sciences and IPS. However, for grade XI, there was only one teacher-made test because it was used for both grade XI IPA and XI IPS. The total of questions made by them was 136 questions. The types of the questions were 125 multiple choice questions, 1 completion item question, and 10 essay questions. Moreover, a purposive sampling technique was used to determine the objects of this study. As stated by Sugiyono (2013) purposive sampling is a technique of taking data sources with certain consideration certain. The consideration applied in determining the objects of this research was as follows;

- 1) The Senior High School was one of the favorite schools in Bengkulu city and Bengkulu province. Moreover, this school was more welcome for the researcher in doing the research than other schools.
- 2) This school was applied the 2013 curriculum and also this school had implemented HOTS in the teaching and learning process of English subject.
- 3) The teachers were certified teachers. They have been teaching English more than 10 years. Those teachers have been categorized as experienced teachers (Jasrial et al., 2021), it assumes that they have more teaching abilities and higher performance levels (Rakib et al., 2016), including in making question tests.

The data of this study were analyzed by using keyword analysis table as a guideline in determining the level of thinking skill in those test items. The keyword analysis table was adapted from Southeastern University site. The table provided the understanding of each level of thinking skill from the lower to higher order thinking skill. It also provided some action verbs or keywords that related to each level and provide some examples of questions based on the level of thinking skill. To classify all the test items the researcher needed this table as a guideline.

After classifying all the test items, the frequency of each group of cognitive domains of the revised Bloom taxonomy were calculated. Then, the composition of HOTS on the teacher made-test was calculated. Next, data were drawn which explained previous discussion based on research question to get the conclusion. The last, the quality of the composition of HOTS on the teacher made test was interpreted by using the worthiness scale criteria of Riduwan (2013, p. 22).

Table 2. The Proportional Scale Criteria of HOTS's Composition on Teacher Made Test

| No | Percentage Range | Category |
|----|------------------|--------------------|
| 1 | 81% - 100% | Very Proportional |
| 2 | 61% - 80% | Proportional |
| 3 | 41% - 60% | Fair |
| 4 | 21% - 40% | Less Proportional |
| 5 | 0 - 20% | Least Proportional |

Riduwan (2013, p. 22)

As shown in Table 2, there were five criteria of the quality of the teacher-made test. Those criteria were adapted from Riduwan (2013, p. 22) by changing the criteria from Very Good into Very Proportional, Good into Proportional, Fair into Fair, Poor into Less Proportional, and Very Poor into Least Proportional. The aim of the researcher changed the criteria of the quality of teacher-made Test based on the composition of HOTS was language problem. The category of the previous criteria used too strong judgment to interpret the quality of the teacher-made tests. The criteria of Riduwan (2013) can be used for assessing quality of test and all level of test because this theory was designed for assessment to see the worthiness of a test including the quality of a test based on HOTS proportion. Moreover, this theory had been used by previous researchers in journals to interpret the worthiness of HOTS in a test such as Wahyuni et al. (2019) and Septiarini and Puspasari (2020).

To ensure the validity of the analysis, the researcher involved a co-rater to avoid subjective judgment. The co-rater was an alumna of the English Education Study Program who experienced in conducting the same research in terms of analyzing HOTS in the tests or questions. Moreover, the reliability of the analysis between the rater and co-rater was determined by using the Cohen Kappa agreement. The agreement scales of Cohen's Kappa were 0-0.20 was poor, 0.21-0.40 was fair, 0.41-0.60 was moderate, 0.61-0.80 was good, and 0.81-1.00 was very good (Arikunto, 2010). The results of the inter-raters' reliability are presented in the following table;

Table 3. The Results of Inter-ratters' Reliability

| No | Teacher-Made test | Kappa Value | Category |
|---------|-------------------|-------------|-----------|
| 1 | Test A | 1.00 | Very Good |
| 2 | Test B | 0.96 | Very Good |
| 3 | Test C | 0.97 | Very Good |
| 4 | Test D | 0.97 | Very Good |
| 5 | Test E | 0.88 | Very Good |
| Average | | 0.96 | Very Good |

As presented in Table 3, the results of the inter-ratters' reliability in analyzing the data were in a very good category. The average of the Kappa Value was also in a very good category. It means that the result of the analysis was reliable.

RESULT AND DISCUSSION

The Proportion of HOTS on Teachers-Made Tests

This first question aimed at investigating the proportion of HOTS on the teacher-made tests constructed by five English teachers at a favorite school in Bengkulu City. The results of the analysis of HOTS are presented in the following table.

Table 4. The Proportion of Teacher-Made Test Based on the Cognitive Skills of Revised Bloom's Taxonomy

| No | Tests | f/p | LOTS | | | HOTS | | | Total |
|----|--------|-----|----------|------------|-------|---------|----------|--------|-------|
| | | | C1 | C2 | C3 | C4 | C5 | C6 | |
| | | | Remember | Understand | Apply | Analyze | Evaluate | Create | |
| 1 | Test A | f | 0 | 26 | 2 | 1 | 0 | 1 | 30 |
| | | p | 0% | 87% | 7% | 3% | 0% | 3% | 100% |
| 2 | Test B | f | 1 | 22 | 0 | 3 | 0 | 0 | 26 |
| | | p | 4% | 84% | 0% | 12% | 0% | 0% | 100% |
| 3 | Test C | f | 1 | 13 | 0 | 10 | 0 | 1 | 25 |
| | | p | 4% | 52% | 0% | 40% | 0% | 4% | 100% |
| 4 | Test D | f | 1 | 11 | 3 | 8 | 2 | 0 | 25 |
| | | p | 4% | 44% | 12% | 32% | 8% | 0% | 100% |
| 5 | Test E | f | 1 | 18 | 0 | 9 | 1 | 1 | 30 |
| | | p | 3% | 60.5% | 0% | 30.5% | 3% | 3% | 100% |

| | | | | | | | | |
|-------|---|----|-----|----|-----|----|----|------|
| Total | f | 4 | 90 | 5 | 31 | 3 | 3 | 136 |
| | p | 3% | 66% | 4% | 23% | 2% | 2% | 100% |

f= Frequency, *p*= Percentage, Total *N* = Total frequency of all question of every teacher

As presented in Table 4, the tests that were made by the English teachers were categorized as LOTS and HOTS. The most frequent teacher-made test composed by the English teachers was LOTS questions. It means that the questions that the teacher made have not required the ability to think critically and creatively. The most frequent cognitive domain used in the tests was C2 (Remember). The examples are as followings;

Excerpt 1

Essay

1. What is general statement?
2. In the description of a report text, what kind of information can you include in it?
3. In what tense is a report text written?

(Test C Question No 3, Grade XI IPA/IPS)

Question number 3 in Example 8 was categorized as C1 (Remember) based on the revised Bloom's taxonomy. It was because this question asked the students to remember the type of tense used in the report text. They did not need to think to answer this question, but they just recalled their memory. They would answer based on what they had learned about the report text. This type of question was still in the LOTS category.

Excerpt 2 – Understand (C2)

Mr. Rizky : Hello, Miss Lily. Would you like a cup of tea? I'm just making some.
Miss Lily : Oh, yes please, that would be lovely.
Mr Rizky : How do you take it?
Miss Lily : With milk and sugar, please.
Mr. Rizky : Here you are.
Miss Lily : Thank you.

1. The underlined expression expresses ...
 - A. Offering help
 - B. Accepting an offer
 - C. Offering something
 - D. Declining an offer
 - E. Refusing an offer

(Test A, Question No 1, Grade X Sciences)

The question in Excerpt 1 was categorized as the understand (C2) level. In this question, the students were asked to understand the underlined expression. Then, they were asked to

classify the underlined expression by choosing one of the best answers in the option. Thus, the cognitive process in this question was classifying the type of expression in a conversation.

Excerpt 3 – Apply (C3)

I was sleeping when somebody knocked the door.

13. The correct phrase of past perfect tenses is ...
- a. I was slept when somebody knocked the door.
 - b. I had slept when somebody knocked the door.
 - c. I have slept when somebody knocked the door.
 - d. I has slept when somebody knocked the door.

(Test A, Question No 12, Grade X IPA)

The example in Excerpt 2 was categorized as the apply (C3) level. The teacher provided a sentence. The cognitive process applied in this question was procedure knowledge in composing a correct sentence by using the past perfect tense. The students were asked to apply it correctly. Thus, in this question, they would choose a correct sentence in the form of the past perfect tense by choosing the best answer in the option.

Excerpt 4 – Analyze (C4)

John : Why was Erika absent yesterday
Ani : Her father passed away
John : I am deeply sorry to hear that. Why didn't you tell me before?
Ani : I have just heard about it.

8. From the dialogue we can conclude that...
- a. Ani happy to hear the news
 - b. Erika absent because her father passed away
 - c. Ani tells the sad news to John
 - d. Erika goes out of the school
 - e. Ani and John is not join the class today

(Test A, Question No 8, Grade X IPA)

The question in Excerpt 3 above was categorized as the Analyze (C4). In this question, the students would read the content of the conversation. After that, they applied the cognitive process in terms of the ability of concluding the content of the conversation. The last, they would choose the best answer in the option based on the conclusion that they made after reading and analyzing the conversation.

Excerpt – C5 (Evaluate)

13. What can you learn from the text?
- We should help others in need
 - We should live a modest life
 - We should keep our health well
 - We should take care of ourselves well
 - We should concern about the surrounding.

(Test D, Question No 13, XII IPA)

The question in the Excerpt 16 was categorized as C5 (Evaluate) which was in the HOTS category. This question asked the students to take the lesson from the text. To answer this question, the students needed to evaluate, criticize, and interpret the content of the text carefully as part of the cognitive process. After that, they would decide the lesson from the text from social point of view.

Excerpt 6: Create (C6)

B. Write the correct answer of the blank sentences below!

- Write two sentences of simple past tense!

(Test A, Question No 1 – Essay, Grade X IPA)

The question in Excerpt 4 was in the form of essay. It was categorized as the create (C6) level because the students were asked to create sentences in the form of the simple past tense. The cognitive process applied in this question was the ability of making or creating own correct sentences based on the structure of the simple past tense.

This finding is similar to the previous studies' findings in terms of teacher-made test (Amaliyah, 2018; Pratiwi et al., 2019; Utami et al., 2019; Putri et al., 2020; Syahdanis et al., 2021), national examination test (Ilham et al., 2020), reading exercises on English textbooks ('Ilma, 2018) and language skill tasks on English textbook (Febriyani et al., 2020). They reported that the questions of the test made by teacher and exercises on the textbook made by the authors were dominated by LOTS questions. In other words, the quality of their tests as instrument to assess the students' learning outcomes that require the ability to think creatively, critically, and logically has not fulfilled a criterion of a good test.

Regarding the proportion of the questions that contained HOTS is lower than LOTS, the most frequent cognitive domain used in the test was C2 (Understanding). It was in the LOTS category. This is because this type of test is dominantly designed in the form of multiple-choice questions. Martinez (1999; Magno, 2003) confirm the previous statement that the multiple-choice questions often assess low thinking. This type of test will be difficult to evaluate students' higher levels of thinking, such as C4 (analyze), C5 (evaluate), and C6 (create) (Gareis & Grant, 2015). Moreover, multiple-choice questions are hard to encourage productive, innovative, or creative thinking, and students will only choose the options presented in the test. However, it does not mean that the multiple-choice question cannot measure the higher-order thinking skills of the students in the tests.

In constructing or composing a test, the multiple-choice questions can measure higher levels of thinking. Liu (2009) suggests that some techniques can be applied by the test makers in constructing the multiple-choice questions to measure students' higher levels of thinking are using a combination of tests format (for example, combining multiple-choice with responses that are constructed), providing factual statements and ask students to analyze, and provide data and ask questions students to develop hypotheses. Based on these techniques, the English teachers have applied those techniques in some questions, but it is dominated by the cognitive domain of C4 (Analyze).

Another possible reason that causes lower the composition of HOTS than LOTS on the teacher-made test is from the teachers' and students' aspects. Based on their study, Syahdanis et al. (2021) reported that the reasons come from the teachers' and students' aspects. In other words, their knowledge of HOTS is low. From the teachers' aspect, they still need more professional HOTS training. This way is quite effective to improve teachers' understanding of HOTS and have better competency standards especially in constructing the tests that contained HOTS from the students. The test of grade X did not contain 25% of HOTS composition in the tests that they made must follow this activity, but the composition of the cognitive domain of C4 (Analyze), C5 (Evaluate), and C6 (Create) must be balanced proportion. Moreover, from the students' aspect, the students will get difficulty answering the questions on the test if the HOTS questions are applied too many in the test. It will influence the students' scores in doing the test. Therefore, those reasons probably influence the composition of HOTS lower than LOTS on the teacher-made tests.

A lower number of HOTS questions was also found by Febriyani et al. (2020). This study found that most questions in the compulsory English Textbook for the twelfth grade of Indonesian Senior High Schools used the cognitive domain in terms of C1 (remembering). It means that the authors of the textbook have not realized the importance of HOTS in English learning. The difference between this previous study with this present research finding is the cognitive domain of C2 (Understand) is dominantly on the teacher-made test. In this cognitive domain, the students were asked to understand the texts, dialogues, or linguistics knowledge by reading them. Then the students will find the information questions that contained the Understanding (C2).

In conclusion, the results of this present research show that the English teachers need to increase the number of questions that contain HOTS, especially in the cognitive domain of C5 (evaluate) and C6 (create). The findings of this present research relate to previous studies (Jailani & Retnawati, 2016; Retnawati et al.; 2016) that demonstrated some teachers have difficulties in implementing learning or assessment model that fits the demands of the

Curriculum. These cases will influence the teaching and learning process. It is because the awareness of HOTS by the teachers on the teacher-made test can demonstrate that they are ready to make changes or improvements during the learning process (Retnawati et al., 2018). This awareness will improve the quality of the teaching and learning process of English at the senior high school to achieve the goal of the 2013 curriculum to prepare every individual to have critical and creative thinking, collaboration, and good communication skills in facing the global era (Yunita et al., 2020). Thus, implementing HOTS in the teaching and learning process such as in the test will help improve students' knowledge of HOTS so that they will be familiar with and easy to apply HOTS in their life.

The Quality of the Teacher-Made Test

This question aimed at investigating the quality of the teacher-made tests viewed from the compositions of HOTS. After analyzing the data and calculating the composition of HOTS on the teacher-made tests, the quality of the teacher-made tests was interpreted by using the proportion scale criteria. It was adopted from the evaluation scale criteria of Riduwan (2013, p. 22). The results are presented in the following table.

Table 5. The Proportional of HOTS on the Teacher Made Test

| No | Test | N | f/p | The Composition of Teacher-Made Test | | Interpretation |
|--------------|--------|-----|-----|--------------------------------------|--------|--------------------|
| | | | | LOTS | HOTS | |
| 1 | Test A | 30 | f | 28 | 2 | Least Proportional |
| | | | p | 93.33% | 6.67% | |
| 2 | Test B | 30 | f | 23 | 3 | Least Proportional |
| | | | p | 88.46% | 11.54% | |
| 3 | Test C | 30 | f | 14 | 11 | Fair |
| | | | p | 56% | 44% | |
| 4 | Test D | 30 | f | 15 | 10 | Less Proportional |
| | | | p | 60% | 40% | |
| 5 | Test E | 30 | f | 19 | 11 | Less Proportional |
| | | | p | 63.30% | 36.70% | |
| Total | | 136 | f | 99 | 37 | Less Proportional |
| | | | p | 72.80% | 27.80% | |

f= frequency, p= percentage, N= total questions

As shown in Table 5, the proportion of HOTS on the teacher-made test was lower than HOTS. It indicates that the quality of the teacher-made tests was less proportional based on the proportion scale criteria that was adopted from Riduwan (2013, p. 22). This finding shows that teachers' knowledge of HOTS, especially in constructing a test that contains HOTS is still low. This result does not support the study conducted by Yunita et al. (2020) who found that Senior High School English teachers in Bengkulu province have had very good knowledge of HOTS. It was shown by the result of the protocol test on HOTS. Almost all of them could answer the questions that contained HOTS. It is because the survey

conducted by Yunita et al. (2020) was for all English teachers in Bengkulu province, while this present study was conducted in a school in Bengkulu City.

In addition, among five teacher-made tests, there was one of them that contain the composition of HOTS as a fair proportional criterion, while others were in a less proportional and least proportional category. It means that this teacher has understood the principle and characteristics of HOTS questions when constructing a test. This test will improve students' critical thinking skill. It is supported by the statement of Serevina et al. (2019) who state that a good instrument to evaluate the students' outcome in learning is an instrument that contains good questions to test cognitive, affective, and psychomotor abilities of the students. It will assess how far the students master the materials that have given by giving some problems and they can solve those problems by using their critical thinking.

Moreover, the fair proportional criterion of teacher-made test was found at grade XI IPA and IPS. The teacher made more HOTS questions compared to other teachers who teach grade X and XII. It is possibly because Grade XI has more English learning materials than other grades (X and XII). The students of grade XI study some reading texts (e.g., personal letter, exposition text, report text, and explanation text), expressions (e.g., persuading someone, expressing happiness, and expressing sympathy), and grammar (complex sentence, gerunds, and infinitive) that challenge students' critical thinking skills. Utilization of HOTS in the teaching and learning process can be influenced by the use of materials that require students' higher thinking skills (Huda et al., 2021). The materials that contain HOTS also influence the teachers' in constructing a test that contain more composition of HOTS. Meanwhile, grade XII does not have many learning materials.

Regarding the less and the least proportional of HOTS's composition constructed by two of five English teachers at grade X (X IPA and X IPS), it shows that those tests only require lower thinking skills of the students in doing the tests. It happened possibility caused by the teachers have difficulty in constructing the test that contain HOTS questions. In this case, the teachers also need to apply the higher thinking skills in constructing the test. It means that HOTS is difficult for them because HOTS main characteristics of HOTS are critical and creative (Conklin & Manfro, 2012). They cannot adequately distinguish specific keywords for a certain level from HOTS questions (Afifah & Retnawati, 2019) such as operational verbs of C4, C5, and C6. As a results, they construct the test with the same way in terms of type of test (multiple choice) and kinds of questions (C2 questions).

The less and the least proportion of HOTS' composition on the teacher-made test will affect the way of thinking of the students either in their learning process or in their daily life. It influences the development of cognitive process dimension of students in learning English (Agung et al., 2017), while HOTS is needed by every individual in facing the global era because it requires critical and creative thinking, collaboration, and good communication skills (Yunita et al., 2020). Therefore, these skills must be taught and introduced to the students at schools during the teaching and learning process and on the test as a form of critical and creative thinking practical for students.

Moreover, HOTS has been embodied in the 2013 curriculum. It means that the teachers cannot ignore the implementation of HOTS in the education field. The less proportional of HOTS on the teacher-made tests means that the teachers have not been brave to implement it for their students. In the 2013 curriculum, the type of test is suggested to be used by the teachers is authentic assessment and it must contain HOTS. However, the

unexpected results of this present research are also in line with the results of study conducted by Hajarah and Adawiyah (2018) which shows that teachers are still having difficulties in implementation authentic assessment. Similarly, Riadi and Hilal (2017) reported the results of their research that not all teachers make assessment instruments for the affective, cognitive and psychomotor domains. This finding shows that the assessment constructed by the teachers need to be an improvement in terms of cognitive assessment. It aims to achieve the goals of the implementation of HOTS in a test. The assessment-based HOTS or test-based HOTS as embodied in the 2013 curriculum becomes an ability that must be possessed by students. However, based on the finding of this present research, the implementation of HOTS at school has not fulfilled the expectation of the government. It causes the way of thinking of students will be low and it is not suitable with cognitive domain of HOTS based on the Bloom's taxonomy. Kusuma et al. (2017) state that HOTS is able to lead the individual to have the ability to apply knowledge, skills, and values in reasoning, reflection, problem-solving, decision making, innovating, and creating new things. Thus, by implementing HOTS on the test, the teachers have helped the government in improving the students' critical thinking in their daily life.

Some strategies have been done by Indonesian government for implementing learning processes and assessments based on HOTS at school. However, some factors cause the low achievement of HOTS in Indonesia. They are; Firstly, Indonesian students are still not familiar to do HOTS questions on the tests so that they teachers often use LOTS questions on the test. Secondly, many teachers find it difficult to arrange questions HOTS so that it uses existing and previously created questions that are still in the LOTS category which resulted in students not trained to solve HOTS-based questions.

Based on the results of the second question, it assumes that the English teachers still implement the less proportional HOTS questions on their tests. It is caused by several reasons as explained above. The important thing needs to know is teachers are agents who transfer the skills and knowledge of HOTS to the students. The assessment or test is also given by them so that they influence the achievement of the HOTS ability in the education field. Therefore, constructing a test that contain many HOTS questions is important to be done by them to achieve the goal of the implementation of HOTS.

Based on the findings of this research, some strengths and weaknesses are found in this research. In terms of the weaknesses, this research did not explore the reasons for the less appearance of HOTS in the English teacher-made test. Then, this research was conducted at one school that involved only five Senior High School English teachers. Next, the analysis of the teacher-made test is not viewed from the length of teaching experiences of English teachers. Further, the analysis focuses on the teacher-made test in the form of Mid Term Test. The last is the criteria for a good test proposed by Riduwan (2013). This criterion is limited to the number of the composition of HOTS questions in all tests, not viewed from the proportion based on each cognitive domain of bloom's taxonomy. The strength of this research is the samples involved in this research were from a good reputation of Senior High School in Bengkulu. As a result, this finding gives a description and an evaluation of the knowledge of the English teachers on HOTS.

The findings of this research provide pedagogical significance. This research presents the theory and analysis of HOTS of the Teacher-Made Test. Hopefully, it can provide broader insight to the English teachers at the same level of education in Bengkulu on HOTS

knowledge from the revised edition of Bloom's Taxonomy and in designing a better good test for their students.

CONCLUSION

This research has analyzed the proportion of HOTS on the teacher made test by English teachers at a favorite Senior High School in Bengkulu City in the academic year of 2021/2022. Based on the results, the proportion of HOTS on the teacher-made tests is lower than the LOTS. Among all cognitive domain levels, C2 (Understand) is the most frequent cognitive domain level found on the teacher-made test which is in the LOST category. Meanwhile, the composition of HOTS questions on the teacher-made test is dominated by the cognitive domain of C4 (Analyze), while other cognitive domains of HOTS such as C5 (Evaluate) and C6 (Create) are rarely found on the teacher made test. Moreover, the quality of the teacher-made tests viewed from the proportion of HOTS is in a less proportional criterion. One of five English teachers-made test has the quality in a fair criterion, two teacher-made tests are in a less proportional criterion and the others are in a least proportional criterion

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THE GENRE APPROACHES FOR TEACHERS' STRATEGY TO DELIVER PRODUCTIVE TEACHING-LEARNING IN ENGLISH SUBJECT AT SMAN 1 KOTA LANGSA

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Abstract: The article overviewed the teaching delivery approaches of TESOL in language teaching classroom research, which employed at SMAN 1 Kota Langsa, Aceh, Indonesia. It was advised Genre Approach (GA) for engaging discussion than a directive task, a genre which is pitching dialogues one to another between teacher and students, and specifying words of selective diction. The article projected the teaching delivery process which is engaging discussion and defines the teacher-students' communication skill in English. It described the phenomenon by employing a semi-structured interview, which described to aim an increasing approximation to control of written and spoken texts and the activity, teacher role is facilitator and students are benefactors. The result concerned about GA and its applications profiled the series of classroom practices; preparation, screening, validation, and content review. Thus, eventually, GA also help the teacher to validate their own communication competence, their students' development process and engagement as well.

Keywords: *Genres Approach, Productive Delivery, and Communication.*

INTRODUCTION

English language is taught as a means of communication for school subjects and escalated through various level educational institutions. Communicative language teachers of Indonesian did not accommodate reasoning opportunities for the students. The directive teaching, a conventional delivery, actively encouraged the teacher to be the center of information, should be narrowed to give students space for developing their pathways (D. Irmawati et al., 2017; Kadwa & Alshenqeeti, 2020). The reason for having communicative in delivery materials with constantly engaging the students leads to students' process in escalating their reasoning (Gandana et al., 2021; Irianto et al., 2019; Ulfa & Bania, 2019). Moreover, in learning a foreign language as a means of communication and knowledge, the teaching section should be advised for engaging discussion than a directive task, pitching dialogues one to another between teacher and students, and specifying words of selective diction (D. K. Irmawati et al., 2021; Sariakin, 2021). An engaging discussion, particularly with the English language, defines the students' spoken skills. Coming with communicative, English is a language to be taken as a tool to read the global knowledge of the digital world.

In senior high school, English subject is categorized for a beginner class which is settled to pick up the language in communication delivery, that encourages the students to

deliver their comments for the classroom material. The teachers are encouraged to build and connect their students with picking certain vocabulary that connected the classroom discussion (Marlisa Aini et al., 2020; Priyadi et al., 2021; Yusuf et al., 2017). Concerning the idea, by pitching dialogues one to another between teacher and students it is no justification of right or wrong answer, however, why the idea is correct or wrong, why the students confirm the correct or wrong. Furthermore, with higher school, junior and senior, the topics are more various, the teacher will introduce a challenging topic to discuss and draw ideas instead of conclusions earlier by specifying words of selective diction (Lie et al., 2019; Riadi, 2019). Thus, the foreign language acquisition process leads to improving students' comprehension as literacy competence, which is one of the competencies as the door for many gateways. Relieving the English language competency for communication to the high school students, the English subject teacher of SMAN 1 Kota Langsa, employed a settled Genre Approach for TESOL with a collaboration to IAIN Langsa lecturers in December of 2019.

The Genre approach (GA) approach for TESOL has opened new horizons in front of course designers, particularly as the main subject of Second Language Acquisition (SLA) content developers and language teachers. In line with the principles of a learning-centered pedagogy and with a huge potential to enhance second language learners' discourse competence and hence contributing to the much-needed communicative competence through involving learners with real samples of language, that is, different types of texts, spoken or written, genre analysis and genre-based pedagogy have a lot to offer to all those involved in second language education in general and language teachers and learners in particular. Certainly, there is much more to the notion of a genre than a discrete set of text types. In Genre Approach (GA) to teach language setting, it is suggested that learning activity through three phases; 1). Modeling, 2). Deconstruction, and 3). Language understanding (Aleksandrak, 2018; Samad & Adnan, 2017; Uday, 2019). The study concerns a great deal of attention (GA) and its application in English language teaching in Indonesian schools. An effective genre pedagogy should stress students' habitual aptitude for selecting, adjusting genres, aiding teachers to stimulate scaffolding of visualization to contents that would like to be described for exalting communication (Fatjriya et al., 2021; Xu & Li, 2018). When students know the topic closely, they only need to adapt it to an appropriate genre. Another researcher believes that GA help students to understand a particular genre to achieve its purposes (Agesta & Cahyono, Bambang Yudi, 2017; Xu & Li, 2018; Zhang, 2018). It stated that the GA has a specific focus on teaching students' certain genres. This might include a focus on language and discourse features or the context of the text. It suggests that the GA enables learners to use certain genres to participate in a particular genre community (Agesta & Cahyono, Bambang Yudi, 2017; Iskandar et al., 2015; Zhang, 2018). GA helps students to enter a particular community through understanding elements of the genre. GA helps students understand the structure and purpose of texts of different genres (Aleksandrak, 2018; Nordin & Mohammad, 2006; Uday, 2019). Texts have their structure and purpose, so by understanding the structure and the purpose, students could prepare themselves with strategies to achieve all elements in that particular genre.

The GA is also believed to be an appropriate teaching methodology to enable students to communicate in academic settings (Fatjriya et al., 2021; Samad & Adnan, 2017). The

GA is goal-oriented and provides frameworks for students to be able to communicate. This approach is also concerned with teaching students to use language that varies systematically (Agesta & Cahyono, Bambang Yudi, 2017; Xu & Li, 2018; Zhang, 2018). In addition, GA are useful in teaching ESL students for several reasons: firstly, they offer a principled way to identify and focus upon different types of English text by providing a clear framework to learn the features of grammar and discourse. Secondly, they offer students a sense of the generic models that are used in an English-speaking culture. Thirdly, they offer the capacity for initiating students into ways of meaning-making that are valued in English-speaking communities. Fourthly, they form a potential basis for reflecting on and critiquing how knowledge and information are organized and constructed in the English language. therefore, GA could help students to achieve their purposes in communication.

Although some other researchers are not so sure of its benefit, at least two researchers are questioning the benefit of the implementation of the GA have been debated by other experts, including members of the genre community. Their concerns are expressed as if the GA is feasible or it is only teachers' preferred approach to teach languages in the classroom (Aleksandrak, 2018; Samad & Adnan, 2017). Then, GA fails to increase students' ability to communicate in English orally. This happens due to a poor understanding of the GA concepts by teachers (Aleksandrak, 2018; Fatjriya et al., 2021; Samad & Adnan, 2017). Thus, selecting a certain teaching approach is not due to teachers' preference of using it; however, the understanding of its concepts is considered more important than making students competent to communicate in the target language (Fatjriya et al., 2021; Xu & Li, 2018). From now, much more time is spent on explaining the concepts and the associated texts than developing the skills to communicate, e.g., developing text, discussing the content in the target language, and achieving their objectives using the language (Fatjriya et al., 2021; Samad & Adnan, 2017). To implement the genre-based syllabus, it is proposed a model which is presented in the communication relationship between teacher and students. In this Study, GA suggests Teacher Scaffolding of visualization to contents that would like to be described for exalting communication which developed students' communicative delivery (Querol-Julián & Beltrán-Palanques, 2021; SULTAN & S. IRHAYYIM, 2022; Wang, 2021). The creativity may be influenced by their experiences, expertise, or the ways they look at the data. Some researchers have proposed the theory of discipline variation and cultural variation (Charles, 2022; Fortanet-Gómez & Beltrán-Palanques, 2022; SULTAN & S. IRHAYYIM, 2022). Discipline variation assumes that each discipline has different models due to a variety of cultural elements such as daily practices, the environment, values, norms, emphases, and the similar approach (Querol-Julián & Beltrán-Palanques, 2021; Wang, 2021). The fact that the Swales' Model was developed based on a range of different disciplines, which gave rise to his model which differs from the other three models may suggest the influence of different disciplines (Basturkmen, 2012; Paltridge, 2014). Cultures may also influence people's ideas, practices and thus produces variations. People who live in a democratic society may come up with different creations when compared to people in an authoritarian society (Amjadiparvar et al., 2018; Paltridge, 2014; Pufahl & Swales, 1993). Therefore, it is interesting to find out whether the different cultural environments, where the examined classroom in this study, would also produce variations, suggested to employ to establish a moderate characteristic for high school students in Kota Langsa. The moderate characteristic in GA suggests as

supportive which designed to construct elevated chronologically ideas and directive arguments from the all-known teacher instead of discussing communicative outcomes; these affected students' motivation, teacher appreciation, and curriculum objective. Then, the gaps were narrowed to the ability to communicate ideas in an orderly as GA in Swales Model (Amjadiparvar et al., 2018; Paltridge, 2014). Therefore, the approach also maintains the void cavities raised on the interpersonal communication barrier between teacher and students, the relational relationship building, and teacher-centered-directive habit in the classroom interactions.

Therefore, the article aimed to project the suggested genres application to deliver productive communication for TESOL classroom. The article, throughout the study, describe how did the teachers learn to resolve building communication and interaction in English for Indonesia High School setting. It also overviewed the three of GA triangle concerns, interpersonal communication, classroom management, and pedagogical flexibility, which are related one to another.

RESEARCH METHODOLOGY

The article outlined the writer observations to perceive teaching activity which employs GA in communicative delivery as reflective peer between teacher and students (Canagarajah, 2016; Thomas & Magilvy, 2011). Teaching activity where researchers observed and interacted with an elevated communication as a means of literacy comprehension. Within this study, the target was to investigate teachers' delivery strategies that aligned with Genre Approaches (Canagarajah, 2016; Chik et al., 2017). It is mentioned about cultural data assume the form of directly observable material items, individual behaviors, performances. Moreover, within this study, the researcher constructs the ideas from the perspective of the communicative comprehension phenomenology.

The Design

The phenomenology in qualitative research observes the certain phenomenon that continuously occurred for the specific location. It is a specific phenomenon (Rosa et al., 2022; Sholokhova, 2022). Within this study, it explores ways of doing research that remain focused on and sensitive to the concrete, subjective, and pre-reflective dimensions of the life-world (Ali, 2022; Rosa et al., 2022). In addition, Phenomenology as the main components of this design include two-dimensional approaches of data (Ali, 2022; Rosa et al., 2022; Sholokhova, 2022). To collect the data, the research applied qualitative research to observe the classroom environment and interview the teacher (Amjadiparvar et al., 2018; Basturkmen, 2012; Pathak, 2022; Pufahl & Swales, 1993).

The writer designed a semi-structured interview which is applied to collect information after the classroom activity (Jacobvitz et al., 2002; Sholokhova, 2022). The interview investigated about the four quadrants of communicative teaching classroom delivery between teacher and student (Fortanet-Gómez & Beltrán-Palanques, 2022; Majid et al., 2017). Overall, it reflected the English teaching activity, which composed verbal or non-verbal communication between teacher and their students (Majid et al., 2017). The interview also sufficiently explored to observe peer communication of agreements; for engaging discussion than a directive task, pitching dialogues one to another between teacher and students, and specifying words of selective diction, as the English literary and

spoken skills (Fortanet-Gómez & Beltrán-Palanques, 2022; Sholokhova, 2022). The interview data were transcribed to identify the teachers' teaching atmosphere. In the study, the interview prescribes the teachers' perception in prospering their communication strategy to project the feasibility of GA in TESOL. Therefore, the sorted data were interpreted further and explored for obtaining the research phenomenon.

The Participants

The article projected four research informants who are English teachers of SMAN 1 Kota Langsa, experienced in TESOL, and hold master degree certificate of English Education Department. They taught English subject which initiate to develop teaching atmosphere which applied learning phases; modelling, deconstruction, and language understanding (Majid et al., 2017; Sholokhova, 2022). To select the participant, the researcher applied purposive sampling to figure out the teachers' characteristic on their teaching labor at the senior high school in Indonesia.

RESULT AND DISCUSSION

Interview Finding

The finding covered the interview result of English teachers' perspective of the communicative GA in TESOL classroom. The development of learners for English subject as TESOL with referenced genre approach. The four teachers have their own preferences of GA approach to deliver their learning materials; the teachers believe their own perspective to generate learning experiences. They delivery works on the social context in which spoken language is generic production. Therefore, the article project GA standpoint within the teaching labor pedagogies which offered their students explicitly and systematically the learning contents in the way a language a means of communication, social function, and continuously developing students' responds as interactions.

The finding covered the interview result of English teachers' perspective of the communicative GA in TESOL classroom. The process consists of teaching labor activity with 1). The development process, 2). The learners' engagement, and 3). The development of learners for English subject as TESOL with referenced genre approach. The four teachers have their own preferences of GA approach to deliver their learning materials; the teachers believe their own perspective to generate learning experiences. They delivery works on the social context in which spoken language is generic production. Therefore, the article project GA standpoint within the teaching labor pedagogies which offered their students explicitly and systematically the learning contents in the way a language a means of communication, social function, and continuously developing students' responds as interactions. The study findings are classified into three main classifications;

1. The development processes

The researcher projected the development process of GA approach in teaching English thoroughly within these following interviews. The interview transcriptions anticipated having been acknowledged with GA approach, the teachers became have more savant in delivering teaching material, and fluently develop their own communication skills as well. Accommodating these informants' inputs are as follow:

“GA help both the teachers and their students in learning English as the target language. Even though being an English teacher, I still learn to communicate in English as my Second Language, GA gave me options and flexibility in communication, so I can keep my students’ participation within a discussion”

Other teachers commented:

“In my opinion, GA develop a modeling of generic communication. Instead of casting random topic of a classroom discussion, GA suggest to scaffold with students’ potential level of performance. To commit a scaffolding activity, the teacher suggests a model which is requested to be discussed and analyzed with their own language and expression. The scaffolding elements gradually enlighten the texts production as text parallel construction to sustain the generic model. Therefore, the role of teachers transformed from instructor to be facilitator and eventually as the learning autonomy”

Another the two teachers suggest the modelling stage which stand in the certain genre was given to the students by the teacher. The teacher and their students, then, analyze this order to identify how do the nature of the features which follow the features of linguistic and structure with communicative purposes. The development of GA process which is important to proclaim each type of modelling genre to present the modification of relevant language usages.

2. The learners’ engagement

The engagement of learners in communication projected an interesting discussion for the students’ communication. In addition, the learners’ engagement should follow and emerge the teachers and their activity for generating spoken language. Regarding to the genres, as model of teaching English subject, the teachers elaborated within the detail and more comprehensive how to find a way of the engagement. The teachers’ interview result presented,

“Generating the students’ initiative is the main concern for every teacher, particularly, English subject which draw more students’ effort. The engagement initiated on their concern to think, and prepare to develop ideas”

The teachers agree shared about the engagement, as follow:

“The teachers taught the subject within several limitation which can develop and fluent of speaking skills. The suggest applied the synthetic initiative students learning engagement in discussion section”

The engagement of students’ learning initiative merely assertive the students’ personal account.

3. The following up

The following process classified into four quadrants, the first quadrant starts with building knowledge of field; teacher overshadows the limited topics by giving cultural contexts, shared experiences, control of relevant vocabulary, and grammatical patterns.

“The students start to pitch and discuss their own experience account with their friends. Moreover, teacher will introduce topic in the second quadrant, initiate the students’ awareness for engaging discussion by settling cultural contexts, social function, schematic structure, linguistic feature, and using spoken language to focus on written texts”

The third quadrants are engaging discussion section. Within this process, teacher shall guide and bring discussion, the students deliver their accounts and responded by one and another student. It is not aiming to correct ideas, sentences flow, and grammars; it is about discussion the opinion and practicing for joint dependent construction of the texts, teacher modification class lesson-plan. The joints are schematics structure, linguistic feature, and knowledge of field. The last quadrants, the follow up process, is resemble to plant joint independent construction of the texts within the students to grow in them. Finally, by gradual cycles of the process, it is expected that students will acquire the literacy competence as means of communication and comprehension.

Discussion

The teaching delivery approaches in English subject delivers with an engaging discussion than a directive task, a genre which is pitching dialogues one to another between teacher and students, and specifying words of selective diction. The approach confronts students with a problem. The main purpose of this method is to solve problems, answer questions and understand the knowledge of students, as well as to make a decision (Aleksandrak, 2018; Wang, 2021). Therefore, discussion is not a debate that pits argument. Within the Swales’ Model, discussions are more about exchanging experiences to determine certain decisions together (Basturkmen, 2012; Pathak, 2022). So far, many teachers have objected to using the discussion method in the learning process. The objections usually arise from assumptions; first, discussion is a method that is difficult to predict the results because the interaction between students appears spontaneously, so that the results and direction of the discussion are difficult to determine, secondly, discussions usually require quite a long time, in terms of learning time in class is very limited, these limitations are not may be able to produce something completely (Fatjriya et al., 2021; Samad & Adnan, 2017; Uday, 2019). Actually, the teacher does not need to worry about this because with careful planning and preparation such incidents can be avoided. GA classified the delivery technique into three stages; modelling spoken, joint construction, and independent of delivery contents.

1. Modelling Communication Conceptuals

In modelling a spoken communication, there are four practical steps which should be implemented during the teaching labor (Agesta & Cahyono, Bambang Yudi, 2017; Fatjriya et al., 2021). The four steps are;

- a) The teacher selected a certain of scaffold model of discussion topic to be developed within discussion of English classroom activity. Within this first step, GA should be placed on the students' need and requirement.
- b) The role of teachers and their students should discuss the GA by having model of communication and deconstruction for spoken modification.
- c) The student, the main objective of learning, should be directed and situated in order to participate their target language learning process. E.g., the use of gestures, as nonverbal language, which also visible thoroughly in discussion activity.
- d) The students, then, should follow their own initiative in having communication without considering the structural patterns procedures, and having more practices.

2. *Joint construction*

Although, within the second stage, the students should be followed their action with starting a practical and operational when it deals with speaking skills, their work genuinely only on trying to speak up with their own capability of utterance modification and vocabulary acquisition (Agesta & Cahyono, Bambang Yudi, 2017; Iskandar et al., 2015; Zhang, 2018). The teachers should be part in facilitating and guiding their students, which mostly of the study case, the students who are not native English, by providing a joint construction of spoken language with corrected and inserted grammatical rules (Samad & Adnan, 2017; Wang, 2021; Xu & Li, 2018). Therefore, within the joint construction, there are three practical steps to be followed;

- a) The students reconstruct the GA spoken driven. By this case, the students should modify their teachers' utterances with their own capability, i.e., the vocabulary selections, the grammatical patterns, and textual devices, if it is necessarily by their own words.
- b) The teachers' roles continuously help to be the facilitator to maintain the gap of joint construction as their students articulate their utterances.
- c) The former process of joint utterances is the formulation of independent constructions; the stage of modelling communication and joint constructions which are important to be prepared by the teachers.

3. *The independent construction of a spoken language*

Prior to the stages above, within a discussion section, the teachers instructed to write linked ideas of what their topic to be elaborated in spoken. The linked ideas will be helpful for constructing and keeping the students' paces in activity training before it became natural utterances (Aleksandrak, 2018; Samad & Adnan, 2017; Xu & Li, 2018). It is a scaffolding process of modelling in GA for teaching a communication in TESOL as learning the target languages. Moreover, to help the students with generating the independent construction of a spoken language, the teachers should facilitate certain models of communicative purposes, structural elements of the utterances, grammatical pattern usage, relevant vocabulary, and textual devices as well (Fatjriya et al., 2021; Iskandar et al., 2015; Wang, 2021; Zhang, 2018). It is true that these certain models might not use all; however, the teachers should provide it as material contents. The generic models of generating the independent construction will help both the teachers and their students in learning how to

deliver a constructive and cursive communication delivery (Fatjriya et al., 2021; Uday, 2019). By doing so, both the teachers and their students will acknowledge their own speaking weakness and anxiety.

CONCLUSION

GA in TESOL for Indonesian teachers and their students in teaching labor is a matter of mix in community and communication. Since, these two objects and main beneficiaries, the teachers and their students, the process should not be separated one to another. It is a mutual relationship and learning between for a classroom process. The delivery should be prominent sectors as if it for the transmitting the information. As an approach in communication, modeling of GA and its features are the distinctive factors which projects the organization of communication and constructed layout utterances design, and product of a language, which is still categorized as foreign language for some Indonesian students.

GA is relevant to be generated within a community, a classroom activity, as the generic environment to learn the target language. The main idea is having a more effort for the teachers to stimulate modelling, deconstruction, and language understanding for themselves and their students as well. The next points are initiative, competency, and motivation to pace the learning which is considering a major momentum to attain the natural and autonomous learning strategy in delivering a communication. Therefore, the article provides the readers how did the teachers and their students help one to another to learn the language.

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AN ANALYSIS OF LANGUAGE STYLE IN SONG LYRIC: “HEAT WAVES” BY GLASS ANIMAL

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Abstract: The objective of this research is to know and learn more about the language style in figurative language in the lyrics of the song on the song by Glass Animal, which is entitled Heat Waves and can also provide information about the style of language in the lyrics of the song, which means that further researchers can continue further research. The results of this study are (1) Personification: 1; (2) Hyperbole: 2; (3) Alliteration: 1; (4) Assonance: 4; (5) Irony: 1; (6) Anaphora: 2; and (7) Repetition: 3. Based on the result of study, there are 14 figurative languages in the lyrics of "Heat Waves" by Glass animal. It can be concluded that there is no metaphor in this lyric, and dominant in this lyric of figurative language is Assonance.

Keywords: *Language Style, Figurative Language, Song Lyrics*

INTRODUCTION

Language is used to communicate in conveying information or message to others (Mu'in, Noortyani & Sibarani, 2021). Our language can give an aspiration to everyone. Of course, that delivery can also be obtained in various ways, one with a song. Astuti et al. (2021) state that based on listening to music can increase our body's immunity and, in that way, can also bring happiness. Therefore, a song makes the delivery of language more beautiful. Hasibuan (2018) add that humans will always express language with gestures, signals, or sounds that want to convey a thought, idea, feeling, or emotion. Therefore, the song is said to be a field of the outpouring of every expression you want to convey with a piece; everyone will get peace or happiness from a rhythm and understand the meaning contained in the lyrics of the song.

Language has various contexts in its use. The language can be in the form of standard and non-standard languages, such as songs made by the author; a song is made based on poetry and music made with everyday language. So variously referred to as language styles. Furthermore, Language style is a way of expressing some expression and has many meanings (Jannah et al., 2022), and Vitria (2013) has also stated that the style referred to in language is where the language is used in the context of poems, novels, songs which have an expression in the form of spoken written. Style can also be a structured language feature that has a relationship with one another (Mu'in, 2021).

In this case, this research has focused on the use of language style in song lyrics where the use of language in song lyrics from time to time has developed because language can have different meanings in each sentence or word. Watanabe (2018) has argued that song lyrics are linguistics that must also be studied because song lyrics are spoken and written modes combined with music. The research intends that from the style of language in the song lyric, we can find out the style of each sentence and word in the song lyric to know the meaning and

intent of the lyrics conveyed to the listeners (Handrianto, Jusoh, Goh & Rashid, 2021). Language style can be studied by language style and figure of speech in language styles such as apostrophe metaphor, metonymy, allegory, symbol, synecdoche, Repetition, irony, paradox, simile, hyperbole, understatement, personification, and pleonasm (Alifah, 2015; Sarte et al., 2021). The style of language is adopted from a stylistic study that studies a style of linguistics so that the style in question is a style of language in the text, especially in this study which discusses the lyrics of the song “Heat Waves” by Glass Animal. The objective of this research is to know and learn more about the style of language in the lyrics of the song on the song from Glass Animal, which is entitled Heat Waves and can also provide information about the style of language in the lyrics of the song, which means that further researchers can continue further research.

REVIEW OF LITERATURE

Linguistic-Stylistic

There are many variants of language variety in linguistics, such as the linguistic approach to Text, Discourse Approach to Analysis, General and Linguistic Stylistics, and others (Moses, 2005). The style also has a discussion or section in linguistics where every discussion in the field of fashion is a discussion in linguistics (Nnadi, 2010). Udeze et al (2017) emphasize that stylistic linguistics explores features in linguistics that relate to language in linguistics in the form of texts. Stylistics is also found in linguistics because stylistics are styles in the language of a text. The text can be explored in the language used; therefore, the kind of language in a text can give beauty. In this case, the sort of language referred to is a stylistic study, one of the linguistic fields.

The stylist is the study of the structured style of a text which is included in linguistics. Orebe (2021) also states that the main task in stylistics is to study a text and the characteristics of linguistics which are unique in their way and draw attention also from the linguistic features that separate genres into individual disciplines. However, Li (2015) explains that stylistics does not reach the disciplinary limits of modern times. Still, most contemporary times are taken from linguistic methodologies depending on the area and goals of literary critics. This linguistic methodology has resulted in the development of stylistic, linguistic analysis. Therefore, linguistic stylistics have developed from age to age where the style of language has many unique features from the author in the form of text.

Stylistics can be said as a style of language in a text through linguistic research because stylistics is part of linguistics. Stylistics is a science that discusses style and attractiveness with many definitions and concepts so that it differs from experts. Then, which of the several that have been concerned that stylistic is a style which is one of the fields of linguistics so that it includes a language that has a type.

Language Style

The language style is a study of stylistics which is the unique style of each text written. Sapriyani et al. (2017) state that language style is a way to show formal and informal expressions, and it shows how they communicate in different language styles. Furthermore,

Jamil and Nasrum (2018) added that language style is an alternative tool to convey messages in which language styles have different meanings according to the context when communicating. The language style is a choice of words used by people in a place or condition, and the style of language is also essential for expressing ideas which depend on the person who wants to convey in what style of speech (Mareden, 2016). The same opinion is also stated by Aaliyah (2018) that Language style is a way to give expression, whether it is formal or informal (Handrianto, Jusoh, Goh, Rashid, Abdullah & Rahman, 2021). This depends on the context or conversation from person to person. It can be said from previous statements that language style is a word or sentence spoken to people to show a particular expression. The style of language given depends on the person who conveys it.

In this case, the language style used every day may be formal or informal spoken and, of course, also used in the field of art. Therefore, style is included in stylistics which is one in the field of linguistics. Rahayu and Parmawati (2020) reveal that Language style is one of the stylistic elements which depends on one's speech and language style. Another opinion also told by Muthmainnah (2016) is that Language style can be said to be the choice of the linguistic form where language style can manipulate everyone consciously or unconsciously. Language style can be communicated formally or informally depending on the context of each person sharing it. Moreover, Rosyda (2021) states that every thinking in using language styles, every people are different, the choice also depends on several aspects that social aspects may influence. Language style has a different context for each communication where each person's thoughts will be other in how to express it or use their language style.

Figurative Language

Figurative language is a language that has a hidden meaning, as is often found in song lyrics. Ardhyanti and Supriyatiningasih (2020) add a way to show the writer's thoughts by using particular words that have hidden meanings called figurative language. Moreover, the language of the song lyrics has an unusual language in everyday conversations where the lyrics have the figurative language to create their meaning that, when digesting the substance, has a deeper meaning. At the same time, the listeners who hear the importance of the song lyrics have their own opinions, where the views of the lyrics differ without knowing it. Beautiful words will give ideas with figurative language in song lyrics (Setiawati & Maryani, 2018). Figurative language provides a meaning contained in every word or sentence, which shows the expression or idea of the author with work, such as a song lyric written.

Figurative language includes figurative language that has an implied meaning in it by the author to provide beautiful figurative language in writing. Yastanti et al. (2018) express that figurative language is included in intrinsic elements, and also this is the characteristic of the author in conveying reports to the public; some literature also uses figurative language to make it more attractive, as used in song lyrics where figurative language also has an implied meaning in it (Rahman et al., 2021). Dinata and Kurma (2013) also state Figurative language is critical to analyze. First, sing a song with a better understanding of the meaning of the lyrics than not knowing because it will provide knowledge and learning. Second, analyzing figurative language can provide more practice in an expression. Figurative language provides beautiful words with special meanings and expresses phrases or ideas (Muhammad et al., 2021). on this statement that figurative language has gorgeous words that also have the implied meaning of a

word, especially in songs. Until now, pieces continue to develop, and language is also constantly evolving where the author has ideas or thoughts on the lyrics.

Figurative language has an implied meaning, meaning each meaning will change according to everyone's understanding. Nurcitrawati et al. (2019) state that Figurative language has its influence, and the most important thing is the change in the meaning of a figurative language. Ratna (2017) presents that figurative language is included in the symbolic language, where the incident here is an art of speech that does not have a literal meaning. The author uses this to avoid denotation. The method conveyed by the author indirectly is called figurative language (Hulu et al., 2021). From some of the opinions above, it can be said that figurative language is used so that writers can express their ideas and thoughts to the public (Mu'in, Noortyani & Elyani, 2021). One example is in song lyrics which many public listeners certainly hear because the lyrics will always be there. After all, there are many enthusiasts.

Types of Figure of Speech

According to Putra (2017), a language style that is indirectly called a figure of speech and a figure of speech itself is an anomaly by evaluating both spellings, structuring of words, construction (clause, phrase, sentence) which is in the form of emphasis, beauty, humour, or other effects. There are so many figures of speech, but some of them discuss from figures of speech are:

Metaphore

According to Syahrina (2019), a metaphor is an implicit thing with two unrelated things but the same characteristics. Saragih (2021) explained that "metaphor" comes from Greek Etymologically. "Meta" means to transfer, and "Pharein" means to carry, as a whole means a transfer or transfer. A metaphor is a word or expression with a non-literal symbolic meaning because the function of a metaphor is to explain a concept. A metaphor is a way to express an idea, feeling, or emotion, compared to other things but has the same characteristics (Jeta, 2017).

Personification

Personification is a figurative language where inanimate objects or abstractions are provided like human form or have a human-like shape; personification gives writing a little more unrealistic to give life to things like making some fiction or literary work feel more alive (Tankaruba, 2016). Personification is very important in song lyrics which makes listeners think of an object where listeners will develop an identification of non-humans who are described more simply. They can easily understand and live more in their imagination (Herlina et al., 2021; Wedayanti, 2021).

Hyperbole

Based on Astina et al. (2021), Hyperbole is a figurative language often used and known in everyday life in the song or entertainment industry. Singers can add to drama or comedy; in short, hyperbole is exaggerated and intended to evoke or show stronger feelings. Embellishment adds to the aesthetic effect of making it unique and attractive (Sari et al., 2022).

Anaphora

The definition of Anaphora itself is the Repetition of the exact words, sounds, or sentences. Words or phrases are repeated at the beginning of successively referred to as Anaphora, and the function of Anaphora's role is to emphasize the reader to pay more attention to it (Gultom, 2021).

Assonance

Assonance is a figure of speech that describes and repeats vowel sounds around a word from one line and is seen in terms close to another. This consonant refers to the Repetition of a word or vowel sound either at the beginning or end (Putra et .al, 2020).

Alliteration

The Repetition of initial consonants in two or more words is called Alliteration. This is a deliberate phonological device and includes literature and poetry (Fitria, 2018). in this case, Alliteration is the Repetition of consonant sounds in sentences or words where the consonants are the same in sentences or phrases, usually a repeat of this consonant to get a beautiful sentence and as emphasis (Nursolihat & Kareviati, 2020).

Repetition

Repetition, also called Repetition, is a direct and transparent source of lexical cohesion in which the Repetition is more identical to the previous verbal (Fitria, 2018). According to Handayani (2017), Repetition is a figure of speech used to be arranged by the author. This can be rectangular or rectangular, such as some square expressions of sounds, words, and collections of words considered essential to emphasize.

Irony

Irony is a figurative language spoken or written where the true meaning is hidden. The irony is a figure of speech with an untrue purpose whose usage exceeds actual expectations (Mukarromah, 2018). Also, Muhammad et al. (2021) add that irony is categorized as a figurative language interpreted contrary to what is said but subtly can also give a rough statement.

Song Lyric

A song is a piece of music sung in the form of lyrics made by the author's feelings. Song is part of music that consists of several lyrics and melodies; pieces can be taken from poetry or massage from the feelings of musicians who intend to pour into singing (Handrianto, Jusoh, Nengsih, Alfurqan, Muslim & Tannoubi, 2021). Moreover, a bit is a musical work with a voice without the action of a singer and can be sung by one or more people and is the most famous literary work and is loved by the public where the song will be brought close, fresh, and big on life and also as an expression of the author's point of view, talk, history, the life of people and society (Ibrahim et al., 2019). Song is a communication by using sound and music to express feelings, ideas, thoughts, and emotions. Song lyrics are an expression of the author's feelings, ideas, and reviews by using language that is unusual or common in everyday life, and also the language of the song is identically beautiful and poetic, which is the result of the author's expression, which is intended to entertain. Then, Nasution et al. (2018) stated that Song lyrics

are varied and have textual meanings, and listeners have different perceptions of understanding the song's meaning (Ibrahim et al., 2021).

Lyrics are a collection of words that make up a song consisting of a stanza and a chorus. Lyrics have significant distribution in music, but lyrics contribute to the second element of music (Rochmahfathi, 2019). The lyrics in songs are similar to poetry because they have the same characteristics; both use rhyme, Repetition, and sound techniques to produce rhythm (Ghofur et al., 2021; Herwanis et al., 2021). Mulyati et al. (2020) consider that the song's lyrics are representations of the composer's emotions that describe feelings such as love, struggle, jealousy, peace, and how to make communication more beautiful. Moreover, Lyrics are expressions and textures of the writer made from the writer's imagination where the beautiful words written on the lyrics and combined with the music will be more fantastic and pleasing to the listener.

RESEARCH METHODOLOGY

Researchers used qualitative research in which research focused on language style in song lyrics. It can be concluded that the object of this research is the song lyric by Grass Animal entitled "heat waves," that released in 2020. In this study, the researcher examines the language used in these lyrics, such as the style of lingo used in this song which includes the figure of speech or figurative language used (Sicam et al., 2021; Utami et al., 2021). The method used is a qualitative approach, and the researcher has carried out using data collection techniques in the form of observation and taking notes by using the youtube application to make it easier for researchers to examine song lyrics from the language contained in the song. In analyzing data, the researchers had used four steps to examine: 1. the researcher found the lyrics and meaning of the song by Grass Animal "Hate Waves," 2. the researcher analyzed the meaning of the actual song. 3. The researcher analyzes the style and figure of speech or the figurative language of the song, 4. the researcher concludes by analyzing the type of figurative language contained in the song by Grass Animal "Hate Waves."

RESULT AND DISCUSSION

After analyzing the data, the next step is to find out what is in the lyrics of "Glass Animal-Hate Waves," which is the language style of figurative language in these lyrics.

| Figure of Speech | Number |
|------------------|--------|
| Metaphor | 0 |
| Personification | 1 |
| Hyperbole | 2 |
| Anaphora | 2 |
| Assonance | 4 |
| Alliteration | 1 |

| | |
|--------------|-----------|
| Repetition | 3 |
| Irony | 1 |
| Total | 14 |

Table 1. The figure of speech in the song lyric "Heat Waves" by Glass Animal

The results found 14 figures of speech contained in the lyrics of "Heat Waves" by Glass Animal.

(Intro)

Last night, all I thinking about is you
 Don't stop, baby, you can walkthrough
 Don't want, baby, think about you
 You know that I'm never gonna lose

This lyric has been sung several times in the next section where this lyric is repeated, which is called "repetition". Keraf (2009) states that Repetition is the Repetition of words, sounds, or sentences.

"Don't stop, baby, you can walkthrough" - "Don't want, baby, think about you."

In the sentence "Don't stop, baby, you can walk through" and "Don't want, baby, think about you," there is a repetition at the beginning of the word order there are "Don't stop" and "Don't want" and at the Repetition of this clause, it is called Anaphora.

Road shimmer wigglin' the vision.
 Heat, heat waves, I'm swimmin' in a mirror
 Road shimmer wigglin' the vision
 Heat, heat waves, I'm swimmin' in a—

In this lyric, there is the word Repetition in one sentence like the previous Repetition, which is said that the replay of a penalty in the song, while in this lyric, the Repetition of the exact words and sentences is the same sentence that is said twice.

"Road shimmer wigglin' the vision" - "Heat, heat waves, I'm swimmin' in a mirror"

In this lyric it is also said to be hyperbole language which is an exaggerated word or sentence in the second sentence, namely "Road shimmer wigglin' the vision" "Heat, heat waves, I'm swimmin' in a mirror," which means the streets in the places that are passed are quiet. People are better off staying at home and staring at screens or glass from the inside, which is when a heatwave occurs or something that people should not be outside. This is figurative language used in response to the circumstances at that time.

(Chorus)

Sometimes, all I think about is you

Late nights in the middle of June
Heatwaves been fakin' me out
Can't make you happier now
Sometimes, all I think about is you
Late nights in the middle of June
Heatwaves been fakin' me out
Can't make you happier now

"Sometimes, all I think about is you"- "Late nights in the middle of June."

This sentence has the same sound as the words "you" and "June," which, when sung, will sound the same but different, known as Assonance. The meaning or intent of this sentence is about someone who thinks about someone in mid-June, at which time a situation occurred that he was not allowed to leave. It happened in mid-June, and "Heat waves been fakin' me out, Can't make you happier now" sentences and words are also repeaters in this lyric section.

(Verse 1)

Usually, I put somethin' on TV
So we never think about you and me
But today, I see our reflections clearly
In Hollywood, layin' on the screen
You just need a better life than this
You need somethin' I can never give
Fake water all across the road
It's gone now, the night has come, but

"So we never think about you and me"- "But today I see our reflections clearly."

There is also figurative language in this lyric section, namely Assonance on the words "You and me" and "Clearly" there are similarities in sound but with different terms.

"In Hollywood, layin' on the screen."

This Part includes hyperbola, where the meaning of hyperbola exaggerates the sentence. In this case, this sentence is exaggerating that lying on the screen in Hollywood is impossible because people will be able to lie on the net. Still, it has an implied meaning in it, which means that people prefer to stare at the screen at home because, in this song, the emphasis is more on the fact that a disaster has occurred that does not allow people to go out and activities are only in front of the tv or cellphone.

"You just need a better life than this-You need somethin' I can never give."

In this lyric section, there is an Anaphora figure of speech in which the same word is repeated and occurs in the words "you need" and "you don't need" at the beginning of both of the sentences. The end of this lyric includes irony that goes against the intent of the writer or singer of this song, which is an impossible hope because of something that happened at that time

"Fake water all across the road"

This lyric sentence is a personification figure of speech that gives objects as if walking or passing, which in the sentence "Fake water all across the road" may mean that it is not watered crossing the road. Still, water flows up to the road so that the road is covered by water.

(Verse 2)

You can't fight it, you can't breathe

You say somethin' so lovin', but

Now I gotta let you go

You look so broken when you cry

One more and then I'll say goodbye

"You can't fight it, you can't breathe"- "You say somethin' so lovin', but"

This lyric is the same as the sentence with the discussion of Assonance, which discusses the similarity of sounds in the words "Fight it" and "breath," which have the same sound but different words.

"Now I gotta let you go."

This lyric sentence is a figurative language of Alliteration where the Repetition of the same word is at the beginning. Which one I gotta let you go sounds the same as gotta and go.

"You look so broken when you cry"- "One more and then I'll say goodbye"

This lyric part includes Assonance, which is the sound or sound of the last sentence on the words "cry" and "goodbye" which, when juxtaposed in one sentence, will make the same sound.

CONCLUSION

The study has shown the analysis of "The heat waves song" by Glass Animal. The researcher found 7 out of 8 figurative languages based on theories in the music. Extended language types found in heatwaves song by glass animal songs are Personification, Hyperbole, Anaphora, Assonance, Alliteration, Repetition, and Irony. In the results of the analysis of the heat waves song by glass animals, the researchers found 14 figurative language types. Personification 1, Hyperbole 2, Anaphora 2, Assonance 4, Alliteration 1, Repetition 3, and Irony 1. The limitation in this study, there is no metaphor type of figurative language found in the heat waves song by glass animals. Hopefully, this research can provide benefits and knowledge. The researcher hopes that this research can be used to reference further researchers who research figurative language and language style.

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**PROJECTING COMMUNICATIVE LANGUAGE TEACHING (CLT)
IMPLEMENTATION IN TEACHING SPOKEN LANGUAGE AT SECONDARY
SCHOOL**

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Abstract: The interconnected between communicative competence and Communicative Language Teaching (CLT) has been recognized as the most common approach in promoting communicative competence in language teaching. Moreover, it has been implemented by many English as Foreign Language (EFL) countries involved in Indonesia. This study aims to determine the CLT implementation as performed by an EFL teacher in teaching spoken language at Secondary School. To achieve the aim, this study used a descriptive case study as a research design. The participant of the study was an EFL teacher who implements CLT in teaching spoken language. The data were collected through semi-structured interviews, classroom observation, and document analysis. The result of the data collection was analyzed by using Qualitative Data Analysis from Miles, Huberman, and Saldaña (2014). The findings revealed that the CLT implementation has been performed by an EFL teacher through three components. Those are seen from the teacher's way of deciding the material, being a facilitator in the teaching-learning process, and applying teaching-learning strategies. This research indicates that the use of the CLT approach could facilitate learners to develop communicative competence skills.

Keywords: *communicative language teaching, spoken language, English as a foreign language*

INTRODUCTION

English is seen as an essential language to be mastered in this era, especially in communication. One of many approaches to guide learners in mastering English is communicative language teaching. Communicative Language Teaching (henceforth CLT) is a set of language teaching principles to improve communicative competence through the varieties of language classroom activities with a teacher as a facilitator and emphasizes learners' role in the classroom (Richards, 2006; Owen & Razali, 2018). The notion means that CLT plays a role as one of the language learning approaches for gaining communicative competence naturally. Evidently, in the context of English as Second Language (ESL) learners, the CLT had positive impacts on their English learning such as developing vocabularies, being confident more, developing new ideas, empathy, fluency, collaboratively, and motivated more in learning (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, Khadim, Jatoi & Manzoor, 2020; Eddie & Aziz, 2020; Carranco, Cristina, Garcés, & Graciela, 2021). Because of that, this approach was considered as one of the core teaching principles in current English to achieve learners' communicative competence (Arain, et al., 2020).

Furthermore, based on the result of the researcher's preliminary observation in the process of determining the data shows that Indonesia as an English as a Foreign Language

(EFL) country that used Curriculum 2013 (*K-13*) applies CLT in the teaching-learning process, particularly in teaching spoken language at Secondary School. In this context, there is an EFL teacher who implements CLT and presents the material that connects to the learners' life, at the time she did the information gap activity. The information gap activity was required learners to interact for achieving communicative competence as the characteristic of the CLT approach (Richards, 2006). Therefore, English interaction is required in the process of promoting spoken language or basic communicative skills before more complex language proficiency to gain communicative competence (Brown & Yule, 1983; Richards, 2006).

Besides, the researcher was invited to join the English teachers' organization (*MGMP English*) gathering. At the time, the teachers discussed the kind of English materials and how to create learners' communicative competence as the goal of *K-13*. Therefore, as a response to the learning objective of English language teaching at Secondary School, the teacher who uses the CLT approach explained her experiences in promoting spoken language to gain learners' communicative competence and she proved her lesson plan. For the reason of some teachers' point of view, the teacher who uses the CLT approach was recognized has a good ability in creating classroom interaction using the CLT approach. Referring to an issue of teaching spoken language using CLT performed by an EFL teacher as a response to the English learning objective of *K-13* at Secondary Schools, the researcher wants to know about her implementation of CLT principles.

Many previous studies discussed the CLT in teaching speaking since the previous studies focused more on the impact of CLT on ESL students' speaking skills (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, et al., 2020; Eddie & Aziz, 2020; Carranco, et al., 2021). While this study focused more on how an EFL teacher performs CLT in teaching spoken language to create learners' communicative competence at one of the Secondary Schools in Tasikmalaya. Consequently, a teacher who would implement CLT in English learning should focus more on the way how to teach spoken language through the CLT approach in creating learners' communicative competence.

RESEARCH METHODOLOGY

The research design in this research was a descriptive case study, which focused on describing a contemporary phenomenon in a real-life context (Yin, 2003). In this research, the researcher described real-life experiences on teacher's implementation of CLT principles in teaching spoken language at Secondary School. The phenomenon for this descriptive case study is an EFL teacher response to the objective of English language teaching based on *K-13* at Secondary School in creating learners' communicative competence through CLT, whereas an EFL teachers' implementation of CLT in teaching spoken language at Secondary School become the case of this research.

The participant involved in this study was an EFL teacher who has good experience in implementing CLT. The data of this study was qualitative data obtained from the teacher's interviews, classroom observation, and document analysis. In this context, to confirm and check the data, triangulation by the method will be used (Miles, Huberman & Saldana, 2014). Furthermore, the data were analyzed using Miles, Huberman, and Saldana's (2014) model analysis. This data analysis method was used because it offers convenience and time efficiency in analyzing the data. The data analysis process is data condensation, data display, and drawing and verifying conclusions.

RESULT AND DISCUSSION

Three main themes emerge that refer to the CLT implementation as performed by an EFL teacher in teaching spoken language at Secondary School are: (1) deciding teaching-learning material, (2) being a facilitator in the teaching-learning process, and (3) applying teaching-learning strategies.

Deciding teaching-learning material

In deciding teaching-learning material, the teacher uses authentic material, shows how and what to say the words, teaches grammar and vocabulary, and provides authentic communication. The use of authentic material has implemented through using a YouTube video and Google websites in her teaching-learning process. In this context, the teacher showed video YouTube material to support learners' comprehension. By means, except the English book resources, the teacher took additional material from a YouTube video and Google website because she believed that both of them could emphasize learners' communication into the real-life language. For the reason that, communication in real-life settings necessitates the use of authentic materials (Ray, 2020). Moreover, it could provide disclosure to real language and relate more to the learners' needs.

Excerpt 1

"Yes. I use authentic material and that is very important. Usually I use existing material from books, YouTube, and Google to find related materials". (Teacher's interview)

Due to giving authentic material, the teacher showed a YouTube video in the CLT opening activities. The teacher instructed learners to identify the video. It purposed to create learners' understanding of the material. On the activity, the learners could engage the point of the material. However, after showing the video in the pre-teaching-learning activities, the learners were able to understand easily the whole of the material.

Excerpt 2

The teacher showed a quantifiers video from YouTube. Then, she said, " Okay, now look at the screen! Let's see first, I will show you a conversation of quantifiers. Look at the screen!" (Teacher's classroom observation)

Besides, the lesson plan guided the teacher to deliver additional material from YouTube and Google. In the first of core-teaching-learning activities, the teacher showed the video before explanation. Learners' comprehension of the main material was engaged. However, the learners seem interested to learn spoken English more.

Excerpt 3

The learners are motivated and focused on the material of expressing and asking people's presence, nouns, and animals in a certain amount (some and any) with observing the video from YouTube (https://www.youtube.com/watch?v=SOvjAuD6Yks). (Teacher's lesson plan)

Through using authentic material the teacher could engage learners' knowledge easier. Besides in the case of this Secondary School, the learners were forbidden to use the gadget and they could not play a supporting material of their topic. However, when the teacher showed

and gave them a YouTube video or any additional material from Google, the learners would be interested more to learn because it exposed them to learn by real language and related more closely to their needs.

In creating learners' communicative competence, the teacher taught the synonym word to use and how to say the word with drilling. The teacher told that she not only created learners to enrich vocabulary only. However, she would produce synonym words to understand more and train learners how to pronounce the words in the core-teaching-learning activities. As Tekliuk (2020) described, giving a choice of what and how to say would direct learners to exercise communicative competencies. In this situation, the teacher has directed learners through giving synonym words and made drilling.

Excerpt 4

"..Especially in my English teaching-learning process, I try to make learners rich in mastering vocabularies, so I mean that I have to emphasize to them how to say not only about what to say". (Teacher's interview)

In the core-teaching-learning activities, the teacher directed learners to understand her description. There, she produced synonym words to gain learners' understanding. The teacher expected could figure out it. However, she tried to use learners' daily language to create learners' understanding. Then, the learners could engage what is the teacher means.

Excerpt 5

The teacher gave a synonym word to understand her description. Then, she said, "So, the quantifier is a word that is usually written or expressed before the noun. Yes, Quantifier is a word that is usually written or expressed before a noun. Okay, so the purpose is? What is the meaning of the purpose? (No one knows). Then, the teacher said, "aim aim, or aim" (Teacher's classroom observation)

Due to the teacher's lesson plan, in the core of teaching-learning activities, the teacher asked learners to produce a sentence. After producing a sentence, the teacher should train learners to pronounce the words through a drilling session. However, the learner could learn how to pronounce the word through drilling.

Excerpt 6

The learners were asked to read the example of simple present tense then do the drilling. (Teacher's lesson plan)

Looking at the data above, the teacher did not teach about the material only nonetheless she taught how to say it too. However, although teaching the synonym words is not guided in the lesson plan, the teacher is trained to give the synonym words continuously. It intended to create learners more understanding and had rich words. Besides, the teacher trained learners' pronunciation. It could be seen that the teacher trained learners' pronunciation for helping learners to have appropriate pronunciation in gaining communicative competence.

The teacher was not only facilitating learners' learning but also sometimes introducing learners to the grammar and vocabulary. For instance, the teacher did not give the grammar and vocabulary immediately. In this context, the teacher would introduce vocabulary based on the situational context. In this context, when the learners learned about quantifiers and

sometimes they did not know the vocabulary related to the material, they would ask the teacher. At the point, presenting vocabulary is necessary. For the reason that, vocabulary is a tool for understanding, expressing, and communicating with others (Ukute, 2019). In the teaching-learning process, the teacher gave learners vocabulary based on the learners' question or sometimes she gave the vocabulary immediately, it was based on the situation.

Moreover, introducing grammar is necessary for the learners. Further, grammar has the important role in language learning and it is one of many language elements to support communication (Moe, 2019; Andriani, Yuniar & Abdullah, 2021). Therefore, the teacher would take time for introducing grammar follow the material. Generally, sometimes the teacher presented the direction of using grammar and introduced the vocabularies in the core or post-teaching-learning activities.

Excerpt 7

“I give learners the freedom to express something related to the topic. However, I will discuss the structure of the sentence is. I will not give it directly. I do not give the vocab immediately but teaching vocabulary derives from learners' questions based on their vocabularies they did not know before”. (Teacher's interview)

Based on classroom observation, the teacher taught a little bit about grammar in the core of teaching-learning activities. However, the teacher encouraged learners' responses in discussing the grammar material. Then, the teacher gave the vocabulary through learners' needed. The learners asked the teacher about the vocabulary that they did not know at the time of comprehending the material. She taught grammar and vocabulary to follow the material. It rose based on learners' questions. The teacher was guided learners in presenting grammar and vocabulary. It happened through presenting learners into sentences or discussing the material. However, the step of teaching vocabulary is not directed in the lesson plan. Nonetheless, the teacher had her special ways to teach grammar in the core of teaching-learning activities based on the context.

The teacher has given authentic communication to the learners by providing the audio from the YouTube video and the barcode from the Erlangga English book to practice listening. In this context, the teacher provided authentic communication through the conversation of YouTube video. Sometimes, she scanned the barcode from Erlangga English book in ErLBook Reader as the application to scan Erlangga book barcode then she could present the audio to the learners for doing listening practice. It intended to give opportunities for the learners to listen to authentic communication. Through providing audio from YouTube video and the barcode from Erlangga English book to practice listening, the teacher told that she always provide them with the main of CLT activities.

In teaching spoken language, the teacher invited learners to come to the computer laboratory and provided video from YouTube in the CLT opening activities. Providing video is one of the teacher's strategies to introduce learners to authentic communication. There, the learners listened to the speaker's example in expressing spoken language material.

In the teacher's lesson plan, it is seen that the teacher should show a YouTube video to the learners to know the real language to use on the audio in the first activities of the core-teaching learning activities. There, the teacher instructed learners to listen and identify the video. Therefore, the learners would be helped to understand more the material. Moreover, in another material, usually, the teacher provided audio to present authentic communication to the learners. The sources, it was provided in the Erlangga English book through barcode. In this

context, the teacher should scan the barcode of the application of the ErLBook Reader for the application to scan the Erlangga book barcode. Then, the teacher would get the audio to present to the learners. Therefore, learners could get the rehearsal of real-life target task through authentic communication (Esfandiari & Gawhary, 2019).

Being a facilitator in teaching-learning process

In being a facilitator in teaching-learning process, the teacher should be more creative in creating learners' understanding, gives stimulus, and being classroom organizer. In creating learners' understanding of the speaker's or writer's purposes, the teacher has a strategy to be creative more in creating learners' understanding by relating the material into learners' daily language, asking learners' comprehension, and replaying the material to create learners' understanding more. Through the implementation, learners were able to be more communicative in the teaching-learning process. Therefore, the teacher wanted that the learners could figure out the speaker's or writer's intention.

Excerpt 8

"We as a teacher must be more creative to create learners' understanding, like informing learners with their daily communication is provided on the English material. So, the way to create learners' understanding is driving learners to the contextual teaching-learning and I always make repetition to create more learners' understanding well". (Teacher's interview)

In the pre-teaching-learning activities, the teacher did an apperception as repeating the previous material. It purposed to make sure that the learners had understood their previous material and already to learn another material. In this case, the learners responded teacher's question well. After doing question and answer, the teacher took them into the new material.

Excerpt 9

The teacher did an apperception about quantifiers. The teacher said, "What is the difference between a few and a few?" (Teacher's classroom observation)

Due to the teacher's lesson plan, on the post-teaching-learning material the teacher created reflection with the learners. In this context, the teacher took learners into their daily language. Moreover, the learners were responded to the teacher's question with their daily language. However, the teacher could engage learners' understanding here.

The teacher's strategy to create learners could figure out the speaker's or writer intended to be creative more in informing the spoken language material. Like in showing the video in CLT opening activities as the source of the material, the teacher would replay it more. Besides, the teacher drove learners into their daily language and introduce the material in-depth. Those ways are not directed in the lesson plan, but the teacher drove learners into their daily language and introduce the material in-depth to engage learners' understanding more until they could figure out the speaker's intention. As Burkhonova (2021) described, part of being communicatively competent is being able to understand the speaker's or writer's intention. However, the teacher has been tried to create learners' understanding of the topic.

The teacher's responsibility to establish learners' engagement in promoting communication material is to give learners stimulus by correlating their daily language with

the material, relating the topic to the social context, and building learners' background knowledge. However, the teacher believed that learners would get rich background knowledge through making the correlation with their daily language. Therefore, the learners could be engaged more in the material. In this context, the learner would imagine what they usually produced and tried to correct it through the learning process.

Excerpt 10

"I build learners' background knowledge by bringing them into their daily language first, then I make a correlation between their daily languages with the material that I will deliver. It is for gaining learners' engagement on the material that they will learn. Although I believe that they will not know about much, many, little, or few are quantifiers. However, the way to introduce quantifiers is by giving learners' stimulus".
(Teacher's interview)

In the pre-teaching-learning activities through promoting communication, the teacher stimulated learners by providing sentences to take learners on the material. The teacher correlated the material based on learners' daily language and made body language on it. However, it could make them easier to comprehend the material

Excerpt 11

The teacher promoted the material by giving sentences to guide learners into the material. The teacher said, "I usually walk, I usually walk on the, I am sorry sorry. I usually walk in the yard (The teacher practiced it). I am sitting on the chair (The teacher practiced)." (Teacher's classroom observation)

Furthermore, in the pre-teaching-learning activities of the teacher's lesson plan that the teacher should guide and take learners into the sentences for engaging the material. It purposed to build learners' background knowledge. After engaging learners in the material, learners were required to produce a sentence to check their engagement before learning the material more. However, the teacher could create learners' understanding easier through building learners' background knowledge.

The teacher gave learners stimulus in promoting communication in the pre-teaching-learning activities. The teacher's way in promoting communication such as making relation with learners' daily language to promote the topic, relating the topic to the social context, and building learners' background knowledge. However, in those activities, the teacher could engage learners' comprehension to understand the material. For the reason that, an event necessitates careful preparation and the ability to create a learning environment that provides learners with an ensured source of stimuli and keeps them engaged (Grytsiak, 2019).

In setting up communicative activities, the teacher acted as a classroom organizer by leading the teaching-learning activities, determining learners into the groups for doing the discussion, helping learners in Kahoot time, giving essential material based on learners' needed although is not directed in the teacher's lesson plan, paying attention to the learners, and encouraging learners center during the teaching-learning process. In this context, the teacher told that she had been an advisor during the classroom activities. Besides, she told that she would determine the groups and the topic to discuss in small group discussions. Then, in the core-teaching-learning activities, the teacher would answer learners' questions and gave them an example to make learners' understand. The teacher has planned to do Kahoot as one of the quantifier materials. There, the teacher would guide learners on how to operate a laptop in doing Kahoot. Because the teacher expected that not all of the learners could operate laptop

In the pre-teaching-learning activities, the teacher leads to begin the subject by greeting the learners and *bismillah*. Then, the learners responded to the teacher communicatively as a sign that they were already learning English. After getting learners' readiness, the teacher directed learners into the core-teaching-learning activities. However, the teacher could lead the learning activities well.

Excerpt 12

The teacher greeted learners with greetings. The teacher said, "Assalamu'alaikum Wr.Wb. Good morning! How are you in this morning?" The teacher began the subject with bismillah. The teacher said, "Now, let's begin our lesson today by reciting bismillah together." (Teacher's classroom observation)

Due to the pre-teaching-learning activities, the teacher should organize the time of classroom activities. There, the teacher should begin the lesson. In this situation, the learners would follow the teacher's instruction. However, in this situation, the teacher did not order a learner to lead the class to read the prayer. Due to the situation, the learners were not in an unconditional situation. Therefore, to create a good situation the teacher led the opening teaching-learning activities by herself.

Due to the data above, the teacher acted as a classroom organizer to emphasize learners in engaging communicative competence. As Chaovanapricha and Chaturongakul (2020) described, the teacher has a big role during the teaching-learning process such as being a lesson planner, learning organizer, and class activities designer. Therefore, many activities guided by the teacher such as leading the teaching-learning activities, determining learners into the groups for doing the discussion, helping learners in Kahoot time, giving essential material based on learners' needed although is not directed in the teacher's lesson plan, paying attention to the learners, and encouraging learners center during the teaching-learning process. However, the teacher has facilitated learners to have communicative competence and to understand more on the material.

Applying teaching-learning strategies

In applying teaching-learning strategies, teaching focuses on communicative competence, emphasizes on the process of communication than language form, operates the language in the classroom, uses games, allows the learner to express their ideas and opinion, ignores learners' errors, encourages communication in interaction, creates social event, and introduces language form. In the CLT classroom, the teacher had to focus on learners' communicative competence by encouraging learners to respond, directing learners to speak using the target language during teaching-learning activities, encouraging learners to communicate in English more through applying spoken English material in translation sessions, and trying to make English communication is a habit by training them through giving and changing the form of the sentences. In this context, the teacher-directed learners to speak English as the target language and taught learners that English is not only the object of the study. The main of many teacher's strategies to create learners' focus on communicative competence is encouraging learners to communicate in English more during the teaching-learning process.

Excerpt 13

"One of the ways to get an English learning objective using CLT is to know how to teach using CLT strategy which focuses on learners' communicative competence, and

how to build learners' English interaction. I usually encourage learners to interact in English in the classroom" (Teacher's interview)

Talking about focusing on learners' communicative competence, in the pre-teaching-learning activities. The teacher invited learners to communicate in English. As Mollel (2021) described, English is an interactive tool in the classroom, not primarily material to be studied. Therefore, in the classroom observation that the teacher encouraged learners to respond to her greetings. On this occasion, the learners presented various responses. Although, many of them were produced the common language use. However, from the pre-teaching-learning activities, the teacher had focused on encouraging learners' communicative competence.

Excerpt 14

The teacher greeted learners with greetings. The teacher said," Assalamu'alaikum Wr.Wb. Good morning! How are you in this morning?" (Teacher's classroom observation)

Based on the teacher's lesson plan, in the pre-teaching-learning activities, the teacher was directed to greet learners and to ask learners' conditions. In this context, the learners were responded to the teacher's greeting communicatively. Most of them were responded to the teacher with the common response, while several learners were responded with their various responses. However, the teacher did not instruct learners to respond in the same way.

Excerpt 15

The teacher greets learners. (Teacher's lesson plan)

During the teaching-learning process, the teacher focused on communicative competence. In focusing learners to communicate more, the teacher did many modification strategies from the lesson plan. The teacher tried to focus on many ways such as encouraging learners to respond, directing learners to speak using the target language during teaching-learning activities, encouraging learners to communicate in English more through applying spoken English material in translation sessions, and trying to make English communication is a habit by training them through giving and changing the form of the sentences. In this case, the learners could work on the teacher's strategies. However, there the teacher could get learners communicative competence.

During the CLT teaching-learning process, the teacher emphasized the process of communicative rather than language form by encouraging learners to communicate more without focusing on the language form. The teacher told that language form would be mastered along with the time of the communicative process. It is in line with Eng and Peidong (2021), who stated that the CLT classroom was suggested to improve the process of learners' communicative competence rather than language form. Therefore, the teacher encouraged learners to communicate more. Along with that, the learners would consider the right and the false language form.

Excerpt 16

"...I will emphasize their speaking competencies and their communicative competence first. While learners' awareness of mastering language form will be mastered". (Teacher's interview)

In the pre-teaching-learning activities, the teacher has been seen that she would encourage learners' communicative competence in responding to her questions. She checked learners' attendance and expected responses from the learners. At this moment, the learners gave the responses communicatively. Although many of them responded with ungrammatical sentences, the teacher did not consider it. It purposed to gain learners' communicative competence.

Excerpt 17

The teacher checked learners' attendance and ignored learners' ungrammatical sentences. The teacher said, "Who does not come today?", then a learner responded to her as, "Farisa comeback. Halwa". (Teacher's classroom observation)

On the spoken English teaching-learning process, the teacher emphasized the process of communication rather than mastering the language. Those strategies are not directed in the lesson plan, but the teacher did many modification strategies on the situation. It is intended to build learners' communicative competence. She taught that learners would master language form through the process of communication. Although the teacher did not give many spaces to communicate more in the post-teaching-learning activities. However, the teacher has been tried to focus on the process of communication to create learners' communicative competence.

The teacher operated language in the class by producing complex language which concludes cohesion and coherence sentences to gain learners' engagement. Therefore, she produced complex language as an example for the learners and expected it could be implemented by the learners. She began step by step to operate with language at the discourse with the learners, an example she brought learners into the mother language at the last of the study to understand my statement and gave them another example of complex language.

Excerpt 18

"In the teaching-learning activities, I use complex language or sentences and I try to teach them complex language." (Teacher's interview)

In the pre-teaching-learning activities, the teacher did an apperception to take learners back to the previous activities. It purposed to make a strong learners' comprehension on the material. In this situation, the teacher used cohesive and coherent sentences to encourage learners to understand her description. As Pan (2021) stated cohesion and coherence are important for directing learners to be able to receipt and respond to languages However, the learners could understand the teacher's description and respond teacher's questions well.

Excerpt 19

*The teacher did an apperception about quantifiers. The teacher said, "In the previous meeting, we have studied quantifiers. So, I wanna ask you. Do you still remember what a quantifier is? (The learners were responded communicatively) Oke, the word that is usually written **or** express before the noun". (Teacher's classroom observation)*

The teacher used cohesive and coherent sentences during the teaching-learning process. It is not directed in the lesson plan, but the teacher gave the best strategy to create learners' communicative competence. She expected through using cohesion and coherence that learners could understand her explanation more. Besides, the teacher wanted learners could produce

cohesive and coherent sentences too. However, the teacher tried to train them to work on language step by step.

In improving learners' communicative competence, the teacher used games by providing Kahoot and the question and answer quiz. In this context, Kahoot acted for measuring learners' understanding and providing learners to learn language from the real language in the core-teaching-learning activities. In the Kahoot games, the learners could not see the questions on their laptop screen and it was only the shapes such as box, triangle, kite, etc. Because of that in playing Kahoot, the learners should focus on the teacher's screen. Sometimes the teacher read the questions by herself. On it, learners should make good attention to the teacher. However, some of them asked their classmate to retell the question. Thus, the learners would produce a real language on the Kahoot.

Excerpt 20

".. For quantifiers themselves, I have prepared it. The game is educational, it is from Kahoot. There is a unique thing in playing Kahoot, like when we show the question on the projector screen and learners will only see the question there. It means the learners will not find the question on their laptop but only from teachers sharing the screen on the projector screen. Sometimes, they are mis-pressed to choose the answer, it is because they only code on their laptop without any questions there. Sometimes, the learners are unfocused too in answering the questions through the codes of the square, triangle, and kite. Kahoot encourages learners to focus more on learning". (Teacher's interview)

At the computer laboratory, the teacher gave the Kahoot games. The learners have seen interest because they did not play any technological tools. Although they are interested in playing Kahoot, they should focus more on answering the questions. Sometimes, the learners asked each other several questions that they did not understand. Based on the teacher's lesson plan, the teacher should give Kahoot games in the core-teaching-learning activities. It purposed to encourage more learners' communicative competence. As Al-Karawi (2020) argued creating learners' interaction and communication in the classroom is the goal of playing language games. In this context, the learners could communicate with each other spontaneously. Moreover, the teacher did Kahoot to create real language communication between learners during the learning. The teacher did Kahoot and a question-answer quiz to create a real language in the main of CLT activities. Although a question-answer quiz is not directed in the lesson plan, the teacher modified the strategy to gain learners' communication and interaction. Thus, the learner has successfully communicated in the process of Kahoot and question and answer the quiz. Besides, they could train their selves to listen and respond to their classmate. However, communication can be achieved through games (Al-Karawi, 2020).

In creating learners' communicative competence, the teacher allowed learners to feel free in expressing their ideas and opinion. It is to improve their communication ability. The teacher encouraged them to communicate more related to the material especially. However, the teacher said that usually there could be found several learners communicated out of the material, and of course, there would be a learner or learners who always remind their friend to keep going on the material. On another side, the teacher found that several learners expressed sentences in the wrong way, and usually, there would be a learner or learners who always remind their friend to correct it. In this case, the teacher did not interrupt their communication and allowed them to express their ideas and opinion to each other.

Excerpt 21

“I allow learners to do something as long as it does not violate the teaching-learning process. Whether learners want to express their opinions or ask about another topic, however, those should be related to English and of course, I will give them freedom. The example when I teach at 8D, sometimes some of the learners communicate using unsuitable expressions. But, her friend tells her that she is mistaken and tells her opinion to express something. There, I never talk to them silently, never”. (Teacher’s interview)

When the teacher did an apperception in the pre-teaching learning activities, she encouraged learners to share what they have known. Many learners expressed their ideas and opinion about the expression of inviting someone. After doing an apperception the teacher asked learners’ background knowledge related to the material that they would be learning. Some of the learners express their background knowledge communicatively. Based on the teacher’s lesson plan in the core-teaching-learning activities, the teacher should give the occasion to the learners to give the questions based on the material. Along with Toro, Minuche, Tapia, and Paredes (2019), they stated that learners should be allowed to make the effort to participate and express themselves, it does not matter if they were using the words properly, at least they should try to improve their language skills through continual practice.. At this time, the learners were allowed to communicate. The topic to discuss could be their obstacles in comprehending the material, ideas, and opinions. However, giving learners occasion to communicate is in the same meaning as creating learners’ communicative competence.

Allowing learners to express their ideas and opinion is one of the important things to improve learners’ ability in communication. The strategy is not directed in the lesson plan. Nonetheless, the teacher enforced it in the teaching-learning process to engage more learners’ communicative skills. There, the teacher did not interrupt learners’ errors immediately and never talk to them to be silent learners if they did an error. However, the learners encouraged learners to communicate more. By inviting learners to communicate more during the teaching-learning process, asking questions based on the material, on it she allowed learners to express their ideas and opinion. Then, the learners could be more confident in communication.

Ignoring learners’ errors is one of the teacher’s ways to create learners’ communicative competence. It means, the teacher did not ignore learners’ errors fully, nonetheless, she guide them in her special ways. First of all, is reminding learners’ errors through joking. Therefore, the teacher did not want to make her learners down in producing English communication. However, making a joke was the best way to notice and correct the learner’s error.

Excerpt 22

“When learners make mistakes in English communication in the English teaching-learning process, I remind them through joking. It is for making them unoffended of their mistakes”. (Teacher’s interview)

Based on the pre-teaching-learning activities the teacher checked learners’ attendance. In this situation, the teacher checked learners’ absence from the paper permission. It is seen that the teacher purposed to encourage learners to tell the reason for their classmate’s absence. In this situation, some of the learners were given unclear information and some of them were respond use ungrammatical sentences.

The teacher created enjoyable classroom teaching spoken language for the learners. In the class, the teacher did not judge learner error directly and it is not directed in the lesson plan. As Mirbabayeva (2021) stated if the learners make language errors, the errors are excused to promote fluency. However, to engage learners' communicative competence she ignored learners' errors. She noticed learners' errors first then reminded them through joking. It is intended to not make learners down in communication. Sometimes, the teacher only smiles in attending to learners' errors or she created classroom discussions to aware of learners' errors. However, ignoring learners' errors is not explained in the teacher's lesson plan. Nonetheless based on this situation the teacher always keeps tolerating the learners' errors to create learners' communicative competence. Based on the CLT classroom, the teacher enforced learners to encourage communication interaction by classroom discussions and learners' interaction. In this context, the teacher promoted the spoken language material through classroom discussion. The teacher told that learners seemed enthusiastic in responding to her question. There, learners had the awareness to participate in the teaching-learning process. Furthermore, familiarizing learners to communicate with the interesting topic like their daily language had a role to create their communicative interaction.

Excerpt 23

"My teaching planning in introducing quantifiers is doing classroom discussion first and I will ask their background knowledge about quantities. Usually, I heard that learners said," Is there much water?" So, they said much water, much water, and sometimes the water is not too much. In their daily activities, they often pronounce it. So, I will use the sentences to gain learners' comprehension and communication. There, learners will know that they will learn about the amount". (Teacher's interview)

Due to the classroom observation, at the pre-teaching-learning activities, the teacher checked learners' attendance. There, the learners got unclear information of the learner's absent reason. Then, she wanted to make sure the reason and asked the present learners twice. In this situation, most of the learners were looking to interact with each other to give the right information. However, communicative interaction happened through encouraging learners' respond on giving the information of learner's absence. Based on the pre-teaching-learning activities, the teacher checked learners' attendance. In this situation, the learners were responded teacher's question with various responses. Therefore, the teacher did not emphasize learners to respond to her question in the same way to create learners' communicative competence. Moreover, learners could respond to it communicatively. The teacher provided communicative interaction activities in encouraging learners' communicative competence. Through classroom discussions and learners' interaction, the teacher could encourage learners to interact with English. According to Eisenring & Margana (2019) described, interaction may provide learners with a fantastic opportunity to express themselves while also encouraging others to gather information. Nonetheless, due to the limited time of the subject, the teacher did not order learners to create a peer dialog to provide learners' interaction as the lesson plan guide. However, the teacher was modified teaching-learning activities by performing the dialog from their English book only. Besides, learners' interaction was happened through looking for learners' consideration to perform.

In setting up CLT classroom activities, social events are created by the teacher through instructing learners to do a role-play by performing peer dialog in the core-teaching-learning activities. Here, at the core-teaching-learning activities that the teacher guided learners to do

role play to perform the dialog in front of the class. That was given an essential meaning to the learners' utterance. Moreover, in the context of doing role play, the learners should imagine what they are.

Excerpt 24

".. I instruct them to make a dialogue that uses quantifiers and they have to practice it". (Teacher's interview)

Based on the teacher's observation, it was seen that the teacher brought learners to create the social event. Due to the limited time, the teacher could not instruct learners to create peer dialog. However, the teacher could modify teaching-learning activities. For this reason, the learners were guided to perform the available peer dialog from their English book immediately. There, the learners should focus on their role and be trained to build social events. Moreover, performing dialog is guided in core-teaching-learning activities of the teacher's lesson plan. In this context, the teacher directed learners to create the social event. At the time, the teacher guided learners to do role play in front of the class. Furthermore, the learners could train their interaction ability on the event. Based on the data above, the teacher had to create a social event to engage learners' communicative competence. As Armnazi and Alakrash (2021) described, the primary goal of CLT is to improve a learners' communicative competence, which is defined as the ability to comprehend language input and use it as an output in a social context. Therefore, in the teaching-learning process that the teacher instructed learners to do a role-play through performing peer dialog in the core-teaching-learning activities. In performing dialog, the learners are trained to act appropriately with their roles in their dialog. Through providing social context, the learners were expected to be able to be communicative learners.

The teacher introduced language forms in the classroom by using language forms during teaching-learning activities and presenting language forms based on the learners' context. Usually, she explained to learners on language form at the last of the learning. Although sometimes, the teacher rose the language form in the middle of learning. Nonetheless, to engage more learners' understanding she restated how to use language form appropriately at the end of the learning. It purposed for informing learning to know the kind of language forms and expected to they could apply it in their daily activities.

Excerpt 25

"... I raise the appropriate language form in the middle of the subject, then I emphasize language form in the last of the subject. I explain the appropriate language form, then remind learners to apply it in their daily activities." (Teacher's interview)

Based on pre-teaching-learning activities, the teacher read learners' attendance. She tried to use language form appropriately. It purposed to give a good example to the learners and expected learners to figure out their teacher. Hence, to strengthen learners' communicative abilities, teachers should learn and seek ways to integrate language form with other linguistic features through any happenings based on learners' needs in their context (Tichachart, 2020). However, the learners would adopt their language environment.

Excerpt 26

The teacher checked learners' attendance. The teacher said, "Who does not come today". (Teacher's classroom observation)

In the teacher's lesson plan, there is no guidance to introduce language form textually. However, the teacher used language form to introduce learners into the language form appropriately. Due to the concept of communicative competence using language form is one of the communicative competence components. Thus, the teacher tried to introduce language form to the learners all the time. Therefore, the teacher has been tried to communicate with the learner using language form appropriately. Based on the findings of data collection, the teacher had implemented the CLT principles. On the other hand, the teacher has not given the way to express alternative forms to express as one of CLT principles. It is expected to the less of direction in the teacher's lesson plan. In addition, due to the teacher's activities, the teacher could not give the specific information of her CLT strategies in the interview session.

In short, the CLT approach could facilitate an EFL teacher to gain learners into the target language and create learners' communicative competence. In this context, the learners' need facilitated on the CLT activities through providing whole-task practice, motivation, natural learning, and social context (Eisenring & Margana, 2019). Similarly, in this research the teacher as a facilitator provided teaching-learning practice such as listening practice and drilling to train learners' pronunciation, motivating learners by encouraging learners' respond to communicate more, presenting language form with learners' daily language in the teaching-learning process, and providing social context such as group discussion and doing role play. When learners were facilitated to be communicative competence through CLT activities the teacher developed learners' competence in critical thinking too (Winch, 2019). Therefore, the teacher supported learners to do a role play for providing learners opportunities to think and to use their creativity. Moreover, through various CLT activities, the learners could be motivated more to learn English. Whereas, the learning of a second/ foreign language could be successful through motivation (Garhani & Supriyono, 2021). Furthermore, with all those teachers' implementation of the CLT principles, the teacher has succeeded in creating learners' communicative competence.

CONCLUSION

The CLT is an approach used by an EFL teacher at one of the Secondary Schools in Tasikmalaya in teaching spoken language material. It helped the teacher to create learners' communicative competence. Therefore, the teacher implemented the CLT principles through various implementation, such as (1) deciding the material, (2) being a facilitator in the teaching-learning process, and (3) applying teaching-learning strategies. Further, those teachers' implementation could facilitate learners to have communicative competence and develop learners' critical thinking. However, the CLT approach was implemented by the teacher in teaching spoken language successfully.

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INCORPORATING EXTENSIVE READING INTO THE CURRICULUM OF ENGLISH TEACHER EDUCATION

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Abstract: It is believed that teachers have a significant role in helping students improve their reading performance. Hence, it is crucial to develop a good reading attitude of student teachers because they will become teachers in the future. The teacher education program should prepare student teachers as role model readers. Therefore, the curriculum needs to ensure that the courses help the student teachers build their reading habits. One recommended way to improve reading performance is through extensive reading. This study employed descriptive qualitative research to know how extensive reading is implemented in the English teacher education curriculum and how student teachers view the extensive reading practice. The data resources were from the syllabus, the reflection journals, and the interviews. The study revealed that an extensive reading program could be introduced by integrating it into an existing EFL reading course. Although the English language proficiency did not improve significantly, the student teachers got their reading interest improved and learned new pedagogical skills from extensive reading sessions. It can be concluded that extensive reading can be incorporated into the existing EFL curriculum. However, for more beneficial implications for EFL student teachers, pure extensive reading is highly recommended.
Keywords: *extensive reading, teacher education, EFL curriculum*

INTRODUCTION

Reading becomes one of the national issues of education in Indonesia. The score of the reading test in the Programme for International Student Assessment (PISA) from 2000 to 2018, which was focused on reading, remains low. The average scores were below average placed Indonesia in the lowest rank among participating countries (Nugrahanto & Zuchdi, 2019). Whereas, in 2015 the World Economic Forum released the 21st skills including literacy, competence, and character. The latest PISA redefines literacy from basic skills of reading, writing, and counting to the ability to find, compare, contrast, and integrate information across multiple sources (Mo, 2019). Responding to this issue, the government of Indonesia through the Ministry of Education and Culture launched the School Literacy Movement, a literacy program for schools, in 2015 (Antoro, 2017). This program is not only to improve reading habits but also to build good character. Furthermore, the program was expanded into the National Literacy Movement, which involves families and the larger society. However, the program has some challenges. Furthermore, he identified that the main problem of the reading program at school is not the lack of books but the absence of teachers.

Teachers seem to be a key to a successful reading program. Teachers play a major role in encouraging the students to be good readers. Unfortunately, there are still issues of teachers' role in reading courses. A study conducted by Odo (2018) revealed that there are problems with low teacher self-efficacy. They are not confident readers and put less effort to motivate students to read. In addition, they found out that teachers, both pre-service and in-service, are not regular readers. Even, some of them are reluctant readers. A similar problem also exists concerning teachers in Indonesia. How could teachers help their students to build their reading habits if they are unable to help themselves?

Concern regarding teachers' reading habits can be explored from their reading experience when they were in university as student teachers. It might be about what and how they read during teacher training programs for about four years. A survey of the EFL students' reading habits in Indonesia by Iftanti (2012) showed that most of them read for doing an assignment. This habit, which relates to their motivation in reading, happened since they learned English in elementary school. The study conducted by Salikin et al. (2017) to explore the intrinsic and extrinsic motivation of Indonesian EFL learners in reading found out that the teacher has such an important role to motivate learners extrinsically through creating interesting methods in teaching reading besides giving frequent assignments. Therefore, it is crucial to develop a good reading attitude of EFL student teachers, as they will become teachers in the future.

Given those facts and results of previous studies, extensive reading is believed to be powerful to build a reading habit, reading rate, reading fluency, and linguistic competence. However, the implementation of extensive reading in higher education especially for student teachers needs improvements. Besides the time constraints, score-oriented is found as the challenges of incorporating extensive in the program.

This study aims at exploring the EFL student teachers' experiences after completing the Extensive Reading course in an English Education department of a private university in Jakarta. It was intended to address research questions: How is extensive reading integrated into English teacher education programs? and What are the student teachers learn from the practice of extensive reading in the EFL curriculum?

This paper is written in the context of developing the reading curriculum for English as Foreign Language (EFL) student teachers to respond to the needs of improving the teachers' reading habits and competence. In this context, integrating extensive reading in the English teacher education curriculum contributes to preparing quality teachers as role models for their students in a reading program.

A brief definition of extensive reading is to read a lot of easy books quickly and enjoyably in their level. It is sometimes referred to as reading for pleasure (Day & Bamford, 1998). Day & Bamford (1998) proposed ten characteristics of a successful extensive reading program. Those characteristics are considered as the principles for teaching extensive reading, which includes:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available
3. Learners choose what they want to read
4. Learners read as much as possible
5. The purpose of reading is usually related to pleasure, information, and a general understanding
6. Reading is its own reward
7. Reading speed is usually faster rather than slower
8. Reading is individual and silent

9. Teachers orient and guide their students
 10. The teacher is a role model of a reader.
- (Richard Day & Bamford, 2002)

A reading course is considered extensive reading when it uses some of those principles (Day, 2015). Although there is no agreement on what exactly an extensive reading program is, it can be called an extensive reading program when students read quickly and enjoyably with adequate comprehension so they do not need a dictionary (ER Foundation, 2019) and apply some of the ten principles of extensive reading.

There are options for implementing extensive reading. Day (2015) divided extensive reading practice into four continuums: (1) pure extensive reading (uses ten principles); (2) modified extensive reading (uses most of the principles); (3) extensive reading light (uses some of the principles and (4) fringe extensive reading (uses none of the principles). Hence, there are different directions in the practice of extensive reading: supervised, independent and blended. First, a supervised extensive reading needs a mentor but does not need to take place in a school or university. Second, independent extensive reading has no supervision, usually individual extensive reading. Third, the blended extensive and intensive readings focus on both teaching reading strategies and extensive reading.

There are beliefs that extensive reading has a beneficial impact on the learning of language (Macalister, 2008). It improves language proficiency on different language skills including listening, speaking, writing, and vocabulary (Ng et al., 2019). In addition, it helps students in examination performance. Having the vast benefits, extensive reading is now broadly implemented in educational institutions both schools and universities.

About the extensive reading program in the EFL context, Ng et al. (2019) suggested incorporating extensive reading into the English curriculum to get linguistic and non-linguistic benefits. According to Day & Bamford (1998), integrating extensive reading into a curriculum can be in four ways:

1. As a separate, stand-alone course
2. As part of an existing reading course
3. As a non-credit addition to an existing course, and
4. As an extra-curricular activity

Green (2005) argued that extensive reading should be fully incorporated in the language curriculum, with flexibility in approach, to help students improve both reading skills and critical thinking skills. In addition, a successful extensive reading program takes place in a class setting (Macalister, 2008) where teachers can ask students to read during the sessions (Renandya, 2017). Meanwhile, extensive reading as an extracurricular activity is considered to fail to apply the principles by Day and Bamford. It is also difficult to monitor the students' reading progress.

Several factors need to be considered to implement extensive reading effectively. Those factors include 'program planning, teacher involvement and student roles' (Day, 2018). Planning an extensive reading course is to set the reading target, formulate the grading system, decide the reading materials, and manage the place and time. Hence, to practice extensive

reading, teachers have to understand ‘what extensive reading is, what their roles are and what the roles of students are’ (Day, 2018). In the future direction, the practise of extensive reading in supervised, independent, and blended intensive and extensive reading programs might continue to exist and become greater with the support of internet extensive reading tools. It is important to notice that what makes extensive reading work is a good collaboration of students and teachers in the process of building the program.

Teachers are role models for their students. Teachers who practice extensive reading should demonstrate their good reading motivation. It is not only to be a good reader but also to be a guide during extensive reading class (Stoller, 2015). The important role for teachers is to keep track of students’ reading progress and to help them actively participate in the extensive reading process (Ewert, 2017). They are to interact quietly with the students to make sure that the students are reading, not struggling with the materials. They are to check that students understand what they read as students in extensive reading control themselves over what and when they read (Day, 2018).

Teachers need to provide or suggest varied reading materials, which might be suitable for students’ interests. They, as mentors, may recommend books to students and encourage them to step to a more difficult level (Stein, 2018). Furthermore, teachers should help students to see the value of extensive reading (Odo, 2018). Hence, teachers should have good knowledge and experience of the teaching approach in extensive reading.

Some studies found out that teachers have positive beliefs about the effectiveness of extensive reading to develop reading proficiency (Macalister, 2010), (Renandya, 2017). However, many teachers did not include extensive reading into their language class program. Some misinterpreted the nature of extensive reading (Macalister, 2010). Others encountered difficulties in implementing extensive reading concerned with the difficulty of monitoring the students (Renandya, 2017). Considering these issues, Macalister (2010) suggested serious and greater attention to extensive reading in a language teacher education, which emphasises preparing the teacher as the model of the language learner.

It seems challenging to define quality teachers accurately. In this study, quality teachers adopted the concept from the field of second-language teacher education that defines quality teachers as teachers who have excellent knowledge about what to teach, how to teach, and how to learn to teach (Syahril, 2019). Kennedy as cited by Syahril (2019) highlighted three areas of quality, which include personal resources, performance, and effectiveness. Referring to the quality teacher in the future, Syahril (2019) proposed an interdisciplinary manner of teachers to include in EFL/ESL teacher education program. Student teachers do not only master the English language but also comprehend disciplinary texts in English.

While many studies on the extensive reading practice had been conducted in higher education institutions, there is limited research on extensive reading in language teacher education to explore the student teachers’ awareness of its practice in foreign language contexts like Indonesia. Teachers as language learners are not often mentioned in the studies about teachers’ role in teaching language skills

RESEARCH METHODOLOGY

This research employed a qualitative approach. Qualitative research is conducted in an ‘interpretative frame in which the concern is with the production of meaning’ (Dowling & Brown, 2010). The qualitative approach used in this research was a case study. This design was to address and understand the students’ experiences of joining an extensive reading that was integrated into the existing reading course. The study was started with a purpose and specific research questions and was carried out in a natural environment. It was initiated by identifying specific cases, which can be a single case or a small number of related cases’ (Robson, 2011). This research was aimed to explore the student teachers’ perception of experiencing extensive reading and illustrate the issues of teacher education curriculum.

The study was conducted at a private university in Jakarta involving EFL students in the third semester in the academic year 2019/2020. The researcher got permission from the lecturer of the reading course before taking the data. The participants were student teachers from the English Education Department, the faculty of Teacher Training and Education. They were all 11 students consisting of ten females and one male, who took the reading course. The students voluntarily participated and care was taken to assure that their identities would be anonymous through pseudonyms.

The study adopted an interpretive paradigm; ‘the inquirer is typically involved in a sustained and intensive experience with participants’ (Creswell & Creswell, 2018). To collect the data, multiple resources were employed namely a syllabus and reflective journals, and interviews. The primary data were obtained from semi-structured interviews. To develop interview questions, an analysis of reflective journals was undertaken. Student teachers wrote their reading journals at the end of each session. These journals included reflective diaries about their practice of extensive reading both challenges and benefits. The diaries were collected to give preliminary information about the student teachers’ reflections on extensive reading sessions. Interviews were carried out subsequently during days off before the final examination.

To ensure consistency, the interview protocol was developed from the reflective journals to confirm and to explore the student teachers’ knowledge of extensive reading and their experience of extensive reading in classroom practice. After the interview guideline was developed and consent forms were obtained, the interviews were conducted. The participants had language preferences: Bahasa Indonesia or English for the interview. Five of them chose Bahasa Indonesia, two of them preferred English, and the rest used a mix of Indonesian and English languages. The interviews were carried out face-to-face after the last session of the program for about thirty to sixty minutes per participant. The interviews were recorded.

To answer the question of how the extensive reading was implemented in the teacher education program and what the student teachers learned from attending the extensive reading sessions integrated into the reading course, a hand analysis was conducted. It means that the researcher read again the data and mark the data manually and divide the data into parts (Creswell, 2012). After collecting the data, the method of thematic analysis was adopted. The interviews were transcribed and presented in a textual form. The basic themes were carefully determined concerning the research questions. Codes were assigned and accumulated. The similar codes were grouped into one theme or category. After that, the codes were compared to all themes identified. In this step, adjustments could be made.

RESULT AND DISCUSSION

Findings from this study confirm that extensive reading encourages students to build their reading habits, improve their language proficiency (Ng et al., 2019), and learn new knowledge and understanding of teaching reading (Macalister, 2010). Participants' experiences of extensive reading practice were consistent with the previous findings of the studies that extensive reading has positive effects on language skills (Ng et al., 2019).

In this section, the key themes as the results for interview questions are presented in two categories: the implementation of extensive reading in the EFL teacher education program and students' experiences of attending extensive reading practice in the EFL classroom setting. The discussion will focus on answering the research question of how extensive reading was incorporated into the EFL curriculum in a teacher education program and what the student teachers experienced from extensive reading sessions.

Extensive Reading is a part of an existing reading course

The study found that extensive reading was not a course in a teacher education program. It was not fully implemented as a single program, but it was integrated into an existing reading course. The existing reading course was the Intermediate Reading course, which was aimed at developing reading skills. The course had three credits and was compulsory for students. It consisted of 14 sessions excluded midterm and final exams. Each session took 150 minutes.

When the extensive reading was incorporated into the reading course, students were to read their selected reading materials for one semester, both fiction and non-fiction. They were asked to select the reading based on their interest and level. However, most of them found it difficult to decide what to read and where to find the books. Some of them were helped by the lecturer. They were allowed to read outside the class. Then, during the session, they did the classroom activities using their reading materials. To monitor the progress, the students wrote the reading journal provided by the lecturer. Here are the integration of extensive reading activities of each session during one semester summarised from the syllabus:

| Session | Topic and activities |
|---------|--|
| 1 | Introduction to extensive reading |
| 2 | Strategies of reading faster; Timed reading |
| 3 | Introducing graded readers and self-selected reading |
| 4 | Silent reading and reviewing fiction book |
| 5 | Retelling a story of the students' reading |
| 6 | Predicting and writing a different ending of a story |
| 7 | Reading comprehension check; Book conference |
| 8 | Selecting non-fiction reading materials and checking the reading speed; Reading race |
| 9 | Skimming and scanning (Findings general and specific information) |
| 10 | Identifying facts and opinions and giving arguments |
| 11 | Interpreting the author's purpose and ideas |
| 12 | Being a reporter |
| 13 | Reading comprehension check |
| 14 | Creating a reading poster; reflection |

| | |
|---------|--|
| Midterm | Presenting the reading progress: Book review |
| Final | Creating a wall magazine |

Table 1. The extensive reading activities

One of the options to conduct the extensive reading is to integrate it into the existing reading course. This practice refers to the options of integrating extensive reading into the curriculum proposed by Day & Bamford (1998). Incorporating extensive reading into the EFL curriculum introduces students to the other form of reading course through a blended extensive and intensive reading course (Day, 2015). To integrate extensive reading into the curriculum, teachers or lecturers might consider many aspects: form, time, reading materials, classroom activities, and assessment.

Teachers are to set the learning objectives following the curriculum of the program. They are to examine the objectives of the existing reading programs and adjust the objective of the extensive reading activities. Another option is to design various reading activities following the extensive reading principles. The study found out that only some of the principles of extensive reading integrated into the existing reading course were implemented. Therefore, this kind of extensive reading is a light extensive reading (Day, 2015). In this study, the principles of extensive reading were not fully implemented.

The successful extensive reading practice might also refer to the allocated time. Compared to high schools which follow the national curriculum, the practise of extensive reading in higher education might be easier because the curriculum and assessment are more flexible and lecturers are more independent. Therefore, there are many options for implementing extensive reading in university, as suggested by Day and Bamford (1998): stand-alone course, part of the existing reading course, additional course, or extracurricular activity. It means that lecturers might choose to have pure extensive reading or combine it with intensive reading.

Facilities might become another challenge for implementing extensive reading. The university library might not have complete collections of reading materials appropriate for all levels of readers. Some students might not have their reading materials at home. An alternative is online extensive reading which might be easier for those who have limited reading materials. However, it might be challenging for teachers who are not familiar with new technology to monitor the progress or for those who work with poor internet connections to access the sources.

Developing the extensive reading curriculum, teachers are to include interesting classroom activities for students. It is in line with the nature of extensive reading: read quickly and enjoyably. If the teachers are failed to design the extensive reading program, it is possible to fall into an intensive reading session. To successfully implement the extensive reading program, it is suggested to follow the principles.

Student teachers' experience of extensive reading practice

1. Knowledge and Attitude on Extensive Reading Practice

Student teachers in this study perceived that extensive reading has opened their views about reading courses. Nine students did not know extensive reading before taking the course, while two students knew the term 'extensive reading' but did not know the practice. They shared their experiences of reading sessions were boring, had few interesting activities, reading comprehension, and reading aloud to pronounce English correctly. They had different views of reading class. Some of them were able to mention the extensive reading terms such as reading fast, reading a lot, reading enjoyably, and reading interesting content. A student, Flo, was confused about the reading and speaking session in the previous reading class. She thought it was like a speaking class because students had to know how to pronounce words correctly. She said the reading class was fun because she could read quickly without a dictionary.

All participants expressed positive attitudes to extensive reading. They enjoyed the reading sessions. Most of them read faster. In the interview, Mike mentioned that he often read books and articles after the extensive reading class. He enjoyed reading quickly. Extensive reading helps him read faster than before attending the class. Moreover, four of them expressed that they got their reading habit improved. One of them is Clara who mentioned that the class made her start to read novels again and she felt good about that. Compared to their experience of reading sessions in senior high schools, they found that extensive reading is more joyful yet challenging.

The positive feedback on the extensive reading course provided insights into the successful and effective extensive reading. In general, the student teachers feel the benefits of extensive reading to their linguistic and non-linguistic knowledge. Most of them confirmed that extensive reading improved their language proficiency but not significant. The improvement is the knowledge of vocabulary. Furthermore, their reading comprehension is improved. Extensive reading has brought their reading habit back.

2. English Vocabulary Improvement

During the interview, seven students expressed their vocabulary improvement. They learned new vocabulary from their reading. One of them, Elle, mentioned that she found many new words from the novels. Meanwhile, Kim mentioned that sometimes she found difficult words but she did not worry as long as she understood the story, she did not look up the dictionary. This made the reading faster. Although some of them were struggling to get the meaning of new words, they did not find difficulties in understanding the story. Ann expressed her opinion that she likes to read more novels although sometimes she did not understand the meaning. Most participants mentioned that they enjoyed reading fiction without looking up to the dictionary when they found difficult words. This process motivated them to finish their reading soon without giving up on the chapters.

The benefit of extensive reading on grammar and other English language skills was less frequently mentioned. However, five students mentioned that they had better reading comprehension. Stella expressed her better understanding of the story. She mentioned that from the extensive reading, she can read faster and got the new vocabulary.

From the findings above, extensive reading has helped them build vocabulary as part of linguistic knowledge improvement. Besides new vocabulary, finding meaning without a dictionary trains them to get the meaning in context. At least, students are not too dependent on an online dictionary and Google Translate web. Extensive reading reduced translating text word by word and trained them to understand words in context. Therefore, by omitting some words they read faster but still get the meaning. Finishing the text quickly motivated him or her to read another text or book. As a result, their reading performance is improved.

3. Various English Activities

Each participant mentioned different favorite activities in their journals. To confirm their choices, the interviews explored further their favorite activities during the extensive reading sessions. Here are their top three choices of reading activities from the most liked:

| No | Name | Favorite ER activities |
|-----|---------|---|
| 1. | Ann | Selecting reading materials; Timed reading; Creating a wall magazine |
| 2. | Jasmine | Reading fiction; Retelling a story; Making a poster |
| 3. | Elle | Selecting reading materials; Reading fiction; Creating a wall magazine |
| 4. | Clara | Selecting reading materials; Timed Reading; Summarising |
| 5. | Kim | Reading fiction; Timed Reading; Predicting different endings |
| 6. | Flo | Selecting reading materials, Reading fiction; Predicting different ending |
| 7. | Stella | Selecting reading materials; Summarizing; Book review |
| 8. | Drina | Selecting reading materials, Reading fiction; Reading race |
| 9. | Lee | Reading fiction, Timed Reading; Retelling a story |
| 10. | Mike | Selecting reading materials, Reading fiction; Creating a wall magazine |
| 11. | Jessica | Selecting reading materials; Reading race; Creating a wall magazine |

Table 2. Students' favorite extensive reading activities

From the table above, it seems that most participants enjoyed the process of selecting reading materials and creating a wall magazine. Nevertheless, other activities were also mentioned as their favourite like predicting the different endings of a story, summarizing, timed reading, reading race, making a poster, retelling a story, summarizing, and book review.

Self-selecting reading materials seems to be a new experience for them. Almost all participants mentioned it as a favorite activity. It was also confirmed from the interview that the participants felt glad that they were able to choose the reading they like and one that was easy for them. Two participants admitted that it was not easy to choose the reading based on their level and interest. They changed their novel in the middle of the reading process into the easier one. One of them, Drina mentioned that she changed her novel because it was too difficult and thick. Another two participants were confused about choosing what to read. They needed help from the lecturer. However, half of them found difficulties in deciding their reading level and finding the reading sources both printed or electronic reading materials. From this interview, choosing the reading materials is challenging in the extensive reading practice. Therefore, teachers need to help them select the appropriate reading. To be able to recommend books to students, teachers need to have various references. It means that the role of a teacher in helping students choose the right reading is crucial in the extensive reading program.

For most participants, creating a wall magazine is also their first experience. They thought that reading is always about answering questions or translating texts, but in the extensive reading class, they were to create a wall magazine. Stella, one of the participants, expressed her first experience of making a wall magazine. She got many ideas after discussing the draft with the group members.

While the participants shared their experiences of having the extensive reading sessions with various classroom activities, they expressed their new understanding of teaching reading class.

Various class activities became a new experience for students. It changes their perception from monotonous reading activities into more dynamic activities. Completing novels, making posters, being a news anchor, or making a wall magazine has become an exciting reading project. It is expected that after extensive reading classes, students do not only have better English skills but also teaching skills, especially teaching reading skills.

It implies that besides vocabulary improvement, extensive reading has built the student teachers' teaching skills, especially how to teach the reading skill. It is important for those students who will become teachers in the future. Instead of reading comprehension by answering questions, they are encouraged to integrate reading to other English skills in various class activities. For example, in telling a story, students have to combine reading comprehension and speaking skills. Another example is making a wall magazine; the students integrate reading and writing skills.

4. The Role of Teacher in Extensive Reading is examined

The issue about the teacher's role in reading class was also addressed during the interview. In the extensive reading course, the students noticed that the lecturer explained the extensive reading clearly in the first session. All interviewees confirmed that the lecturer gave sufficient information about extensive reading sessions during one semester. The lecturer also helped them choose the fiction books and articles appropriate to students' level. It seems that the lecturer attempted to follow the extensive reading principles to let students select their reading.

During the sessions, the lecturer also ensured the students' reading track. Although the students set their own-targeted time, the lecturer kept controlling their progress. The students were to fill in the form, a reading log, to show how far they read. This activity indicates that teachers guide the students not only to choose an appropriate book but also to motivate students to finish their reading soon.

A teacher should be a model for their students. The role can be from introducing the extensive reading principles, helping students select the reading materials, giving guidance to students, monitoring the reading progress, planning, and organizing activities, and checking students' understanding (Xiaomei, 2020). Although the students mentioned that the lecturer was not always reading together with them in the classroom, they noticed that the lecturer keep walking around the class while the students were reading silently. During the sessions, the lecturer ensured the students' reading progress. It can be implied the students learn the role of a teacher in a reading class. However, the teachers' reflection after incorporating the program is not addressed here.

CONCLUSION

The integration of extensive reading into the EFL curriculum introduces the student teachers to the other form of reading course. Their general knowledge about extensive reading is improved and they perceived positive feelings to extensive reading. Furthermore, they experienced new pedagogical knowledge that could be applied in their classes in the future when they become teachers.

After learning different types of reading, student teachers are expected to understand the role of a teacher in reading classes. It is about how teachers drive their students to read, become a model of a reader, and motivate students to read not only for score but also for competence.

The implementation of an extensive reading program in the EFL teacher education curriculum is useful for preparing quality teachers. However, the long-term benefits of extensive reading might not instantly be obtained. The extensive reading program needs to apply all principles of extensive reading to achieve a successful practice.

As this study was only focused on the students' perception, the teacher's reflection on the implementation of extensive reading needs to be explored in future research. It is also important to investigate how novice teachers who had extensive reading in their teacher education incorporate extensive reading in their classes. The recent urgent study might be the issue of the extensive reading program in online teaching and learning mode during and after the pandemic situation.

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SPEECH ACTS EQUIVALENCE OF AUDIOVISUAL TRANSLATION ON ENOLA HOLMES NETFLIX MOVIE SUBTITLE

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Abstract: this research discusses the speech act equivalence involving translation of English-Indonesian subtitle of Enola Holmes Netflix movie. Since pragmatic equivalence is considered as to be the suitable one to be analyzed in Audiovisual Translation (AVT), this research looks closely in case of translating the subtitle especially the movie with genre of adventure and mystery. This audiovisual translation research employs qualitative descriptive with the research design of content analysis. The data is taken from the subtitle Netflix movie of Enola Holmes. According to the result of this research, it shows some circumstances firstly the ST that is translated equivalent in its speech act can present the message equivalent with the context of the story. Secondly, the translation that cannot reach the speech act equivalency is less able to bring the context of the story into the TT translation. In addition, the implication exists in utterances present in ST can be conveyed in the TT if the speech act equivalency is achieved. Otherwise, the implication that exists in utterances present in ST cannot be portrayed in TT if the speech act equivalency cannot be achieved.

Keywords: *Audiovisual Translation, Pragmatic Equivalence, Speech Acts, Subtitle.*

INTRODUCTION

The development of translation has successfully shows its rapid progress in this era which is translation not only can be found in the form of a book but there is also an Audiovisual Translation (AVT). According to Delabastita (1989) cited in Bogucki & Deckert (2020), Audiovisual Translation refers to a form of transposition in which only a certain part of the source text is changed and transferred into a new form on the same complex of audiovisual (AV). Unconsciously, people are using and enjoying the outcome of Audiovisual Translation nowadays which make AVT grow wider in human life. AVT divided into two as subtitling and dubbing that involves in the screenplay production such as film, TV show, movie, etc. Furthermore, subtitle is carrying verbal information for the audiences, and the process of delivering message brings up the presence of a communication. De Saussure & Rocci (2016) one of major area in language research field which is translation becomes the central important major that is related with verbal communication across language and culture at least in three decades.

In the process of translation the target language (TL) text should be represented the original meaning and message of the source language (SL) text. The equivalence becomes important to reach the goal of translation. As Catford (1965) explain that constructing the TL translation

equivalent is the main problem in translation practice. Also, determining the nature and conditions of translation equivalence is a central task of translation theory. Therefore, the final product of subtitle can be acceptable by the audience of the text subtitle. Strengthened by Chaume (2013) explanation, the complexity in AVT for the translator is that create the dialogues that imitate the pre-assembled spontaneous mode of discourse that are developed through written and spoken languages, but through the meaning also as the other non-verbal codes. However, due to the time limitation in subtitle translation, it makes the translator has to produce the text subtitle as proper as possible in the screenplay.

In producing the final result of subtitle, the translator definitely aims to present the translation with the highest equivalence of TL which represents the SL, so that the audience of the movie can understand the storyline. The used of any strategies by the translator in translating subtitle considered as the successful one within a condition between the SL and TL is equivalent. According to Gottlieb (1994) speech acts in focus of verbal intentions and visual effects are more important in subtitling than atomized lexical elements. It means that minding some aspects of equivalence in AVT should be done to be able to produce the decent subtitles in movie, it just not simply transfer the source language to the target language as the usual translation should be done. Baker (1992) come up with the idea of the needed of pragmatic equivalence in translation that is part of the equivalence principles involving the linguistics disciplines. It start with equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and the last is pragmatic equivalence.

Meanwhile, there are many platforms provide foreign movies that already have the Indonesian subtitle with all kinds of services they have. The expansion of Netflix as a legal platform is growing rapidly that many youngsters and adults are captivated, and Indonesia also become one of the countries in the world that the users cannot be considered as a small numbers. As Jenner (2018) explain that Netflix audience could be presumed to be limited in national boarder only but aiming to address that is fragmented across borders, which it significantly different from television audiences.

In the case of adventure and mystery genre based movie, there are some situations where this genre based movie has its own ability to present and bring the storyline. Indirectly, the audiences are blending together not only to feel the rollercoaster with the storyline but also solve the problem or mystery in the movie. Those happen in Enola Holmes movie since the genre of this movie is adventure and mystery with the storyline presents Enola's adventure in solving the case of her missing mother. It makes the translator have to avoid the inaccurate information of the original storyline in composing the subtitle text particularly. The pragmatic equivalence as the bridge to interpret the meaning of a text based on the context exists in the adventure mystery genre based movie due to the information in the utterances of this kind of movie genre involves a secret language system or code implicitly in order to build the atmosphere of the adventure solving case. Generally speaking, according to Parker & Riley (2014) pragmatics deals with context occur in language, and text subtitle become the component which can be analyzed in pragmatics view since it is an immediately prior utterances in a text.

Although the study of pragmatic equivalence on translation still has not become a hot topic that widely discussed among the researchers on translation field, but there are already some previous study which discussed it. Firstly, a research by Wisudawanto (2021) examine on pragmatic equivalence on satire translation on novel of animal farm. In detail, the researcher also classified the illocution according to theory of Searle (1969) and sees the pragmatic equivalence by classified the implicature using Grice (1975). Secondly, Kusuma (2019) conduct a research on meaning equivalence and translation strategy of news text on the Indonesian Cabinet Secretariat Official Website. Baker's theory on translation equivalence is applied in her research. It shows that the contextual meaning equivalence and situational meaning equivalence is the most used in the news text translation, also both equivalences are related with the translation strategy in transfer culture.

Thirdly, Almunawaroh (2019) analyze the negative face threatening acts on TV series '13 Reasons Why' to know the translation strategies and pragmatic equivalence applied using descriptive and comparative methods. It shows 150 utterances containing negative FTA found and the indirect translation strategy is the mostly used. Furthermore, the research use KPI and LSF rules to know the limitation of the subtitle translation since it concern on utterance containing FTA. Meanwhile, in this present study investigates on how pragmatic equivalence involves Audiovisual Translation of subtitle on Netflix adventure mystery movie Enola Holmes. This present study uses different object of research with the first and second previous studies which is movie subtitle. Even though in the third previous study using Netflix movie which in this present study also using a movie from Netflix, but it is using different movie also different genre. While, the third previous study focuses on the FTA for the utterances different with this present study that use all the utterances occurs in the adventure and mystery genre based movie to know the speech act equivalence.

Along with explanation before, pragmatic equivalence idea is the suitable one in concerning the AVT due to the time limitation in the movie has to be able to reach translation equivalent. Moreover, this research examines on the speech act equivalence involving the translation of English-Indonesian subtitle on Enola Holmes Netflix movie. The researchers use the official platform Netflix since it is a legal platform in the certain way the translation output of the subtitle is different from the illegal platform.

Audiovisual Translation of Subtitle

Audiovisual translation according to Orero (2009) explains that concentration in dubbing and subtitling are the most used in audiovisual translation research in a movie, fiction, and other objects. There is an important parameter when assessing the subtitling quality present by Massida (2015) that are the readability, followed by reduction, subtitles conciseness, and faithfulness to the source text. Another explanation about subtitling by Cintas & Remeil (2014), clarity, readability, and transparent references are the elements which correlate in subtitling. Circumstantially, audiences must be served with the clear subtitles which they can rely to perceive any information. It makes any misleading information are forbidden to be exist in the subtitles. Furthermore, subtitling also needs to omits some words in the target text due to the limitation time space and if there is some condition which requires reduction of the text.

Pragmatic Equivalence in Subtitling

There must be a problem that the translator faced in the process of translation in achieving the equivalence between the SL and TL. The reason is because translation practice cannot be said as an easy and simple task. Then, translator is expected to give final translation result as equivalent as possible. Emery (2004) explain equivalence as a function of intended meaning of source text author more loosely and no longer defined in the terms of an 'identity'. Meanwhile, Nida (1969) purposes the new focus of translation as the translation critic that constructs the dynamic equivalence; is defined in the terms of degree in what extent the receptors language respond of the message in substance to the same manner of it as the receptors in source language. The both explanations have the same point of view. It is the use of equivalence in translation, aims to construct the compatibility of original meaning, intention, or information between SL and TL.

In the matter of obtaining equivalence in translation, it required some aspects of equivalence as Baker (1992) presents some ideas of equivalence in translation. They are (a) equivalence at word level (b) equivalence above word level, (c) grammatical equivalence, (d) textual equivalence, and (e) pragmatic equivalence. Firstly in the case of the non-equivalence at word level when there is no word in the TL can be expressed the same meaning as in the SL that the translator should deal with. Secondly, the lexical patterning issues that deal with two main headings that is collocation idioms and fixed expressions. It is deeper than the first case before because it occurs when words are blending with other words to form stretches of language. Thirdly, it still relates with the two previous cases but the main is handling the grammatical categories issues which universal across different languages. Likewise, it comes with textual equivalence which divided into two main parts first when the need of distinguish text from no-text namely thematic and information structure and second is dealing with difficulties and strategies of translation at the level of text by looking at the cohesion. Yet, this last one has different with the others. The last one relates with something that does not on the surface like textual level or grammatical things and it goes beyond more than those. When the exploration of 'language use' is necessary in a translation, such the way of utterances used in the communication situations require a context interpretation namely pragmatic equivalence.

As mentioned before about translation and equivalence, it also necessary to the apply translation equivalence in subtitling. According to Gottlieb (2001) due to the time and space constraints in subtitling, the most appropriate type of equivalence in subtitling is pragmatic equivalence. Along with it, pragmatic correlates with communication circumstance in language that translation is the media of execution. Then, meaning in source text should be interpreted based on its context into target text. Moreover, Baker (1992) also indicates the idea of pragmatic equivalence in translation. Furthermore, involving specific pragmatic feature of speech event that known as speech act to know the context of equivalence in AVT. Then, speech act in conversation indirectly can carry out a conversational implicature unwittingly. The term implicature explained by Grice (1975) create a concept of on how utterances spoken by the speaker have meaning or implying something rather than on what the speaker literally says. Still, when it occurs on a conversation, it called as conversational

implicature, it is when utterances in a conversation can imply such proposition or statement, which is not in the part of the utterance, as the consequence of violating the conversational principal.

As the term implicature cannot be separated with speech acts because it can be saying as the medium in carrying out an implicature in utterances. Searle (1969) classify taxonomy of illocutionary acts into five types of speech acts which in line to examine pragmatic equivalence in doing translation, they are assertive, directive, commissive, expressive, and declarative.

- a. Assertive, this type of act also known as representative that used to depict a state of affair or the real situation to be believed as the true and or false one. Such as stating, denying, confessing, notifying, concluding, and admitting and so on.
- b. Directive, this act used to make the hearer to do something or not to do the thing when the utterance is expressed. Such as advising, warning, requesting, insisting, forbidding, etc.
- c. Commissive, it is an utterance which committing the speaker to do an action in the future. Such as offering, guaranteeing, betting, promising, vowing, etc.
- d. Expressive, it is type of act function as expressing the speaker's feeling or emotional state. Such as the act of apologizing, mocking, condoling, thanking, congratulating, etc.
- e. Declarative, it is utterance of declaring something which intends to change situation, condition, or even status of some entity. For instance, surrendering, resigning, appointing, etc.

RESEARCH METHODOLOGY

It is an audiovisual translation research with employing qualitative descriptive. Nassaji (2015) explain that qualitative research is to identify recurring themes, patterns, or concepts which often involve an inductive data exploration further to be described and interpreted those categories. The data of this research is taken from subtitle of Enola Holmes movie. For the research design, the writer use content analysis regarding on the form of this research. According to Ary et al (2002), content analysis relates with the context of analyzing and interpreting material recorded such as in films, tapes, textbooks, and the other documents.

The English-Indonesian subtitle of Enola Holmes Movie is the one from the official Netflix website. Enola Holmes is an adventure mystery movie tells the story of Enola who has to solve the case of her missing mother. This movie based on the novel series by Nancy Springer. However, due to the efficiency in doing this research, the researchers downloaded the subtitle file both English and Indonesian in *subscene* website. Secondly, the researchers go through checking step many times in order to get the same subtitle data as the original presents in Netflix without any error and discrepancy.

The data collected further to be analyzed by the researchers by following the several steps. Firstly, classify the types of speech act of the utterance in subtitle text based on the context of the scene in the movie by watching the movie scene with checking the text subtitle both in source text (ST) and target text (TT) using Searle (1969) theory alternately. Secondly,

identify the speech act equivalency between ST and TT based on the classification of both text reveal the speech act types in the first step before. Lastly, analyzing the data finding by giving explanation based on the correlation of speech act, context, and equivalency.

RESULT AND DISCUSSION

Here found some circumstances according to the data analyzed by using Searle (1969) theory in this Enola Holmes movie. There are two circumstances of text subtitle, that are translated equivalent pragmatically and not equivalent pragmatically based on type of speech act on the translation of target text. It also involves the entire five speech act types of assertive, directive, commissive, expressive, and declarative in both source text and target text. For further explanation is present in below discussion.

A. Equivalent Pragmatically

1. Mrs. Lane: **What kind gifts! And, look, she's made this herself.**

(Hadiah yang bagus! Lihat, dia membuatnya sendiri.)

Enola : We were happy. Weren't we, Mrs. Lane?

(Kami bahagia. Bukan begitu, Bu Lane?)

[Subtitle Duration 00:03:49,750]

The situation of the conversation above is when Enola open the gift prepared by her mother because it is the day of her 16th birthday. However, it happens after Enola found out that her mom is disappearing from home, then Mrs. Lane give Enola the gift on Enola's teatime, which the gift left by her mom to Mrs. Lane.

According to the context in SL text above, Mrs. Lane utterance indicates as an expressive which she use compliment expression to congratulate Enola for getting a birthday gift. Moreover, Mrs. Lane also adds information to Enola, that it is not only a fine gift but also a handmade by her mother, Eudoria. However the utterance also implies an implicature of giving a consolation. The compliment from the utterance by Mrs. Lane is like she tries to comfort Enola, because Enola in the state of just found out about the disappearing of her mom, even more it is on her birthday. Then, in TL text is delivered into speech act of expressive as it is shown on how Mrs. Lane praises the gift given by Eudoria. Additionally, the implicature also remain still in target text. Thus, both in source text and target text are equivalence since involving the same speech act.

2. Mycroft : **Where's your hat and your gloves?**

(Mana topi dan sarung tanganmu?)

Enola : Well, I have a hat. It just makes my head itch. And I have no gloves.

(Dulu aku punya topi. Itu membuat kepalaku gatal. Aku tak punya sarung tangan)

[Subtitle Duration 00:06:04,583]

The conversation happens when Enola meet her brothers, Sherlock and Mycroft, in train station. Then, Mycroft asks Enola in a cynical tone about her hat and gloves. It is because according to his previous utterance, he thinks that Enola state seems so untidy, not dressed well, and messed up. Her appearance does not reflect as the youngest sibling in the famous Holmes family. So, he asks where her hat and gloves is. Since hat and gloves are indicating the appearance and identity of Holmes, the famous detective family.

In ST Mycroft gives a direct question to Enola. Based on Mycroft question, he hopes that he can get the answer he wanted so that it deploys the speech act of directive. Also, this conversation does not present an implication because it does not have any other intention just pure asking to get the answer that Mycroft hoping for. In TT, the utterance also shows an act of asking to get the answer from the hearer, Enola, and the speech act imply as directive. Thus, the speech act in target text translation is equivalent.

3. Sherlock : Tell me, she at least saw that you had an education? She valued education.

(Katakan setidaknya dia memberimu pendidikan. Dia menghargai pendidikan)

Enola : **She taught me herself. She made me read every book in Ferndell Hall's library.**

(Dia yang mengajariku. Dia membuatku membaca semua buku di perpustakaan Ferndell Hall)

[Subtitle Duration 00:09:35,583]

The conversation takes a place in Enola's mother, Eudoria, private room which Enola, Sherlock, and Mycroft are at one place together. The situation is when Enola is being asked by Sherlock about what are the things that Eudoria has give for her all this time, especially in the education matter. In the other hand, since Mycroft is talking bad things on Eudoria, then it makes Sherlock, who is still do his business searching for any clues he can find in Eudoria's private room, suddenly curious and then he ask Enola just like in the conversation shown.

Enola's utterance indicates as an assertive in ST and it does not involve any implication behind it. She directly explains on what are really happen all this time, that her mother is the charge of her education matter. She also mentions further explanation that she also read every book in Ferndell Hall's library as her mother told her to do so. In the TT also shows the same speech act circumstance with ST, that it is translated in the form of assertive. Then, the translation between ST and TT is equivalent.

4. Mycroft : **The first is my problem, the second I consider yours.**

(Yang pertama masalahku, yang kedua kuanggap masalahmu)

Sherlock : Enola may prefer to stay here

(Enola mungkin tak mau pergi)

[Subtitle Duration 00:11:57,958]

The situation occurs in Sherlock and Mycroft's conversation is after they discussed the dormitory matter for Enola and plan for searching the disappearance of Eudoria. Based on their discussion, Mycroft made the decision that he would take care of the first issue which was Enola and also indirectly appointed Sherlock to take care of the second issue related to finding the missing Eudoria with those words.

The utterance in TT, the speech act indicates as declarative since based on the context of the movie scene has already explained before that Mycroft appointing Sherlock to take care of the second problem and the first problem for himself. While, in the TT the translation is delivered the same speech act as in ST that is declarative. The ST also depicts the act of Mycroft appointing to take care of the cases for Sherlock and himself. It makes the text translation equivalent.

5. Mycroft : **A wild and dangerous woman brought up a wild child.**

(Wanita liar dan berbahaya membesarkan anak yang liar)

Sherlock : She seems intelligent.

(Dia tampak cerdas)

[Subtitle Duration 00:12:51,541]

The conversation between Sherlock and Mycroft below happen when they arguing on how they will go to do with Enola situation after disappearance of her mother. Mycroft has an idea of finding a boarding school for Enola to discipline her. However, Sherlock does not agree with that and suggesting finding governess for Enola instead of that idea.

The ST shows Mycroft's utterance on his claim as the true matter that he believed in. It makes the utterance by Mycroft above indicates as speech act of assertive since he emphasize on what he beliefs about Eudoria and Enola. Furthermore, according to the context, the expression of 'a wild and dangerous woman' portrays as Eudoria and 'a wild child' for Enola. It implies a message that Eudoria can influence a bad effect for Enola's future because she is the one who raising Enola up all this time. Mycroft stating his judgment by using that expression of figure of speech 'a wild and dangerous woman' and 'a wild child'. Therefore, the translation in TT presents the same speech act of assertive which it make the translation text equivalent. In addition, the TT also still maintain the implication same as in the ST.

6. Sherlock : I think that's all the memories I have.

(Kurasa hanya itu kenanganku.)

Enola : Thank you. **If you could now forget them all.**

(Terima Kasih. Tolong lupakan semuanya.)

[Subtitle Duration 00:16:32,375]

Here the situation from the text above occurs after Sherlock tells several events recalling his memories of Enola's childhood story. He mentions some stories from Enola's pine cone wrapped in wool until Enola's childhood behavior which was hard to persuade to put trousers on. From the last story, it makes Enola feel embarrassed which she asks Sherlock to forget the story as it is presented on the text above.

Enola's utterances above in SL present information where Enola asks Sherlock to forget his memory on her embarrassing childhood story immediately. Based on the existing context, Enola's utterance indicates as a directive speech act. Although the translation of the text in SL going through an adjustment in TL, it does not affect the speech acts presented. So that the type of speech acts in the TT is presented the same with the SL that is directive. Since in TT Enola's utterance also implies information of asking Sherlock to forget the entire story about her. Thus, the text subtitle on the conversation above achieves the speech act equivalency and makes the story messages delivered appropriately with the context.

7. Enola : Therefore, I ask you to get out of this carriage.

(Karena itu, kuminta kau pergi dari sini.)

Tewkesbury : You remind me of my uncle. **He's bossy too.**

*(Kau seperti pamanku. **Dia pun suka memerintah**)*

[Subtitle Duration 00:24:18,375]

A situation occurs in conversation above is when Enola found out that Tewkesbury appears in front of her inside the train. She actually saw an incident before she got in the train. Then, Enola gives an order for Tewkesbury to leave the train immediately with an emotional tone. According to Enola, Tewkesbury can put Enola in a dangerous situation because someone in a brown hat was looking for him inside the carriage.

Then, the utterance by Tewkesbury above explains that Enola looks like his uncle and he said that his uncle likes to give an order. However, that expression present in a negative connotation as it is represented by the word 'bossy'. Then indirectly Tewkesbury also mocked Enola if she is also such a bossy person. In this context, Tewkesbury's speech act is an expressive speech act. Then, the ST is translated equivalent in TL according to the type of speech act. This is illustrated by the TT above using the expression '*suka memerintah*' which also has the same meaning with 'bossy' to be addressed for Enola. Tewkesbury's words in the text also indirectly mock Enola who represents expressive speech act. Furthermore, the implication of mocking Enola from the ST also delivered successfully the same in TT. Then, the text in conversation above shows the equivalency of the speech act.

8. Enola : **You're supposed to say thank you.**

(Kau seharusnya berterima kasih)

Tewkesbury : For what?

(Untuk apa?)

[Subtitle Duration 00:30:43,041]

The situation of the conversation happens when Enola and Tewkesbury are walking together in the middle of a meadow. They get into a little argument which makes Enola say that as shown in the conversation. The reason why they argued each other is because instead of saying thank you to her after Enola saving him from Linthorn who tried to catch Tewkesbury when they were in the train, but otherwise she thinks that Tewkesbury talks too much and it annoys her. It makes Enola straight demanding on him to say thank you to her.

The utterance present in ST builds a speech act of directive according to the context explained above. Moreover, her utterance does not imply any other intention, it just directly orders Tewkesbury to do the act of saying thank you. Meanwhile, in the TT, the translation also stays the same category of speech act of directive. Then, this translation considers as equivalent.

9. Enola : **Now I've finally got some peace and quiet to think, it's time for phase five of my plan.**

(Aku temukan keheningan untuk berpikir, ini saatnya tahap lima rencanaku.)

[Subtitle Duration 00:40:31,041]

The situation of the text above is after Enola got a lodging house, a place for her to stay and she continues to arrange her next step plan of finding his mother. She utters her intention for herself as it shown on the text above. Then, she begins to take out his puzzle on her bed.

Based on the context above, her utterance in ST requires her to immediately think about the next step and thinking for the way out to solve her mother case. In that way her utterance carries a speech act of commissive which Enola is committing her own self to plan on her next phase. In TT, the translation delivers her intention to do the act she has to do in figuring out the next phase and it portrays the speech act of commissive. In consequence, the translation of the text produces the equivalence result pragmatically

10. Enola : It's a martial art.

(Itu seni bela diri)

Dowager : **You are most intriguing, Miss Posy. Or should I say "missus"? My condolences, by the way.**

(Kau sangat menarik, Nona Posy. Atau harus kupanggil "Nyonya"? Aku turut berduka)

[Subtitle Duration 01:09:18,875]

The situation of the utterance happens when Dowager is talking to Enola in the woods. Enola tries to explain on what she did with Dowager's gardener and demonstrating jujutsu movement. Otherwise, Dowager does not get mad at her but she finds Enola as an attractive

person. Also, Dowager recognized Enola as May Beatrice Posy due to her masquerade before so that Dowager does not know Enola's true identity. Since Dowager already met Enola before and according to her understanding May Beatrice Posy is a widow and Dowager also tries to be more careful by asking about calling her as 'Missus'.

In ST, the utterance marked as an expressive by showing an implication of two expressions. Firstly, giving compliment expression that Enola is such an attractive person. Secondly, she expresses her sympathy to Enola by saying 'or should I say missus?' since the word 'missus' has the same meaning as 'Mrs.' that used to calling a woman that already married. Furthermore, she also gives her condolence to Enola at the end of her utterance. Still, the utterance in TT is unchanging deployed speech act of expressive, giving compliment and condoling. In this case, the translation constructs a pragmatic equivalent in TT same with in ST. In addition, the implication in ST also presents same implication in TT.

11. Miss Harrison : At this school, you'll be given a chance to live up to it.

(Di sekolah ini, kau bisa membuat dirimu layak)

Enola : But I--

(Tapi..)

Miss Harrison : **And you can begin by closing your mouth.**

(Mulailah dengan menutup mulut)

[Subtitle Duration 01:19:21,208]

On the conversation above, the situation happen after Enola was being caught by Mycroft and back to Miss Harrison's Finishing School for Young Ladies. Miss Harrison tells Enola that in her school, Enola can get a chance as it is shown above. However, Miss Harrison utterance have an implication of that Enola must be obey all the rules in her school so that she can have a personality as it should be as a young lady. Miss Harrison also emphasizes it by saying 'closing your mouth' as she needs Enola not to rebel against what she said in her school.

In ST, the utterance present as directives since Miss. Harrison is warning Enola not to refuse to obey her words based on the context of the movie scene as it explained above. Then, in TT the utterance still remain the same present as directives. It display on how the text also present Miss Harrison utterance in the same message as in ST that is Enola need to obey Miss Harrison words by shut up her mouth. Hence, the translation pragmatically equivalence by using the directives type of speech acts.

B. Not Equivalent Pragmatically

12. Enola : **Which leads me to the second thing, you need to know.**

(Itu membawa kita pada hal kedua.)

[Subtitle Duration 00:02:59,750]

The situation of the text above happens on the opening segment of Enola tells about her life story to movie audiences. After the first thing of her story which is telling on her mother private meeting with her mother's colleagues. According to the private meeting, it leads her to moves to the second thing of the story that she believe the audience need to know about the next story.

Based on the existing context in ST, Enola utterance commits an action of continue to tell the next story to the audience and it is should be done by herself since she is the one that know the next part of the story. Additionally, the audience is represented by the word 'you'. So the utterance in ST is depicted as a commissive. However, in TL, the speech act in the text turns into an assertive where it becomes a statement to asserting a statement. Here, Enola and the audience are represented by the word 'we' and it deploy as a state of Enola and the audiences are being taken to the second thing of the story because of the private meeting occasion. Thus, the translation becomes loss to bring up the speech act equivalency.

13. Enola : What need have they of amplification?

(Apa yang perlu dikuatkan?)

Miss Harrison : **Aren't you the clever little tongue? I'll enjoy that.**

(Kau pandai bicara. Aku suka itu.)

[Subtitle Duration 00:13:00,708]

The situation of the conversation above happens when Enola's body is being measured and Miss Harrison giving judgments on her body. In opposite, Enola state that her body perfectly fine and does not agree with all the judgments. Moreover, Miss Harrison thinks that Enola need to use amplifier on her body. Considering to Miss Harrison's statement, Enola become more annoyed and protest in what need her body have to use amplification while hips are just simply function of legs.

The utterance by Miss Harrison in ST above contains an implication of sarcasm to Enola which is expressed through a question. According to the context and text, the sarcasm by Miss Harrison is caused by protest that Enola did by opposing her words. Miss Harrison expresses it through giving question on her asking whether she is 'the clever little tongue'. Meanwhile, the utterance is translated into an affirmation statement in TT. The text shows more like portraying Enola as a smooth-talking person that also has the same meaning as 'clever little tongue' which make the acts of the text different with the ST. So, based on that context and text, the utterance in TT carries out a speech act of assertive. The changes in speech acts from the ST to TT also causing two effect; firstly is the un-equivalency of speech acts and secondly also eliminates the implication of sarcasm as in SL.

14. Enola : I don't want a husband!

(Aku tak mau suami!)

Attendant : **And that is another thing you need to have educated out of you.**

(Itu juga hal lain yang perlu kami didik.)

[Subtitle Duration 00:14:09,291]

The situation occurs in the conversation above is when Enola refuses to be put into a Miss Harrison Finishing School for Young Ladies to learn about personality education. Mycroft states that Enola must enter the school so that she can get a better personality and have a husband in the future. However, Enola refuse to have a husband and it makes Mycroft say that not wanting a husband is one of her problems need to be fixed by take a female personality education.

In ST, Mycroft utterance indicates as a speech act of directive because he persists on giving order to Enola to educate herself in Finishing School for Young Ladies. Mycroft assume that she had a problem needs to be fixed so he command her to fix it on school. Then, the directive speech act in SL turns into a commissive speech act in TT. This can be seen from the translation which shows an explanation that the Enola's problem for not wanting a husband becomes a problem that needs to be educated by Mycroft and Sherlock. Based on that context, the translation deployed into Mycroft as a speaker is the one who needs to provide the education for Enola, and the context of ordering is being eliminates in this translation. Thus, it make the translation does not reach the pragmatic equivalency.

15. Tewkesbury : Ignorant and willfully so

(Kau sengaja seperti itu)

Enola : **You could change your mind about a boy.**

(Pendapat bocah bisa diubah)

[Subtitle Duration 00:14:09,291]

The situation happen Enola and Tewkesbury are walking together in flower market. Enola explain about the flower that she found in his tree house but she actually does not really care on the flower. Then, Tewkesbury is being sarcasm on her by using the expression of ignorant and willfully. However, Enola does not agree with his opinion and she responds it using an expression using the word 'you' to points out on her own self.

According to the context, Enola's utterance presents a speech act of commissive in ST. Her utterance can imply two implication, that she can change Tewkesbury's thought about the sarcasm towards her but she use the word 'you' which it actually to points out herself. Secondly, she is also being sarcasm on Tewkesbury by calling him as 'a boy'. Meanwhile, in the TT translation is depicted as a statement of '*pendapat bocah bisa diubah*' which make the translation change become an assertives. The translation in TT creates a different direction that turn as an assertion that a boy's opinion can be changed. Thus, the translation does not pragmatically equivalent.

16. Sherlock : You disappeared. We had to know how far you would run.

(Kau menghilang. Kami harus tahu sejauh apa kau lari)

Enola : **I'm just a case to you, aren't I?**

(*Aku hanya kasus bagimu.*)

[Subtitle Duration 01:24:40,333]

The situation of the data above is occurs after Enola make sure on what Sherlock did about reporting the money thing of her disappearing to Mycroft. She asks Sherlock because she feels like Sherlock seems not worried on her disappearing but he just considers it only as a case. It makes Enola wants ensure about Sherlock statement by asking him as it present on the conversation above.

As it explain about the context, in ST the utterance perform an act of directive since Enola want to assure on Sherlock statement by asking him. However, her utterance does not have any implication of any other intention, just directly asking something she wants to know. Meanwhile in TT, the utterance changes as an assertive, as it seen that the translation changes into a statement of '*aku hanya kasus bagimu*' as it present the information of that Enola is just a case for Sherlock. The translation in TT only explains the matter of her thought without involving the question word and does not have any indication the act of asking to be considered as a part of directive act. It makes the equivalence of the speech act cannot be achieved in this translation.

Based on the findings, pragmatic equivalence is needed in translating movie subtitle in order to avoid the misleading information and messages exist in the movie which also in line with the storyline context. Even though AVT has rules of the time limitation of subtitle duration, still paying attention to the time limitation alongside with the pragmatic equivalence of speech act is needed. Furthermore, in case of Enola Holmes as the adventure and mystery genre-based movie, it has utterances that involve implicature to present the sense of case-solving in this detective film also for present the other intention which does not show on the utterance spoken.

Besides that, the result also shows two circumstances of the text translated equivalent pragmatically and not equivalent pragmatically, it also bring out another findings. Firstly, there are translations that reach the pragmatic equivalency of speech act that caused the text can delivers the original message and information from ST into TT. Secondly, there also translation in TT that has different types of speech act with the ST and it present un-equivalent translation pragmatically that makes the context is changed in TT.

CONCLUSION

This Audiovisual Translation research examines on the speech act equivalence involves in translating the movie subtitle, more specifically on a movie with the genre of adventure and mystery that is Enola Holmes. This research meets some circumstances; firstly the ST that is translated equivalent in its speech act can present the message and information equivalent with the context of the story. Secondly, there are translation of ST that delivers into different type of speech act in TT which make the translation cannot reach the speech act equivalency and less able to bring the context of the story into the translation. In addition, there also occurs implication which exists in utterances present in ST that can be conveyed in the TT if

the speech act equivalency is achieved. Otherwise, the implication exist in utterance present in ST cannot be portrayed in TT if the speech act equivalency cannot be achieved.

However, for other future researchers may conduct an audiovisual translation research using different focus and theory. The future researcher can use other movie in a legal streaming platform beside Netflix. Also, pragmatic area still can be involved in AVT research but it can be more specified with other element in pragmatic such as utterances contain face threatening acts, sarcasm, or etc.

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GAINING ACCEPTIBILITY USING DESIGN THINKING IN FUNDAMENTAL TRANSLATION CLASS

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Abstract: This paper points on the use of design thinking in fundamental translation class. Design thinking is an approach to produce the best solution of a problem. This approach includes five steps, namely empathize, define (the problem), ideate, prototype, and test. The researchers focus on the translation's acceptability of idioms since this topic is usually problematic to students. Therefore, a case study was conducted in this research. The participants of this research were 20 students of fundamental translation class in English Literature Study Program, Universitas Jenderal Soedirman. The students translated some idioms using design thinking and their translations were randomly selected. Observation was conducted to examine the students' behaviours in translating idioms. After that, the researchers rated their translations' acceptability. The results indicate that design thinking's application in translating idioms produce acceptable translations. Furthermore, this study can be beneficial for translators and translation teachers to gain acceptability in translation.

Keywords: *translation, acceptability, design thinking, idiom*

INTRODUCTION

Keeping the classroom dynamic is one of the teacher's duties. This can be done by implementing an approach that can engage students in the teaching and learning process. Task-Based Learning (TBL) is an alternative learning approach that can be implemented alongside traditional Present, Practice, Produce (PPP) methods. In general, TBL is performed in three stages: a pre-task, a task loop, and a post-task (Willis, 2016). Recently, a new learning model called design thinking has emerged. Typically, this approach is used in business. We deliver human-based innovation. Liedtka (2015) argues that customer demands will lead to new ideas with better competitive advantages. In other words, design thinking points out customer needs and problems and tries to solve them with new and great ideas. In essence, design thinking is similar to TBL and focuses on student-led problem solving. TBL has only 3 stages whereas Design Thinking has five stages, namely empathize, define, design, prototype, and test (Dam & Teo, 2018).

A task-based approach typically consists of three phases: a pre-work, a task cycle, and a final phase. In the pre-work phase, the teacher usually introduces the topic and task. The task cycle phases are then organized into tasks, schedules, and reports. This means making a plan for how students will start completing assignments and communicating the results of the assignments and communicating them to the entire class. Finally, in the final stage, the

teacher allows other students to listen to the presentations of their already good friends (Willis, 2016).

On the other hand, design thinking has three or more stages. Some sources mention that design thinking consists of five, seven or more stages, but the basic principle remains the same. Design Thinking encourages students to think creatively to solve problems. In this article, the researchers use the design thinking theory of the Stanford Design Institute. This is because they are at the forefront of teaching design thinking in education (Dam & Teo, 2018). According to this theory, design thinking has five stages: empathize, define (the problem), ideate, prototype, and test.

Empathizing is the step in understanding your customer. Translations usually address a target audience. To decide what kind of translation you want to do, you need to know your target audience. Defining is the step in discovering a problem. You know the problem and look for a way to fix it. Ideating is the third step in starting to come up with ideas for solving problems. The next step, the prototype, develops a solution to the problem. Finally, presenting solutions at the final stage and receiving feedback to improve them is called test. There have been many studies of design thinking in the past few years (Koch, 2016; Leifer, 2016; Sirkin, 2016; Sonalkar, 2016; Wenzel, 2016). However, these studies mainly discuss the implementation of design thinking in business. Some of them talk about how to define and apply design thinking, while others give you the benefits of design thinking. However, there are some studies that apply design thinking to education (Kasperavičienė et al., 2018; Kwek, 2011; Razzouk & Shute, 2012). Kwek (2011) conducted a study on the application of this new teaching method in a public high school in the San Francisco Bay Area. He tried to understand teachers' decisions to apply this innovative approach to teaching. Meanwhile, Razzouk and Shute (2012) emphasized the characteristics and characteristics of design thinking and discussed the importance of design thinking in improving problem-solving skills of 21st century students. On the other hand, Kasperavičienė et al. (2018) already discussed design thinking approach in teaching translation and its challenges. Still, there are not many studies that apply design thinking to education, especially in teaching translation. Therefore, this topic needs further discussion.

Acceptability

To determine whether the translation is good or not can be seen from its quality. Assessing translation's quality means evaluating its accuracy, acceptability, and readability. Accuracy focuses on the precision of meaning, while acceptability deals with the appropriate translation based on the rules and norms in target language. On the other hand, readability concerns on the readers' thought whether the translation is understandable or not (Nababan et al., 2012).

Translating idioms is a challenging thing for student since it does not only concentrate on the meaning but also the form. The translator needs to find equivalent meaning and, if it is possible, translate it into idiom in target language. However, idiom is closely related to culture in every language, so it is difficult to find the most equivalent translation with the same form. Therefore, the translator should choose the best solution in translating idiom by maintaining the meaning and minding the rules and norms in target language. Thus, this research focuses on the acceptability since it concerns the target language's rules, norms, and culture.

Moreover, acceptability refers to whether a translation is produced based on the rules, norms, and cultures applied in the target language at both micro and macro levels. The concept of acceptability is very important in translation as an accurate translation might be rejected by the target readers when it does not meet the criteria of acceptability (Nababan et al., 2012). In assessing the acceptability, the researchers used the instrument suggested by Nababan et al., (2012) as presented in the following table:

| No | Categories | Scores | Qualitative parameters |
|------------|-----------------|--------|---|
| 1. | Acceptable | 3 | Translation feels natural; the technical terms used are familiar to the reader; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language |
| 2. | Less acceptable | 2 | In general, the translation feels natural; however there is a slight problem with the use of technical terms or a few grammatical errors. |
| 3. | Unacceptable | 1 | The translation is not natural or feels like a translation work; the technical terms used are unfamiliar to the reader; phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language |
| Instrument | | | |

Table 1. Acceptability Parameters

Idiom

Many literatures define idiom variously. Some definitions are rooted from experts' opinions, for example Cooper (in Tran, 2012) stated that multi-word units which do not have literal meaning are called idioms. (Grant, 2007) also emphasized that idioms do not possess grammatical flexibility. Thus, idioms are parts of language which cannot be interpreted literally. It needs more understanding to grasp the meanings of idioms.

Idioms are also categorized by some previous experts. Fernando (in Tran, 2012) wrote idioms into three categories, namely pure idioms, semi-literal idioms, and literal idioms. Pure idioms consist of idioms which uses original units of idioms and the meanings are beyond literal meaning, for example hit the sack, kick the bucket, etc. Semi-literal idioms discuss the use of idiomatic and literal meaning, for instance using something as a stepping stone. Meanwhile, literal idioms highlight the characteristic of idioms which is inflexible, for example Merry Christmas, on foot, etc.

In this study, an idiom is described as a group of words which cannot be interpreted literally using its actual meaning since it is a fixed phrase (Zyzik, 2011). It can also be mentioned as figurative idiomatic expressions, namely a shoulder to blame, let her hair down, and many more. This phrase's meaning is not predictable and it can only be translated using critical order of thinking. Thus, it needs a suitable approach which makes students think critically.

RESEARCH METHODOLOGY

This research was conducted using qualitative method, as stated by (Creswell, 2014, p. 185) that to be called qualitative research, a study must have some basic characteristics. The researchers are the key instruments who collect the data themselves through document examination, behaviour observation, or participants interview. At the stage of data collection, the research is conducted in natural setting that the data are collected in the field at which participants experience the issue or problem under study. In qualitative method, researchers do not rely on a single data source, yet they gather multiple sforms of data, such as interviews, documentst, and audiovisual information.

In this research, 20 students of Fundamental Translation class were involved as the participants. The researcher used purposive sampling technicque in picking the participants because in qualitative research, purposefully participants will best help the researchers understand the problem and the research question. The respondents were then asked to translate some idioms using design thinking method. During the translation process, the researchers did qualitative observation to see the respondents' behaviours. Some translation results were then randomly selected to be analyzed to gain the acceptability. To gain the acceptability of the translation, the researchers as the main instruments rated the translation resulted by the participants to draw the conclusion and to get the holistic pattern of the research.

RESULT AND DISCUSSION

Design Thinking

Data analysis shows that students have already successfully implemented the design thinking approach in fundamental translation class. They performed every step of design thinking: empathize, define, ideate, prototype, and test. Empathizing begins by understanding the target audience. This helps them decide on a better translation. For example, when translating a book for children, they should use child-friendly translations. Next, defining the problems found during the translation process. For example, they want to translate rhyming sentences. They need to decide whether to maintain the meaning and form (rhyme) or to choose one of the two. This will lead them to the ideating stage where they come up with a solution to their problems. Students need to come up with ideas on how to solve translation problems. After collecting ideas, students need to decide which is more appropriate to solve the problem. This phase is called a prototype. They design and execute the best solution out of all the solutions they come up with. Finally, in testing stage they are able to test their solution and see if it helps solve the problem. This is the final stage of design thinking, where students can get feedback from friends and teachers after publishing a translated version in front of the class.

Acceptability

Acceptability tends to refer to the prevalence and naturalness of the translated text in accordance with the rules and norms of the target language. (McDonald, 2020). In translating idioms, a translator should pay attention not only to the linguistic construction, but also to the contextual meaning. Therefore, acceptability of the translation is considered more important to analyze to make sure that the target readers can accept the idioms reproduced in the target

language. The following table exhibits the frequency of acceptable idiomatic translations produced by the students.

| No | Idiom | ∑ Acceptable Translations |
|----|--|---------------------------|
| 1. | Although others were also responsible for the problems, Sue decided to shoulder the blame . | 20 |
| 2. | Having three sons under the age of five keeps Jana on her toes . | 17 |
| 3. | Even though the weather is nice, Sophie doesn't let her hair down . | 13 |
| 4. | The company has been in the red since September. | 18 |
| 5. | Six dollars for a cup of coffee?! What a rip off! | 19 |

Table 2. Frequency of Acceptable Translations

Discussion

Design thinking approach was applied to assist students in producing acceptable idiomatic translations. It is commonly known that translating idioms is a challenge faced by many translators since idioms are very cultural-bound. An idiom in one language is not always accepted as an idiom in another language. It requires proper strategies or techniques to translate those idioms. Thus, this technique was done in fundamental translation class.

The students in fundamental translation class already did all five steps of design thinking based on the theory from Institute Design of Stanford. They could understand the users (target readers), identify the problems, formulate some ideas to solve the problems, decide the best solutions for their problems, and test their solutions in public to get feedback to improve their translations. This approach proves that students could think critically by constructing acceptable idiomatic translations, even though it was not one hundred percent successful. It can be seen in table 2 that from twenty students, more than a half students produced acceptable translations of five idioms.

In this research, the researchers were also the raters of the acceptability of the translation, and the result of the assessment is presented as follows:

Datum 1

SL (Source Language): Although others were also responsible for the problems, Sue decided **to shoulder the blame**.

In datum 1, the idiom is **to shoulder the blame** which means to accept the responsibility for something. (collinsdictionary.com). The result of the acceptability assessment shows that the translation is acceptable. Here are the examples of the translation done by the participants which were taken randomly:

TL (Target language) 1: *Meskipun orang lain juga bertanggung jawab atas masalah itu, Sue memutuskan untuk **menanggungnya**.*

TL 2: *Meskipun orang lain juga bertanggung jawab atas masalah-masalah yang ada, Sue memutuskan untuk **menanggung kesalahan tersebut sendirian***

TL3: *Meskipun orang lain juga bertanggung jawab atas masalah tersebut, Sue memutuskan untuk **bertanggung jawab penuh**.*

In TL 1, the idiom is translated into *menanggungnya*. From the target reader's point of view, the translation is considered acceptable because the translation feels natural; the technical terms used are familiar to the reader; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language. In TL 2, the idiom is translated into *menanggung kesalahan tersebut sendirian*, and it is also considered acceptable since the phrase is quite familiar for Indonesian readers. The translation is a little longer; it is because there is the addition of *kesalahan tersebut sendirian*, in which the meaning of the idiom becomes more explicit. In TL 3, the idiom is translated into *bertanggung jawab penuh*, and it is also considered acceptable because the phrase is familiar for Indonesian readers, and is in accordance with the rules of the Indonesian language.

The existence of those three translation versions demonstrates the characteristics of design thinking approach. The students got a problem, which is translating the idiom “**to shoulder the blame**” from the teacher and they are asked to translate it. They also considered the target readers before they translated the idiom. Then, they faced the problem whether to translate this idiom into idiom or not by still maintaining the message. After that, they came up with solutions to translate those idioms; thus, some versions of translation emerged. Next, they decided which solution or translation that suited the best. Finally, they presented their translation to get feedback from their friends. In the last stage, they got suggestions on how to make the translations as acceptable as possible.

Datum 2

SL: Having three sons under the age of five **keeps Jana on her toes**.

TL : *Memiliki tiga orang putra yang masih dibawah usia lima tahun, membuat Jana selalu **waspada**.*

In datum 2, the idiom **keeps Jana on her toes** is translated into *membuat Jana selalu waspada*. The translation is considered acceptable because the Indonesian phrase is familiar and is in accordance with the rules of Indonesian language.

Datum 2 was also done through design thinking approach. The idiom “**keeps Jana on her toes**” is translated into a phrase since this idiom does not the closest equivalence as an idiom in TL. This decision by the students was taken based on the five-step-design-thinking approach that they had applied.

Datum 3

SL: Even though the weather is nice, Sophie **doesn't let her hair down**.

TL 1: *Walaupun cuacanya bagus, Sophie **tidak bersantai- santai**.*

TL 2: *Walaupun cuacanya bagus, Sophie **tidak membiarkan dirinya untuk bersantai**.*

TL 3: *Meskipun cuaca sedang bagus, tetapi Shopie **tidak bisa menikmatinya**.*

The idiom *let her hair down* in datum 3 is translated variously by the participants. In TL 1 the idiom is translated into *tidak bersantai- santai* and the translation is acceptable. In addition to the well-conveyed meaning of the idiom, the use of the Indonesian phrase is natural and familiar for Indonesian readers. In TL 2, the phrase is a little bit longer and it feels more literal, but it is still acceptable. The phrase *tidak membiarkan dirinya untuk bersantai* is more faithful to the source language, yet, in Indonesian language structure, this phrase is commonly used. The context of the source language in that datum is that the weather is so fine but Sophie does not let herself enjoy it. On the other hand, in TL 3 the participant translates it differently, by using the word *menikmatinya*. However, the translation is considered acceptable because the phrase *tidak bisa menikmatinya* implies that Sophie cannot feel relaxed, or cannot let herself feel relaxed even though the weather is so fine. In Indonesian's point of view, those phrases carry the same message and meaning, and it is only a matter of the translator's choice.

Similar to datum 1, datum 3 also has some versions of translation. Even though, there are some versions, the meaning contained in the idiom is translated well since it is acceptable in the target language's grammatical pattern and structure as well as its culture. However, it can be seen that only 75% students own the acceptable translation in this datum, while more than 80% students have acceptable translations in other data. This might happen when the people who gave feedback in the group did not have the knowledge related to figurative language.

Datum 4

SL: The company has been **in the red** since September.

TL 1: Perusahaan **merugi** sejak bulan September.

TL 2: Perusahaan tersebut telah **terlilit hutang** sejak bulan September.

TL 3: Perusahaan itu **mengalami defisit anggaran** sejak September.

In TL 1, The idiom **in the red** is translated into *merugi*, and it is considered acceptable because the meaning of **in the red** based on <https://www.merriam-webster.com/dictionary> is **spending and owing more money than is being earned**. In Indonesian language, the term *merugi* means a state of being in financial crisis due to the lack of profits, and the term is quite familiar for Indonesian people. Meanwhile, in TL 2, the idiom is translated into *terlilit hutang*, and it is also considered acceptable since the term is familiar for Indonesian readers in describing the condition of a company or organization with a very high debt that might result in bankruptcy. In TL 3, the translation of the idiom is *mengalami defisit anggaran*, and in Indonesian language concept, it is still acceptable because the meaning of the phrase is in accordance with the Indonesian language and the target readers can accept the phrase which describes the situation of the company in which the debt is very high.

The five steps of design thinking approach were also implemented to translate this datum. Many versions came up from the students. However, those versions are still acceptable in target language.

Datum 5

SL: Six dollars for a cup of coffee?! **What a rip off!**

TL 1: Enam dolar untuk segelas kopi?! **Mahal banget!**

TL 2: Harga enam dollar untuk secangkir kopi?! **Mahal amat** .

TL 3: Enam dollar untuk secangkir kopi? **Mahal sekali!**

The idiom in datum 5 is translated variously by the participants. In TL 1, the idiom **What a rip off** is translated into *mahal banget*, which is an Indonesian colloquial language. Colloquial language is used in informal conversations. The idiom in the source language is used in an informal conversation, so the translation is considered acceptable. Literally, based on <https://www.merriam-webster.com/>, the phrase **rip-off** means **stealing** , but in this context, the phrase is used to express that the price of the coffee is way too expensive. On the other hand, in TL 2 the participant used phrase *mahal amat*, which has the same meaning as the phrase in TL 1. The words *bangat* and *amat* are used as intensifiers which means **very** in English. Meanwhile, in TL 3 the phrase *mahal sekali* is more formal compared to the previous phrases in data 1 and 2. Basically, the meaning is the same, and it is acceptable for the target readers

This datum is basically the same as previous data which underwent design thinking approach. It can be proven by some translations produced by the students. However, all of those translations have the same word, which is “mahal”. It means that design thinking assisted students to come with good and acceptable translation.

CONCLUSION AND SUGGESTION

Conclusion

In short, this study proves that design thinking approach is suitable to teach translation, especially translating idioms, in fundamental translation class. It is because this approach offers five steps which are useful for students, namely emphasize, define, ideate, prototype, and test. The students as future translators have to know their client and identify the target readers. They have to respect client’s requests and consider the capability of the target readers. Therefore, when they find difficulties when translating source text, or idioms in this case, they know how to find the solutions. Then, they can come up with solution and test it in a forum to see whether their solutions are the best to solve the problems or not. Those steps in design thinking approach help students have critical thinking to overcome problems that they will find in their future work lives.

Suggestion

This paper offers a new approach in teaching translation. Besides, it can trigger students’ critical thinking and participation in class since it encourages them to define the problem and find the solution. However, it is still limited in teaching idiomatic translation or translating figurative language. Future researchers may elaborate the use of design thinking approach in other topics of teaching translation. It can also be applied to other subjects, for instance math, biology, and many else. In addition, future researchers can try different approach in teaching translation, especially in translating idioms.

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