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PROMOTING LECTURER'S IELTS SCORE THROUGH SUPER INTENSIVE (SUPIN) IELTS PREPARATION PROGRAM

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Abstract: One of the efforts to improve language skills of the lecturers is by joining IELTS Preparation program organized by one of the International Education institution (IEDUC) located in Bandung. This research aims to find out whether there is a correlation between the results of the Super-IELTS Intensive program (SUPIN) lecturer final score with the real International Test score in sort of the evaluation process on that program. The subject was taken from two classes program comprising 19 lecturers as participants. The data in this study were obtained from the pre and post-test score during SUPIN program and the score on the real International test conducted by the British Council. The result of the research revealed the fact that listening test obtained the highest gain while speaking got the lowest gain during the program. The further analyzing on Variance got a significant linier regression by having 0.959 as a coefficient correlation. It means that there is a significant correlation between final score of SUPIN program (X) and International test score (Y) which contribute 92.1% toward the International test score. Meanwhile, only 7.9% was contributed by other factors. In other words, the SUPIN program is effective to increase Lecturer's skill on doing IELTS test.

Keywords: *IELTS, Supin Program, correlation, evaluation*

INTRODUCTION

Are you ready to face the 21st century? What skills are needed mostly? Both those questions are frequently asked by many people particularly educator in universities who really are struggling to face the challenge in 21st century. They need to improve their ability such as the communication skill in English. Indonesian Ministry of Research, Technology and Higher Education is really aware on preparing the lecturers to handle that challenge by striving hardly to enhance their quality. It is stated on the new enactment number 44 of 2015 which to complement the previous Law No. 12 of 2012 and Law No. 14 of 2005that "lecturers are required to have minimum academic qualifications of master for diploma or undergraduate and doctoral programs for postgraduate programs as well as the sufficient English skill both in spoken and or written (focusmedia: 2009). The enactments states also the program in

facilitating the lecturers to get scholarships both at homecountry or abroad to continue their studies where English skill is always badly needed on it.

Therefore, it is very welcomed by Indonesian universities, including Prof. Dr. Hamka Muhammadiyah University (UHAMKA), that they sent their lecturers from many different backgrounds to join IELTS (*International English Language Testing System)* preparatory training program *at IEDUC Bandung to enhance their ability in English.*

*IELTS is a English skill test that measures listening, reading, writing, and speaking comprehensions (Suminto, 2010:1475). This international and English skill test is run by Cambridge University, British Council and IDP Educational Australia, (Wikipedia.com). UHAMKA prefers IELTS over other International Tests due to its certificates are more acceptable to most educational institutions in Australia, the UK, Canada, Ireland, New Zealand, and South Africa academia, also more than 3,000 academic institutions in the United States and other European countries.*Generally speaking, overseas universities require different IELTS scores but the minimum score for the graduate program applicants ranges from 6 to 7. The score is the average score of the four aspects tests namely Listening, Reading, Speaking and Writing. In addition, Ministry of Research, Technology and Higher Education also sets a minimum score for lecturers who will apply for scholarships such as Excellence Scholarship Indonesian Lecturers Abroad which is 6.0 for each minimum score (BLNDIKTI: 2017). On the other words, each of lecturers should have an adequate minimum English requirements to study abroad. Therefore, the super intensive training program is needed to do for UHAMKA's lecturers to face the real International test. Therefore, this research was conducted to investigate on how the English basic competence of UHAMKA lecturer before and after IELTS training and what the correlation of UHAMKA lecturer's super-intensive training program in IEDUC on the real International Test score is. This research gains some merits not only for UHAMKA as a part of evaluation program but also for other universities who will do the same preparation program for their lecturers in IELTS.

The Role of Educational Institution to Improve English Language Ability

A private course or private institution may contribute to the nation by running a non-formal education (Article 13 paragraph 1 of Law No. 20 of 2003). Non-formal education can serve as a complementary for formal education. In other words, the non-formal education can present subjects or learning activities that have not been included in the formal education curriculum

(Sudjana, 2004 in Hidayatullah 2008).It is undeniable that the role of non-formal education institutions, especially English language education institutions is very important to improve the learners competence. In fact, there are various English institutions in Indonesia, some of which are English First (EF), LIA (Indonesian-American Institute) and IEDUC (International Education Center). However, UHAMKA chosed IEDUC which located on Jl.Cimanuk no.32 Bandung since it is proven that many previous learners got adequate score in real IELTS test. By having a motto to be one step ahead, IEDUC had been successfully to help the students in preparing themselves to study abroad by providing various learning programs as follows:

Table 1. English Language Programs in IEDUC

CLASSES	DURATION	DAYS	TIMES	PROGRAMS
REGULAR/ SEMI INTENSIVE	2 months (20x meeting)	3 days a week	• 1,5 hours/day • 3 hours/day • 6 hours/day	• IELTS Preparation • TOEFL Paper-based/iBT Prep. • TOEIC Preparation • GMAT/GRE/SAT Prep. • Communicative English • Conversation • Teenagers • KIDS/Children
INTENSIVE	1 month (20x meeting)	Study Everyday (5 days a week)	• 1,5 hours/day • 3 hours/day • 6 hours/day	• IELTS Preparation • TOEFL Paper-based/iBT Prep. • TOEIC Preparation • GMAT/GRE/SAT Preparation • Communicative English • Conversation • Teenagers • KIDS/Children
GROUP / COMPANY / INSITUTION	1-6 months/ Time is negotiable	Negotiable	Negotiable	• IELTS Preparation • TOEFL Paper-based/iBT Prep. • TOEIC Preparation • GMAT/GRE/SAT/NCLEX Prep. • Communicative English • Conversation • Teenagers/KIDS/Children • English for Bussiness • Giving Presentation • Others as required

Source: http://www.ieducindonesia.com/index.php

RESEARCH METHODOLOGY

The quantitative method is used to analyze the significantt differences of the mean score on pre and post-test. The data gathered from the score on IELTS Super Intensive Program in IEDUC and real International score from British Council as the legal institution who held the IELTS International test. The descriptive statistics was conducted to describe the data in table, chart as well as diagram. In addition, the inferential statistical was undergone to do statistical parametric such as normality, linearity, regression and correlation test to see the correlation between SUPIN-IEDUC program toward the real IELTS score.

RESULT

The preliminary data of lecturers score on pre-test conducted in IEDUC Super Intensive Program class (SUPIN), obtained 4.6 out of 7.0 for the highest and 1.7 out of 7.0 for the lowest one with the mean score 3. In addition, the Speaking test reached the highest mean score 3.72 while listening got the lowest mean score i.e. 2.4. However, after some weeks, the progress test one was held to predict the lecturer's score on IELTS. Based on the first progress test, it showed the progress on the IELTS score where it obtained 5.5 for the highest score and 2.9 for the lowest score with the score mean 4.5 where the Reading test was dominated by getting high score (4.71) and writing score become the lowest score (3.95) obtained on first progress test. The improvement was seen on the second progress test where the mean score increased to 4.9. The highest score is on Reading (5.5) while writing still gained the lowest score (4.37) among others. Finally, after two months intensive Super Intensive Program class (SUPIN), the final test scores gain a significant improvement. On final test, the participant attained 6.2 for the highest score and has still the same score (3.5) for the lowest one with the mean 5.39. Moreover, in the real of International test, the score achieves 7 as the highest and 4 for the lowest. Meanwhile, the mean score of the real test improves significantly to 5.7. However, the highest score is gained on writing test (5.82) and speaking gained as the lowest score (5.5) unexpectedly. All the data can be seen on the following table

Table 2. The description of the score gained on all tests

No	Test	Highest Total Score	Lowest Total Score	Mean Score	Highest Skill	Lowest Skill
1	Preliminary Test	4.6	1.7	3	Speaking(3.72)	Listening(2.4)
2	Progress 1	5.5	2.9	4.5	Reading(4.71)	Writing(3.95)
3	Progress 2	5.8	3.5	4.9	Reading(5.5)	Writing(4.37)
4	Final	6.2	3.5	5.39	Reading(5.39)	Writing(4.57)
5	International Test	7	4	5.7	Writing(5.82)	Speaking(5.5)

In addition, the normality and linearity of the test had been conducted as the preliminary test before further analysis. By using SPSS software, the result indicated that the data are normal distributed and normally. Next, the normalized Enhancement Data (N-Gain) test is also done to identify the significant improvement from preliminary test to IELTS real test as well as investigate the biggest upward trend among all skills. The result showed that that the average N-Gain of the preliminary test to progress test 1 is 0.199. Meanwhile, from progress test 1 to progress test 2 achieved 0.133 as the average N-Gain.The average N-Gain of progress test 2 to final test is 0.045 and the average N-Gain of final test to international test is 0.156. The four averages N-Gain is categorized in low category. However, the N-gain of preliminary test to the real International test, it gained 0.247 which will go to the average category. See the table below for the detail of N-Gain of all tests.

Tabel 3. *N-Gain* Data Score IELTS Lecturer *BatchII*

Moreover, this research is able to identify the biggest and the lowest of average N-gain that acquired

No	Label	Gain				Category				Mean	Preliminary Test N-Gain to International Test
		I	II	III	IV	I	II	III	IV		
1	R1	0.239	0.056	0.093	0.135	Low	Low	Low	Low	0.131	0.437
2	R2	0.106	0.122	0.043	0.095	Low	Low	Low	Low	0.092	0.321
3	R3	0.235	0.113	0.024	0.130	Low	Low	Low	Low	0.126	0.424
4	R4	0.130	0.180	0.025	0.226	Low	Low	Low	Low	0.140	0.462
5	R5	0.167	0.098	-0.009	0.099	Low	Low	Low	Low	0.089	0.317
6	R6	0.269	0.149	0.007	0.184	Low	Low	Low	Low	0.152	0.496
7	R7	0.215	0.112	0.026	0.140	Low	Low	Low	Low	0.123	0.416
8	R8	0.245	0.179	-0.014	0.167	Low	Low	Low	Low	0.144	0.476
9	R9	0.152	0.146	0.023	0.186	Low	Low	Low	Low	0.127	0.424
10	R10	0.228	0.151	-0.021	0.167	Low	Low	Low	Low	0.131	0.442
11	R11	0.256	0.075	0.101	0.248	Low	Low	Low	Low	0.170	0.535
12	R12	0.147	0.068	0.117	0.114	Low	Low	Low	Low	0.111	0.378
13	R13	0.251	0.088	0.039	0.060	Low	Low	Low	Low	0.110	0.383
14	R14	0.185	0.116	0.106	0.021	Low	Low	Low	Low	0.107	0.369
15	R15	0.199	0.099	0.118	0.286	Low	Low	Low	Low	0.175	0.545
16	R16	0.133	0.061	0.065	0.161	Low	Low	Low	Low	0.105	0.362
17	R17	0.160	0.150	0.014	0.172	Low	Low	Low	Low	0.124	0.417
18	R18	0.295	0.087	0.089	0.248	Low	Low	Low	Low	0.180	0.559
19	R19	0.163	0.100	0.012	0.125	Low	Low	Low	Low	0.100	0.349
avg		**0.199**	**0.113**	**0.045**	**0.156**						

by Listening test as the biggest average N-Gain score (0.478) and speaking test got the lowest average

N-Gain score(0.349) among others. It can be seen on the following table:

Table 4. N-Gain Listening Score Dataof IELTS Lecturer Batch II

No	Label	Gain				Ccategoryy				Gain Average
		I	II	III	IV	I	II	III	IV	
1	R1	0.257	0.000	0.091	0.200	Low	Low	Low	Low	0.137
2	R2	0.277	0.000	0.167	0.000	Low	Low	Low	Low	0.111
3	R3	0.408	0.111	0.000	0.125	Average	Low	Low	Low	0.161
4	R4	0.143	0.167	0.100	0.111	Low	Low	Low	Low	0.130
5	R5	0.304	-0.091	0.250	-0.222	Average	Low	Low	Low	0.060
6	R6	0.375	0.222	-0.143	0.000	Average	Low	Low	Low	0.114
7	R7	0.257	0.000	0.182	0.111	Low	Low	Low	Low	0.137
8	R8	0.429	0.250	-0.167	0.000	Average	Low	Low	Low	0.128
9	R9	0.236	0.273	-0.125	0.222	Low	Low	Low	Low	0.152
10	R10	0.508	0.000	-0.167	0.429	Average	Low	Low	Average	0.193
11	R11	0.403	0.125	0.143	-0.167	Average	Low	Low	Low	0.126

12	R12	0.091	0.200	0.000	0.125	Low	Low	Low	Low	0.104
13	R13	0.365	0.000	0.125	0.000	Average	Low	Low	Low	0.123
14	R14	0.286	0.222	0.286	-0.200	Low	Low	Low	Low	0.148
15	R15	0.333	0.000	0.333	0.000	Average	Low	Average	Low	0.167
16	R16	0.111	0.000	0.250	0.167	Low	Low	Low	Low	0.132
17	R17	0.167	0.333	-0.167	0.143	Low	Average	Low	Low	0.119
18	R18	0.429	0.250	0.167	0.200	Average	Low	Low	Low	0.261
19	R19	0.397	-0.143	0.125	0.000	Average	Low	Low	Low	0.095
										0.478
	AVG									

Table 5. N-Gain Speaking Score Data of Batch II Lecturers

| No | Label | Gain | | | | Category | | | | Rata-rata |
		I	II	III	IV	I	II	III	IV	Gain
1	R1	0.200	0.115	0.022	0.222	Low	Low	Low	Low	0.140
2	R2	0.031	0.127	0.091	0.000	Low	Low	Low	Low	0.062
3	R3	0.145	0.043	0.044	0.070	Low	Low	Low	Low	0.076
4	R4	0.021	0.087	0.048	0.250	Low	Low	Low	Low	0.101
5	R5	0.147	0.141	0.055	0.038	Low	Low	Low	Low	0.095
6	R6	0.135	0.067	0.095	0.079	Low	Low	Low	Low	0.094
7	R7	0.226	0.063	0.022	0.205	Low	Low	Low	Low	0.129
8	R8	0.185	0.091	0.050	0.079	Low	Low	Low	Low	0.101
9	R9	0.182	-0.022	0.087	0.167	Low	Low	Low	Low	0.103
10	R10	0.044	0.116	0.053	0.306	Low	Low	Low	Average	0.130
11	R11	0.146	0.024	0.125	0.286	Low	Low	Low	Low	0.145
12	R12	0.086	0.094	0.104	0.070	Low	Low	Low	Low	0.089
13	R13	0.104	0.023	0.095	-0.053	Low	Low	Low	Low	0.043
14	R14	0.073	0.118	0.111	-0.125	Low	Low	Low	Low	0.044
15	R15	0.075	0.108	0.000	0.242	Low	Low	Low	Low	0.106
16	R16	0.024	0.073	0.079	0.143	Low	Low	Low	Low	0.080
17	R17	0.023	0.070	0.125	0.286	Low	Low	Low	Low	0.126
18	R18	0.106	0.048	0.175	0.242	Low	Low	Low	Low	0.143
19	R19	0.065	0.047	0.024	0.250	Low	Low	Low	Low	0.097
										0.349
	AVG									

In addition, the further data analysis see the correlation between the super intensive IELTS program to the real International test by doing the regression test. The result obtained

the regression equation $\hat{Y} = 0,166 + 0,867.X$. It meansthe result of the final test score is positively correlated with the result of International test score. The regression equation shows that each addition of one score of final test result followed by the improvement of result of International test of lecturers equal to 0,867 with constant 0,166. Next, the further analysis of data obtained the coefficient correlation indicate how big is the contribution of super intensive IELTS program toward real IELTS test. It can be seen on the following table

Table 6. Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.959[a]	.921	.916	.1857	1.285
a. Predictors: (Constant), International test score					
b. Dependent Variable: final test score					

Based on the test results in table 6, the correlation coefficient between the final test score (X) and the international test score (Y) lecturer is 0.959. It means that is there is a significant relationship between the final test score and the international test score of batch II lecturers.

Furthermore, to enhance how strong is the percentage of correlation between final test score and international test score, the calculating coefficient of determination (r2) is conducted. The calculation in Table 6 shows determination coefficient is 92.1% or $r^2 = 0.921$. This means that 92.1% of final test scores influence the international test scores. Meanwhile, 7.9% was contributed by other factors.

DISCUSSION

From the findings it is found that in the preliminary diagnostic test, the lowest ability is in listening skill with an average score of 2.4 and the highest on Speaking with an average score of 3.72. While in the first progress test, the lowest skill is in writing with an average score of 3.95 and the highest fixed is in Reading with an average score of 4.71. Furthermore, in progress

test 2, the lowest skillis in writing with an average score of 4.37 and the highest is in Reading with an average score of 5.55. For the final test, the lowest skill is in Writing with an average score of 4.57 and the highest is on Reading with an average score of 5.39. While on the International Test, the lowest skill is on listening with an average score of 5.55 and the highest is in Writing with an average score of 5.82. Moreover, from the results of the study, the skill that has the highest capacity increase in the SUPIN-IEDUC program is on listening ability, while the lowest increase is in speaking ability. In addition, the results of the research shows the evident that there is a positive correlation between final test score and international test score of batch II lecturer by getting coefficient of determination equal to 0,921. It means that the acquisition of final test score of SUPIN-IEDUC resulted in a positive contribution of 92.1% of the result of International Batch II lecturer's score.

CONCLUSION

Based on the result of the study, it can be concluded that the average score of batch II IELTS lecturers' initial skill is 3.2 which is included to low category, with the lowest skill is in listening and the highest is in speaking. After participatingin SUPIN- IEDUC program, the IELTS skill of batch II lecturers improved to mid categorized, especially in listening skill which experienced the highest increase meanwhile speaking gets the lowest gain score. Based on the result of the study, it is proven that there is a positive correlation between final test score and international test score of batch II lecturers. The result of SUPIN-IEUDUC final test score gave positive contribution to the result of batch II lecturers' international test score. The implication of this study is the revealing of lecturers' IELTS score prediction by looking at the regression equations. If it were targetedd to achieve score of 7, then the 7.5 up to 8 results of final tests score is needed.

SUGGESTION

From the result of the study, the researcher can put forward into some suggestions. It is necessary to do a further research as a comparison from the result of SUPIN-IEDHC I and II to see the development of IELTS lecturers. This is mainly due to differences in training duration between 2 months and 3 months.

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NARRATIVE INQUIRY: PEERS' FEEDBACKS EFFECT TO IDENTITY CONSTRUCTION OF INDONESIAN PRE-SERVICE TEACHERS

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Abstract: Teacher identity has become an issue in teaching and teachers' professional identity development since the identity influences teachers' teaching pedagogies and teachers' development. Many studies have explored teachers' identity from in-service teachers' perspectives. Somehow, small attention has been paid to teachers' identity construction from pre-service perspectives in Indonesian context. To fill this gap, this research investigated how Indonesian pre-service teachers constructed and reconstructed their identities through peers' feedbacks in a micro-teaching class. There were three pre-service teachers from Sanata Dharma University who participated in this study. The data were obtained through field observations and interviews. Using Yuan and Lee's (2015) theory, the study investigated the cognitive, social and emotional processes of their teacher identity construction. The findings of the study suggested that pre-service language teachers developed and modified their identities through peers' feedbacks in a teaching practicum. The findings also showed that feedbacks delivered positive and negative impacts to pre-service teachers' identity construction. Although some of the pre-service teachers did not change their beliefs, they still used the feedbacks to prepare for their next teachings. The study supported the theory that teacher identity affected to pre-service teachers' teaching pedagogies. This paper suggested some implications for policy makers, language teacher education, and pre-service teacher education. A further research with a longer duration is expected.

Keywords: *peers' feedbacks, pre-service teachers, teacher's identity*

INTRODUCTION

The discussion of identity construction becomes one of the important issues in teaching and teachers' professional identity development (Wright, Loughlin, & Hall, 2017; Kennedy, & Lees, 2016; Day & Kington, 2008; Olsen, 2008; Alsup, 2006; Stryker & Burke, 2000). The urgency of teachers' identity studies exists because it does not only contribute to teachers' self-development, but it also contributes to policymakers and students. Some studies (Palmer, 2009; Alsup, 2006) state that teachers' identity will influence teachers' teaching pedagogies and

teachers' development. Because the identity is elaborated in the classes by the teachers, the students who join the learning process will be affected (Alsup, 2006; Day and Kington, 2008).

Because of the importance of teachers' identity issue, many studies have explored the identity from in-service teachers' perspectives (Palmer, 2009; Alsup, 2006). Others have examined teachers' identity from pre-service teachers' perspectives and novice teachers' point of views, because of the identity construction process in teacher education (Yuan & Lee, 2015 & 2014; Trent, 2010). Moreover, the studies of teacher identity have been undertaken in some contexts, such as America (Beauchamp & Thomas, 2009), Australia (Walkington, 2005), South Africa (Jansen, 2001), and Malaysia (Chang-Kredl & Kingsley, 2014). Somehow, in the google scholar, the researcher did not find any study who explored pre-service teacher's identity construction in the Indonesian context. In order to fill this gap, the researcher explores teacher's identity in Indonesian contexts.

Specifically, the researcher decides to examine three pre-service teachers' identity construction through peers' feedbacks in a microteaching class in Sanata Dharma University, Indonesia. Yuan and Lee (2015) argue that in a micro-teaching class, pre-service teachers construct and re-construct the teacher identity. Some of the pre-service teachers may fail to construct the identity and leave the profession. Others may transform their identity and commit to the identity. Moreover, most qualified teachers have created their images of teaching and their teacher identity in their initial teacher education programs.

This study aims to discover Indonesian pre-service teachers' perception of peer's feedbacks related to their identity construction. The findings will be also beneficial for policymakers in the university. In which, they can create a positive learning atmosphere which can help the pre-service teachers to develop authentic teacher identity. Thus, the research question in this study is "how do peers' feedbacks in micro-teaching classes effect to pre-service teachers' identity construction?"

REVIEW OF RELATED LITERATURE

This section explores five main literatures: Indonesian pre-service teachers and micro-teaching, identity construction and agency, dimensions of identity, the cognitive, social and emotional processes of teacher identity construction in micro-teaching and constructing teachers' identity through peers' feedbacks.

1. **Indonesia pre-service teachers and microteaching courses**

Pre-service teachers are defined as teacher candidates or teachers-in-training (Vesely, Saklofske, &Nordstokke, 2014). In Indonesian contexts, the pre-service teachers study for about four years to have their bachelors. In the process of the teacher training, the pre-service teachers involve in some programs. One of the programs is micro-teaching. Some studies (Yuan and Lee, 2014; Gebhard, 2009; Tang, Hernandez, & Adams, 2004) argue that microteaching is a core in teacher education program. In microteaching, pre-service teachers are being prepared to confront real teachings. Microteaching is a complex process in pre-service teachers' education program. The pre-service teachers are expected to enhance their skills, such as pre-service teachers' teaching knowledge, skills, and abilities (Kusumaningrum, 2018). The pre-service teachers experience the complex process in guidance by their mentors and their peers (Grudnoff, 2011; Cheng, Cheng, & Tang, 2010; Gebhard, 2009; Fang, 1996).

In Indonesian context, a micro-teaching becomes more complex because of the teaching context. In Indonesia, English is taught as a foreign language (EFL). English teachers need to teach English more than just a skill, an ability or knowledge. Kusumaningrum (2018) shows some challenges experienced by English teachers in Indonesia, such as: multicultural and multi religions in Indonesia. People in Indonesia respected religion issues. Teachers need to consider the materials in teaching selectively. It may hinder the teachers from harming Indonesians' beliefs. Moreover, Sneddon (2003) confirms that Indonesia has 550 local languages. English teachers may counter varied dialects (Kusumaningrum, 2018). Thus, pre-service teachers need to have clear images of a teacher before they experience teaching in real schools.

2. Identity construction and agency

Identity theory is related to the writings of George Herbert Mead (1934). Somehow, the identity theory is introduced at the 1966 meetings of the American Sociological Association (Stryker & Burke, 2000). One of the famous identity studies, Stryker & Burke (2000), mentions that identity can refer to three definitions: (1) it refers to culture of people where identity and ethnicity are the same, (2) it refers to social category, and (3) it refers to parts of a self which is constructed of meanings that humans connect to multiple roles they play in societies. Stryker & Burke (2000) imply that an identity is shaped by society. The theory is in line with Erikson (1950, 1963) stages of psychological development where he promotes nine stages of the development. He states in his work that identity is not firm. It changes over time. In the process of constructing the identity, others influence much (Hall, 2004) as well as the person needs to

negotiate meanings. Clarke (200) defines agency in structure. Furthermore, an identity is showed when someone participates in a group in which he must adapt to a collective identity.

The study of identity has become very important for teachers because of many causes. Firstly, the study of teacher identity is related to the professional development (Lankvelda, Schoonenboom, Croiset, & Beishuizena, 2017; Rodgers & Scott, 2008). Teachers who attach themselves to the role of teachers, will link themselves emotionally to the identity (Lankvelda, Schoonenboom, Croiset, & Beishuizena, 2017). Day and Kingston (2008) provide some cases of teachers who could not develop their true identities because the negative feedbacks that they obtain in a society they enter. Secondly, the identity affects teachers' pedagogy in teaching (Alsup, 2006). The teacher identity will affect students that are taught by the teacher. Varghese, Morgan, Johnston & Johnson (2009) argue that teachers have a huge role in the constitution of classroom practices. The identity reflects on their beliefs, ideas, knowledge, and attitudes which the teachers perform in classrooms.

3. Dimension of identity

Day and Kington (2008) state that an identity is a composite which consisted of interaction between three dimensions, namely professional identity, situated and socially identity, and personal identity. These three dimensions could be understood as follows.

Professional identity: this dimension relates to social and policy expectation of ideal teachers. In Indonesia, the expectation of ideal teachers from a policy point of view may be different from one to another, such as KTSP and K13. KTSP curriculum needs teachers to dominate the classes. Meanwhile, K13 demands teachers to involve more students' participation. K13 also needs the teachers to be able to operate technology in classrooms.

Situated and socially identity: this dimension relates to a workplace, a school, a department or a school. In the places, the identity is affected by local conditions (pupil behaviour, etc), support and feedback. The identity is constructed through experiences with pupils, support and feedback from teachers' immediate working context.

Personal identity: this identity is constructed outside schools. It is linked to family and social roles, such as a role as a father or a mother, etc. Feedbacks are received from family and friends.

Day and Kington (2008) argue that the interaction between the three dimensions contribute to teachers' sense of commitment (manifestation of belief and motivation), agency (ability/resolve to pursue one's own goals), well-being and job satisfaction (sense of fulfilment and achievement), and resilience (the ability of an individual to with stand or recover quickly from difficult conditions related to self-efficacy). In their study, they claim that elements of work and life, such as: school/departmental leadership (63%), supportive colleagues (58%), family (52%) pupil behavior (87%), workload (70%), etc. may stop or help the crystallization of identity construction, such as teachers' professional knowledge, their personal experiences, beliefs and values, the 'micro-politics' of the school setting and its pupils, and wider policy and socio cultural contexts.

4. The cognitive, social and emotional processes of teacher identity construction in micro-teaching practicum

In this paper, the participants are pre-service teachers. To understand teacher identity construction in a pre-service teacher education program, this section provides a theory of three elements in the construction process (Yuan & Lee, 2014). Yuan & Lee (2014) state that there are three elements involved in the pre-service teacher identity construction. They are cognitive, social, and emotional processes. These elements are parts of pre-service teachers' lives.

The first aspect is a cognitive aspect. This refers to what teachers know and believe (Borg, 2003). The pre-service teachers' beliefs and knowledge are implemented in their teaching practicums (Johnson, 1994). Some studies (Kenyon, 2017; Kayi-aydar, 2015) show that ideologies impact how teachers teach in the classrooms. Kayi-aydar (2015) studies three pre-service teachers enrolled in a master's program designed to prepare teachers for elementary schools in the U.S. She discovers that the pre-service teachers' beliefs affect the way they teach.

The second aspect is the social aspect. It refers to a socialization process that the pre-service teachers make during the process of learning to teach (Yuan and Lee, 2014). This aspect argues the importance of teacher's feedbacks to help the pre-service teachers understand school settings, pedagogical skills, and their self-understanding (Yuan and Lee, 2014; Sexton, 2008; Mcloughlin and Maslak 2003). On the other hand, peers also influence the pre-service teachers in understanding different needs of others, knowledge and skills (Flores and Day, 2006). Even so peers contribute positively, Yuan and Lee (2014) argue that sometimes the interaction

between the pre-service teachers can exert negative impacts, such as they fail to construct a positive view of teacher identity and want to quit from teaching.

The third is the emotional aspect. The emotion becomes important in teaching because teaching itself is emotional practice (Yuan and Lee, 2014). The emotional aspect is usually involved much in teaching (Mueller & O'Connor, 2007; van Veen, Sleegers, & van de Ven, 2005; Zembylas, 2003). Thus, emotional aspect is considered as one of aspects in the formation of identity. The emotional aspect also affects teachers' professional and emotional decisions both positively and negatively. In fact, some studies have shown that the feeling of unsupported, depressed, and workload may affect teachers' decision to leave the teaching profession (Yuan & Zhang, 2017; Tao & Gao, 2017).

5. Constructing teachers' identity through peers' feedbacks

Alsup (2006) states that humans are social creatures. Human beings deal with stress and share successful experiences with others. Moreover, humans evaluate themselves by comparing themselves with others who are engaged in the similar activities. In the interaction between the pre-service teachers, they shape each other's identity through feedbacks. Many studies have claimed the importance of feedbacks from peers in the process of learning to teach (Wright, Loughlin, & Hall, 2017; Kennedy, 2015; Olsen, 2008). The interaction becomes important because how the pre-service teachers feel about their works would affect how they develop themselves (Valencia, 2006).

To understand a process of identity construction, many studies have used Wenger's (1998) theory of identity construction (Trent, 2010; Tsui, 2007; Bathmaker and Avis, 2005; Darling 2001). Wenger (1998) states that the participation in a community has been understood as a key to identity construction. Trent (2010) in his study summarizes Wenger's study into three parts of identity construction. They are engagement, imagination, and alignment. Wenger (1998) purposes that an identity is constructed along with the involvement in a community. Trent (2010) describes identity construction as an experience in which the experience will affect them in creating the image of a teacher.

In fact, studies have stated the importance of others in developing teachers' identity, since others, such as family and peers, shape the pre-service teachers' identity. Moreover, Day and Kington (2008) state that one of the dimensions in teachers' identity construction is peers

or colleagues. Positive peers' feedbacks deliver a positive contribution to the process of identity construction. Valencia (2009) states that the interaction between a teacher and his peers in a teaching practicum delivers either positive or negative contribution. In the teaching practicum, pre-service teachers do not only improve their teaching styles and understand classroom management, the teaching practicum also could interrupt the pre-service teachers to develop more authentic professional identities. The needs to assimilate with peers in a practicum class force the pre-service teachers to suppress their beliefs, ideas, knowledge, and pedagogical strategies. Valencia (2009) presents a case about a pre-service teacher who was observed by two teachers who had different pedagogical styles. The pre-service teacher felt powerless to develop her teaching style because of the teaching community she dealt with. Valencia (2009) further shares a case about a pre-service teacher who feel desperately when she works with her peers. She could not implement her authentic idea, it makes her very desperate about teachings.

In the process of identity construction, it is important to have supported feedbacks which will make the pre-service teachers feel positive about themselves. The feedbacks become important since they will create emotions. Day & Kington (2008) argue that emotions play an important part in developing an identity. In addition, they add that the way the pre-service teachers feel about their works become keys to develop positive identity inside the pre-service teachers.

METHODOLOGY

This research was conducted in Sanata Dharma University Yogyakarta, Indonesia. Sanata Dharma university has trained pre-service teachers since 17 December 1955. This study was conducted in Sanata Dharma because this university had qualified experiences in educating pre-service teachers.

English language study program (ELESP) is one of Sanata Dharma's study programs. The study program places micro teaching classes on the sixth semester. In the seventh semester, the pre-service teachers will have real teaching practices in some schools. Hence, the practices in microteaching courses are aimed to help pre-service teachers really understand the real school contexts. In order to do that, the feedbacks are made to cover some skills which the pre-service teachers need most in doing real teachings.

The pre-service teachers must practice teaching in the microteaching courses for two turns. In every turn, they will have feedbacks from their mentor and peers. After they practice teachings their peers for two turns, they will teach a lower class in the same study program or in other study program. Time allocations for teaching the lower class will depend on the teacher that handles the class. The pre-service teachers also receive feedbacks from the teacher and the students in the lower class. Although the pre-service teachers receive feedbacks from their teachers, peers, and their students in the lower class, the researcher only focuses on the feedback from the peers.

This study used a random sampling. The researcher gathered the data from one of ELESP Sanata Dharma's micro teaching classes. There were three pre-service teachers who joined this study namely, Acha, Tya, and Ela. The participants in this study were chosen randomly. The researcher had never met and known the participants before the researcher conducted this study. The data were collected through observations and group interviews. One interview spent 30 to 40 minutes. The questions in the interviews were driven from Yuan and Lee (2014) theory where the teacher identity construction was related to three aspects. They were cognitive, emotion, and social aspects. There were two times observations. The interviews were semi-structured, and audio-tape transcribed. Bahasa Indonesia was used in the interviews, aimed to make the participants feel comfortable when they shared their experiences.

In the first observation, 5th April 2018, the researcher observed the pre-service teachers' teaching practices. In the second teaching practices, the researcher observed and then interviewed the participants after they finished the teaching practices on 19th April 2018. The pre-service teachers were interviewed after doing their second micro teaching practices. Acha and Tya were interviewed in a group interview. Somehow, Ela was interviewed individually. The interviews were recorded and then transcribed. The researcher interviewed Acha, Tya, and Ela again after they finished their teachings in lower classes. The researcher interviewed Acha on 31st May 2018. Tya was interviewed on 6th June 2018. Ella was interviewed on 7th June 2018. The second cycle of interviews aimed to observe whether there were some changes in the pre-service teachers' perceptions.

In this study, all of the interviews were transcribed due to the importance of the narratives which the pre-service teachers shared. Varghese et al. (2005) argue that an identity is discursively constituted, mainly through a language. Moreover, some post-structuralist

theories argue that identity construction appears through an identification of her or his position in a discourse (Weedon 1997,108).

RESULTS AND DISCUSSION

In this section, the researcher reports the findings case by case. It aims to make the discussion easy to be followed. There were three students which were interviewed namely, Ela, Acha, and Tya. The findings and discussion in this section aimed to answer the research question; "how do peers' feedbacks in micro-teaching classes effect to pre-service teachers' identity construction?"

Ela: feedbacks are very important

Ela was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. When the researcher interviewed Ela, she just finished her second teaching time in the microteaching class. In the first interview, Ella stated that she really wanted to be a teacher. Having asked about the importance of feedbacks from her classmates, she answered that the feedbacks were very helpful for her as she mentioned in the interview.

> Yes, the feedbacks were very helpful. When I taught for the first time in the classroom, I had lack of confidence. If I want to be a teacher, I must be confident. For this second turn, I tried to be more confident. Because I could be more confident in this second turn, I could handle the class. For this second teaching, my feedbacks were good.

Ella related the feedbacks as a part of her identity construction. Because she did not have any experience in teaching real schools, she took the feedbacks as one (cognitive) of elements in her teacher identity construction. Moreover, she could generate the teachers' images that she wanted to have because of the feedback. When the researcher asked Ela to summarize her beliefs and perspectives of what she should have when she became a teacher, she concluded that there were four things she should have as she mentioned in the interview.

> First, a teacher must be patient because she must deal with many types of students. A teacher should not get hurt easily by the students' behaviors in the classroom, such as getting hurt by moody students. Secondly, a teacher must be active. If a teacher does not teach actively, the students may be unmotivated. Then, a teacher must be eye-catching and master materials.

The feedbacks which the participants received, developed more than cognitive elements, such as the beliefs and perspectives of being a teacher; moreover, it gained Ella's teaching skills. The feedbacks helped her to prepare for the next teaching. In conclusion, she mentioned that the feedbacks help her prepare the next teaching. It was mainly social skill.

After she did her teaching in the lower class, the researcher interviewed Ella again to observe whether Ella had some changes in her identity construction. The researcher discovered that Ela kept her intention to become a teacher. It happened because she experienced being supported by the students in the lower class. She shared that she felt sick when she taught in the lower class. Fortunately, the students in the lower class understood her and cooperated with her in finishing the teaching at the day. Ela's response to her teaching in lower class was different from Acha and Tyas. Ela shared positive experiences in teaching the lower class.

Furthermore, the researcher asked her whether she felt supported by her peers or not. She described her peers as unsupported ones. She stated that she discovered gaps between peers. The pre-service teachers did not support each other. She also shared that she was afraid to make mistakes because her friends may make cyberbullying. She had a negative experience in the first semester where she felt the bullying. The experience created a trauma for her. It impacted her relationship with her peers. She shared that she felt unconfident if she taught her friends. She felt being judged.

The experiences from Ella showed the importance of agency in structure. In this case, Ella showed her agency between the groups she met. Although her peers did not support her dream to be a teacher, she could gain supports from other group, the lower class. Clarke (2008) argues that a person can negotiate meanings and leave a space to improvisation. Bakhtin also states that sometimes world views and discourses can overlap and conflict claims. Thus, a person needs to negotiate meanings and to create meanings for themselves.

Acha: let's see what will come

Acha was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. Acha taught a student privately once, but she did not stay with the job. When the researcher interviewed Acha, she just finished her teaching in the microteaching class. At the day, it was her second time to practice teaching in the microteaching class.

Acha described her peers' feedbacks were important as she mentioned it in the interview.

> The feedbacks are very important. By getting feedbacks from my classmates, I can be more confident and talkative. Moreover, I can make more gestures when I teach.

Acha said that the friends she taught made-up the class setting to test her skills. Somehow, she concluded that the feedbacks helped her to improve her skills in teaching. In the interview, she stated that the feedbacks delivered stimuli which helped her to improve her skills and understand the class setting.

> My classmates' feedbacks were given naturally, but the class setting was made up to test me. I feel that the feedbacks delivered stimuli to improve my skills in teaching.

Based on the answers, Acha mentioned that the feedbacks given by her classmates were very helpful to improve her perspective (cognitive) of being a teacher, such as a teacher must be confident and talkative. She also renewed her perspective that a teacher must make more gestures in the classroom. Although she did not teach in a real school, Acha said that the feedbacks gained her perspective (cognitive), her emotional development (emotion), and class setting (social). Perhaps, it was difficult for Acha to implement the feedbacks she obtained in the micro-teaching class to a real school setting because she did not have any experience in teaching a real school setting. Having a little or no experience in teaching in real school can result in negative feelings (Tao & Gao, 2017; Yuan & Lee, 2014).

After finishing her teaching in a lower class, the researcher interviewed Acha again. In this second interview, Acha showed her emotional confusion. Acha stated that she faced conflicts. She said that she did not want to be a teacher. She shared that she did not want to become a teacher. Her mother was the one who wanted her to be a teacher. She also shared that she had ever taught students privately, but then she left the students. She also joined an online course as one of the teachers there, and she left. Acha shared that she could not enjoy the teachings.

When the researcher asked her whether the confusion happened because of her peers' feedbacks or not. She stated that perhaps the confusion did not happen because of feedbacks from her peers. Although she answered that the feedbacks from her peers did not contribute to her, she described that many of her friends did not want to be teachers.

Trent (2010) describes identity construction as an experience. In the process of identity construction, the person allows a larger group identity becomes a part of his identity. In this context, Acha described that many of her friends did not want to be teachers. Acha, herself, acknowledged that she did not come to the study program because of her willingness to be a teacher. The confusion she felt and unsupported identity her friends showed in the micro-

teaching class may lead her to fail in constructing more authentic professional identities (Valencia, 2009). It could be seen in her answers when the researcher asked her what she would do after graduating. She answered that she did not know. She described it as:

> I don't know what I will be in the future. Let's see what I will get.

Clarke (2008) argues that a person will fashion and refashion his identity along his life. The teacher identity itself is a combination of past, present, and future of teacher images. In this case, Acha failed to construct her teacher identity because she did not have strong intention to be a teacher when she entered the study program. On the other hand, her peers in the teaching practicum did not deliver positive feedbacks which would affect to her identity construction (Valencia, 2009; Day & Kington, 2008).

Tya: I don't care

Tya is a female pre-service teacher. She also practised her second micro teaching at the day the researcher interviewed her. Somehow, the researcher discovered that Tya's motif in doing her microteaching was different from Ela and Acha. Tya stated in the interview that she did not want to be a teacher. This response was different from Ela and Acha who still showed the tendency to become teachers. Thus, the feedback from their peers did not really affect her belief of being a teacher.

> The feedbacks did not affect much in me, because I did not want to be a teacher. Hence, when they gave me feedbacks, I didn't really care about it.

The researcher showed some photos which the researcher took in her class. The researcher showed her that some of her peers did not really pay attention to her while she taught. Some of the students fall asleep. Tya also felt that her peers responded to her teaching differently. Although she felt that her friends acted differently toward her, she did not perceive it as an offence. She tried to understand the class condition. She said like this.

> When I taught, my classmates got very silent. It seemed that they did it on purpose. When the other teachers taught, the class looked so alive. Maybe, my friends got tired.

Although Tya did not feel that the feedbacks changed her belief (cognitive) of being a teacher, Tya still felt that feedbacks helped her to prepare her for the next teaching. Tya stated that she would teach in a lower semester. She had observed the classroom. She stated that the students in the classroom were very quiet students. The feedback she received help her to

manage a quiet classroom to be more alive (social). This capability of making the class more alive is one of the social aspects a pre-service teacher can gain through feedbacks (Yuan, 2014).

After having her teaching in the lower class, the researcher interviewed Tya again. In this second interview, Tya shared how she could join ELESP study program. There were two factors drove her to enter the study program. Firstly, she was not accepted in Geography UGM. Second, her mother only gave her two choices: Psychology or ELESP. She said that she did not need any effort to learn English, then she chose ELESP.

Tya shared that teaching the lower class did not really affect her choice to leave the teaching profession. Unsupported peers were the problem. She shared that her peers did not support her while doing her micro teaching practices. When she asked her friends to dance, the friends acted passively. When she needed her friends to act passively, the friends acted critically. Those experiences discouraged her to teach (emotional). She also shared that the friends competed for each other and delivered "revenge". For example, a friend felt that his micro teaching failed because of one of friends, then he would do a "revenge" because of the experience.

At the end of the interview, the researcher also asked whether she had experience in teaching outside the university context. She shared that she did a private teaching once, but she could not enjoy it. Not only fail to enjoy teachings, but also Tya showed that she would not continue teaching after graduating from the university. She stated that she would choose another field for her master's degree.

Positive and negative results of feedbacks

These participants', Acha, Tyas, and Ella, responses showed that peers' feedbacks and how the larger group behaved, affected them in constructing their teacher identities. In these findings, the study discovered that peers' feedbacks delivered positive and negative results. The feedbacks helped the pre-service teachers to develop their skills in teaching and handle classes. Acha showed that the feedbacks helped her to be more confident and understand what competence's a teacher should have. Ela experienced the emotional construction. Whereas, Tyas shared that the feedbacks helped her to prepare for the next teaching.

Somehow, in the second interview, the participants showed some changes. The second participant, Acha, discovered confusion in her identity construction. She was still confused whether she would stay to become a teacher or not. The third participant, Tyas, established her desire to leave a teaching profession. Tyas also shared the unsupported peers she had in the class. Besides she did not have a dream to become a teacher, the experience of unsupported peers discouraged her to teach. On the other hand, the first participant, Ella, who complained about her confidence in first teaching shared that she really wanted to be a teacher. She experienced being supported by her students in the lower class. Ella also shared that her peers did not help her to be more confident.

These feelings of being judged and having unsupported peers delivered negative impact to participants' identity construction. However, one of the participants could enjoy teaching because she dreamed to be a teacher and she experienced positive feedbacks in teaching lower class. She could stay in her dream because the other community help her to construct positive teacher identity. These findings support an argument that an identity is not fixed (Olsen, 2008; Beijaard, Meijer, & Verloop, 2004). A pre-service teacher will shape and reshape her identity. The identity itself is a combination of many experiences (Clarke, 2008) and aspects (cognitive, social, and emotion) in life (Yuan & Lee, 2015). Moreover, the pre-service teachers' identities would be shaped and reshaped through experiences in various professional contexts (Chong, Low, & Goh, 2011).

CONCLUSION

This study aimed to observe pre-service teachers' identity construction through feedbacks in microteaching class. This study discovered that peer's feedbacks delivered positive and negative impacts to the pre-service teachers' identity construction. The feedbacks helped the pre-service teachers to anticipate teachings they should do in the lower class. The feedbacks helped the participants to construct their emotional, cognitive, and social aspect. Somehow, they perceived that their peers acted unsupported towards each other. In which, these experiences discouraged some of the pre-service teachers. These peers also delivered negative experiences.

Teacher identity has a significant impact on EEL, somehow this topic needs further investigation. This study only gained the data through observation, interviews, and journal

entries to observing teachers' identity construction. Although this study was narrative positioning, this positioning analysis alone will still deliver a rich contribution to teacher identity construction study. Kayiaydar (2015) states that narrative positioning is useful because the narrative positioning gives insight into how a person constructs their life experiences.

On the other hand, this study has limitation. It did not listen to the mentor of the microteaching class. The voices from the mentor may add the understanding of the pre-service teachers' identity construction. Meanwhile, the participants in this study only three participants. This number of participants cannot describe all contexts of pre-service teachers. A further study with more participants and a longer duration will be more valuable.

The researcher expects that this study can contribute to the pre-service teachers, especially Indonesian pre-service teachers, and policymakers. Hopefully, policymakers may create a positive learning atmosphere which supports pre-service teachers to construct their authentic teachers' identities. The researcher also suggests that pre-service teachers are introduced with teaching practicum in the real school setting from the second or third semester. Finally, the researcher emphasizes the urgency of reflections to help Indonesian pre-service teachers examine their teachers' images and develop agency.

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HEALING MANTRAS OF BANJARESE AND THEIR PORTRAYAL OF SOCIO-CULTURAL VALUES

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Abstract: This study is set as an attempt to study Banjarese healing mantras as part of oral literature that needs to be preserved. Mantras are now prone to loss because more and more people no longer believe in them. In this study, the healing mantras are collected through documentation and interview. In terms of documentation, there are three books related to Banjarese Mantras that we examine to collect the data. In terms of interview, the respondents are chosen using purposive sampling from three regencies in South Kalimantan. The interview in this study is semi-structured interview. The collected data are analyzed using Anthropolinguistics approach focusing on structures, functions, and socio-cultural values behind the healing mantras. The results of the study show that structurally Banjarese healing mantras are commonly opened and closed by Arabic words showing Islamic values. Seeing from their functions, Banjarese healing mantras are casted to heal 21 issues regarding to health. In relation to socio-cultural values, the Banjarese healing mantras show that nature and Islamic teaching play important role in Banjarese people's lives.

Keywords: *healing mantras, local values, language, culture*

INTRODUCTION

Language is crucial part of culture because it is the medium through which cultural transfer from one generation to the next one is possible. Oral literatures including mantra are intertwined with cultural values. Mantra refers to a set of words believed to be magical that by casting it the casters will be able to reach their intended purposes. Those who believe in mantra are those who acknowledge there is a big power out there that can help them. In other words, mantra believers acknowledge that they are powerless as a human and need help, be it from God or others.

In Banjarese context, mantra is controversial in because of conflicted belief whether or not using mantra means betrayal to God. Because majority of Banjarese people are Islam followers, many of them are afraid of casting mantra. They are afraid of believing in other super powers than the Almighty Allah. Believing in such things equal to *syirik*, that is the unforgiving biggest sin in Islamic belief. Moreover, the advanced technology and a more modern life make most people, especially young generation, no longer believe in mantra.

The status of mantra in Banjarese society right now is prone to be forgotten. That is why the study on Banjarese mantras needs to be taken as an attempt to preserve their existence. In this study, the Banjarese mantras becoming the object of study are limited to healing mantras.

Back then when casting mantras was still a common practice in society, healing mantras were believed to be the answer of many health issues. In this study, the language used in healing mantras is analyzed using Antropholinguistics approach. Antropholinguistics deals with the interconnection between language, culture, and society. Through this approach, a text is not only analyzed based on its cotext but also its context. Context here refers to social values underlying the society where the text is produced or used. Through Antropholinguistics approach in this study, healing mantras are investigated to reveal their structures, functions, and reflected social values.

RESEARCH METHOD

The design of this study is descriptive qualitative. This study is descriptive in nature because its main objective is to describe, analyze, and interpret existing phenomena in society. This study is also qualitative because it aims to reveal socio-cultural values of Banjarese as reflected in the healing mantras becoming the data. It is in line with Mack (2005, p.1) who stated that a qualitative approach is applicable for research with values, opinions, habits, social contexts of certain population as its main data.

Data in this study are healing mantras collected through documentation and interview. This is in line with Cresswell (2009) who stated that "Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than relying on a single data source." There are three books about Banjarese mantras that we examine to collect the data. The interview in this study is semi-structured interview. We choose the respondents for the interview purposively in three regencies in South Kalimantan namely Hulu Sungai Tengah, Hulu Sungai Utara, and Tapin. After the data are collected, the healing mantras are categorized based on their functions. The structures of healing mantras in each function are then analyzed based on their lexical choices. The interconnection between healing mantras and socio-cultural values of Banjarese society is interpreted by relating lexical choices (co-texts) of the mantras and their social contexts.

RESULT AND DISCUSSION

The study of oral literature using Antropholinguistics focuses on three scopes of discussion: interconnection, valuability, and continuity. Interconnection deals with material elements of oral literature. Valuability deals with meanings, cultural values, and functions of oral language. Continuity deals with efforts taken to maintain the oral literature as part of local tradition of certain society. The analyses in this study are only focused in interconnection and valuability. It is because the objective of this study is not to take any measure to maintain the continuity of mantra practices. What we aim to do through this study are to describe material elements of healing mantras, to categorize functions of healing mantras, and to reveal socio-cultural values of Banjarese people as reflected in the investigated mantras.

Structures of Banjarese Healing Mantras

Mantras in Banjarese, including the healing ones, commonly have three parts: opening, body, and closing. While body is compulsory, opening and closing parts are not always found. The healing mantras in Banjarese are generally opened with *Bismillahirrahmanirrahim* that is translated as 'In the name of Allah, Most Gracious Most Merciful'. There also found one mantra – the mantra aimed to stop bleeding – that is opened with *Allahumma si lantang bumi*. *Allahumma* is Arabic language meaning 'our Allah', and *si lantang bumi* means 'the One who

own the world'. Seeing from the opening, it is clear that most healing mantras in Banjarese are started with the acknowledgment of their casters towards the greatness of Allah, the only God in Islam. This shows mantra casters' and mantra targets' position as the weak.

The body part of every healing mantra is commonly composed by rhymed words. These words may either have meanings or merely be a set of meaningless rhymed words. The rhymed words in the first part of the body then followed by hopes or intentions of mantra casters. Based on our interview, these rhymed words were the opening part of the mantras before replaced by Arabic words showing Islamic values such as *Bismillahirrahmanirrahim*. This replacement is made as an attempt to acculturate Hinduism, where mantras believed to be important part of, and Islamism so that the casters, who are mostly Muslims, are not afraid of betraying their faith shall they cast mantras for any reason.

Similar to opening, the closing part of Banjarese healing mantras generally includes Arabic words showing Islamic values. Most of the healing mantras are closed with *Barakat laa ilaaha illallah Muhammadarrasulullah*. *Barakat* is a Banjarese word showing the causal of something. *Barakat laa ilaaha illallah Muhammadarrasulullah* shows that the mantras can only work by the faith of the casters to Allah and Muhammad as His Messenger.

Functions of Banjarese Healing Mantras and How to Use Them

In this study, the healing mantras of Banjarese serve 21 functions. Each function has certain way of how the mantra shall be casted. The detailed explanation of the functions and how to use Banjarese healing mantras is given in the table below:

FUNCTIONS	EXAMPLES OF MANTRAS	HOW TO USE
1. **To heal stomachache**	*Bismillahirrahmanirrahim* *Ruk manggaluruk* *Rik manggalirik* *Asalnya di ari mantuk ka ari* *Asalnya ka angin mantuk ka angin* *Asalanya banyu di banyu mantuk ka banyu* *Insya Allah hillang* *Barakat La ilaha illallah Muhammadarrasullah*	This mantra shall be casted by the healer or Islamic spiritual figure (In Banjarese society usually called as *habib* or *tuan guru*). When casting the mantra, oil shall be scrubbed in the painful stomach. The healer or *habib/tuan guru* pray to God to help the patient be well soon. This mantra shall be casted three times. The healer usually took several young guava leaves to be boiled, and the patient is asked to drink that.
2. **To heal hyperthyroidism**	*Tapa, tapu, takuk* *Ah! Mati takuk* *Nuun, wal qalami wama yasturun*	The mantra shall be casted before a glass or a bottle of water, and the patient shall drink the blessed water afterward.

3.	**To cast away foreign object that got in the eye**	*Giling-giling tantadu* *Tantadu kahujanan* *Tagiling mata hantu* *Hilangakan kalimpanan*	The mantra shall be casted when there is foreign object that got in the eye by the person him/herself.
4.	**To heal *samak* (the pain in certain part of the body without us knowing the reason)**	*Caricit burung caricit* *Hinggapnya di batang tawar* *Datu mana nang manyumpit* *Bismillahirrahmanirrahim* *aku menawar*	This mantra shall be casted by the healer or *habib/tuan guru* while messaging the part of body that feels pain.
5.	**To heal ulcer**	*Bismillahirrahmanirrahim* *Tahi cacak, si tahi burung* *Ikam kukacak, ikam kukurung* *Insya Allah inya kada jadi* *Barakat La ilaha illallah* *Muhammadarrasullah*	This mantra shall be casted by the healer or *habib/tuan guru* three times in a row before a glass or a bottle of water. The blessed water is used to clean the ulcer. The abscess is then gently pressed over and over using right hand's thumb clockwise. Lime betel is then applied to cover the ulcer while casting the mantra.
6.	**To help when fishbone struck in the throat**	*Bismillahirrahmanirrahim* *Jun, jun lali dipatuk burung tatut* *Tajun ka balai* *Katulanagan iwak garih laut* *Lawan sagala iwak* *Barakat La ilaha illallah* *Muhammadarrasullah*	This mantra shall be casted by the healer or *habib/guru* to help someone with fishbone struck in his/her throat. The mantra is casted three times before a glass or a bottle of water. The patient shall use the blessed water that has been blessed to rinse his/her mouth and to drink.
7.	**To heal chickenpox**	*Bismillahirrahmanirrahim* *Allahumma solli ala Muhammad* *Allahumma solli wa sallim* *Barakat La ilaha illallah* *Muhammadarrasullah*	This manta is usually casted by the healer or *habib/tuan guru.* This mantra shall be casted over and over again in order for all chickenpox spots to disappear soon.
8.	**To heal heart disease**	*Bismillahirrahmanirrahim* *Asal kadada* *Kambali kadada* *Barakat La ilaha illallah* *Muhammadarrasullah*	This manta shall be casted by the healer or *habib/tuan guru* over and over again while waving black sheet toward the patient. The ritual is usually done in the down.
9.	**To remove poison**	*Hai sangiang baruhuk*	This mantra shall be casted three times. Those who cast the mantra

	Ikam jangan handak mamangsa lawan diaku *Aku tahu asal kejadian ikam* *Anak raja baruntik* *Sangiang garahak* *Sangiang garuhuk* *Garahak, garuhuk* *Hai sangiang baruhuk* *Bajuah ikam* *Jangan paraki anak Adam* *Ikam kusumpah* *Berkat La ilahaillah* *Muhammadurrasullah*	will blow the water after the mantra is casted. The blessed water shall be given to the poisoned person to drink.
10. To treat snake bites	*Nur sakala kuning* *Nur sakala putih* *Matikan namg kuning* *Hidupkan nang putih* *Aku mamatiakan si wangi* *Ngaran ularnya Sartuk Saidina Ali*	This mantra is casted to remove the venom of snake. The mantra can be casted by the bitten person him/herself or someone else.
11. To reduce the effect of being in contact with caterpillar	*Tang kalam mudik ka hulu* *Naik ka tabing disundat babi* *Napa asal hulat bulu* *Alisan kaning tulisan nabi*	This mantra is casted by the person in contact with caterpillar him/herself so that he/she will not get any effect of the contact.
12. To calm down the baby that cries too much	*Sinar, sinur* *Barjam, barja* *Tundung bisik sangkala*	This mantra is casted by parents or traditional masseur.
13. To heal tumor	*Bismillahirrahmanirrahim* *Hai guntur pacahkan tukul ini* *Barakat La ilaha illallah* *Muhammadar Rasullallah*	This mantra shall be casted by the person with tumor him/herself. The mantra is casted while pressing the part of body with tumor when lightning and thunder strike.
14. To heal gastric	*Mardika, mardiku* *Wasika, wasiku* *Bajuah ilmu* *Aku tachu asal kajadian ikam* *Jin taraum* *Bila kada bajauh* *Ikam kusumapahi*	This mantra can be casted by someone else or the patient his/herself.
15. To heal *sawan* (small ulcer usually found in kids' skin)	*Banyu manunggang di atas awan* *Aku tahu asal ikam*	This mantra shall only be casted by the healer or *habib/tuan guru*.

	Darah bisul menjadi sawan	
16. To heal elephantiasis	*Bismillahirrahmanirrahim* *Jaluhu, jalukup, kipasat* *Uguk, ugur* *Sang maharaja baruntik* *Barakat La ilaha illallah* *Muhammadarasulallah*	This manta shall only be casted by the healer or *habib/tuan guru.*
17. To reduce fever	*Bismillahirrahmanirrahim* *Allahumma sholli ala* *Sayidina Muhammad*	This manta shall be casted by the healer or *habib/tuan guru* to reduce the fever of the patient. This mantra shall be casted before a glass or a bottle of water three times. The patient shall drink the blessed water. The remain water is scrubbed all over the body until it lasts.
18. To cast away *kapidaraan* (the illness due to spirit disturbance)	*Bismilla hirrahmaa nirrahiim* *Tawar Allah* *Tawar jibril* *Tawar Muhammad* *Tawar saribu hidangan* *Ulih si Jin Aprit* *Kaluar batu tawar* *Barakat laa ilaaha illallah* *Muhammadarrasulullah*	The mantra shall be casted while blowing the water with *pidara* (Indian jujube) leaves.
19. To help mom during labor	*Bismilla hirrahmaa nirrahiim* *Bungkalang bungkaling* *Tampurung bulu-bulu* *Takalang tapaling* *Ka luar tadahulu* *Barakat laa ilaaha illalah* *Muhammaddarrasulullah*	The woman who is in labor shall drink the water that has been blessed with this mantra.
20. To stop bleeding	*Allahumma si lantang bumi* *Hangat ari ranggang bumi* *Hujan ari rapat bumi* *Bin kulibin bihun* *Siit si (sebut nama orang yang luka parah)*	The bleeding person shall drink the water that has been blessed with the mantra.
21. To heal all diseases	*Bismillahirrahmaanirrahiim* *Rik manggalirik* *Ruk manggaluruk*	This mantra is casted before a glass or a bottle of water. The

Asal di angin	patient shall drink the blessed water to heal.
Mantuk ka angin	
Asal di ari-ari	
Mantuk ka ari-ari	
Asal di bumi	
Mantuk ka bumi	
Asal di banyu	
Mantuk ka banyu	
Barakat laa ilaaha illallah	
Muhammadarrasulullah	

Sources: Sunarti *et.al.*(1978); Sulistyowati dan Ganie (2013); Tim Balai Bahasa Banjarmasin (2016)

Socio-Cultural Values Reflected in Banjarese Healing Mantras

Socio-cultural values in Banjarese healing mantras are interpreted through three aspects: lexical choices, media to help the healing process, and mantras' functions.

In terms of lexical choices, there are several words commonly used in mantra. The words related to nature, such as *banyu* (water), *angin* (wind), *guntur* (thunder), *awan* (cloud), and *burung* (bird) are mentioned in many different mantra for different purposes. This means that Banjarese people live close to and respect the nature. In addition, the most distinctive part in Banjarese mantra are the opening and the closing part. Many mantras, though not all, begin with *Bismillahirrahmaanirrahiim* or *Allahumma.* This incantation is usually chanted by Muslims before doing something. Many Banjarese mantras are also closed by the saying of *Barakat laa ilaaha illallah Muhammadarrasulullah*. This saying means that the casters are wishing for the blessing from God and Muhammad (PBUH).

Furthermore, it is also interesting to note that the role of nature in Banjarese people's lives is not only reflected through the words used in their mantras but also the medium used when the mantras are casted. Water is the most common item used when using mantra. The casters usually chant the mantra before a glass of water which then should be drank by the ones who need it. Other items that are usually used as the medium is Indian Jujuba leaves and Lime betel. This means that Banjarese people believe that nature is the best medium to heal their illness or to protect them from evil deeds.

The socio-cultural values of Banjarese people can also be identified through the purpose of the mantras themselves. Mantra is believed to help people when they are sick, be it from a common illness such as stomachache and chicken pox, or such illness caused by evil intention from others. This means that Banjarese people still believe on magic or spiritual belief. Most mantras cannot be chanted my any people.It will only work if it is casted by the healer or Islamic spiritual figure (In Banjarese society usually called as *habib* or *tuan guru*).

By analyzing the lexical choices, the healing process and the purposes of mantra, it can be seen that nature is part of Banjarese people beliefs and lives. It is not only reflected through the words used in their mantras but also the medium of the mantras themselves. In addition, the

influence of Islamic teaching can be seen through the incantations used in most of mantras and the ones who can cast the mantras.

CONCLUSION AND SUGGESTION

Conclusions

From what we have found in the study, the conclusions that we draw are:

1. Banjarese healing mantras work only for those who believe that they have Allah the Greatest. This shows that the mantras are only media through which prayers are conveyed to the Lord. In other words, mantras are powerless; it's the casters' faith that helps them heal.
2. Linguistically, Banjarese healing mantras are composed in certain ways that show the art of Banjarese in the past in using language beautifully.
3. Culturally, Banjarese healing mantras reflect life values that become parts of Banjarese from past to present.

Suggestions

The suggestions that we make in relation to this study are:

1. Banjarese people need to stop seeing mantras negatively as either betrayal to Allah or outdated culture. Mantras need to be seen as one of oral literature treasures that are part of Banjarese people. As treasures, mantras need to be preserved – despite of believing in them or not.
2. Documentation of mantras is important since the documentation is the best way to keep the trace of Banjarese mantras, especially in the situation when they are hardly passed to the next generation orally.

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THE EFFECTIVENESS OF USING CARTOON VIDEOS IN TEACHING SPEAKING TO THE STUDENTS OF SMPN 2 RANTAU KALIMANTAN SELATAN IN ACADEMIC YEAR OF 2013/2014

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Abstract: This thesis is purposed at proving the effectiveness of cartoon videos in teaching speaking to the Eighth Grade Students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014, and showing that there is a significant difference in speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method. This study is an experimental research. The population of this study was the eighth grade students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014 which consisted of seven classes. The total number of population was 158. There were two classes taken as the sample, Class VIII B serving as control class were taught by using conventional method, while class VIII F as the experimental class were taught by using cartoon videos. Class VIII B consisted of 22 students and class VIII F consisted of 22 students. Both classes were given the pre-test at the beginning and the post-test at the end after the treatment. The data were collected by using speaking test. The data were analyzed by using t-test computation, descriptive analysis, and inferential analysis. The research findings show that there is a significant difference in students' speaking ability between the experimental group taught by using cartoon videos and those who were taught by using conventional method. The result of the pre-test shows that both groups are poor, while the post-test result shows that the experiment group is better than the control one. The mean score of the experimental class in pre-test was 42.50 and that of control class was 42.73. The mean score in post-test of the experimental class was 75.68 and that of the control class was 57.50. It can be seen that the mean score of the experimental class was higher than that of control class in post-test. Furthermore, based on the hypothesis testing, it could be seen that the value of -t obtained (-5.245) < - t table (-2.018), at the significant level 5%. This implied that there is a significant difference of students' speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method.

Keywords: *Effectiveness, Cartoon videos, Teaching Speaking*

INTRODUCTION

English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. Although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64).

In Indonesian education context, formal schooling, for example in Secondary Schools, has very crowded students in a classroom. This real condition indicates that students with mixed ability in one classroom employing different learning strategies. No two audiences are alike: students vary in ability, age and interest, and may have different cultural and learning background; classes vary in size, physical layout and formality; teachers have different teaching style; and learners may have widely differing ideas about what and how they need to learn, (Bao, 2013: 424). It is important for teachers to understand the different types of learning style. Students preferentially take in and process information in different ways. Style is a term that refers to consistent and rather enduring tendencies of preference within an individual (Brown, 2000: 113).

To overcome these problems, a teacher should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) Bao (2013: 424) states that materials should encourage students to contribute their own ideas and draw on their own knowledge, experience, learning styles, class cultures and individual interests.

In this case, the researcher tried to study and test the effectiveness of teaching English speaking using conventional method, controlled by the one using cartoon video as a medium in experimental class in SMP Negeri 2 Rantau to the eighth grade students.

DISCUSSION

Definition of Speaking

Brown (1994: 116) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Lewis and Hill (1993: 54) define speaking as a process that covers many things in addition to the pronunciation of individual sounds.

Teaching Speaking

In teaching speaking, the teachers help their students to develop their knowledge by providing authentic practice that prepares students for real life communication situations. Ur (1996: 120) states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing, and many if not most of foreign language learners are primarily interested in learning to speak. Brown (2001: 267) says that language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language.

From the above statement, it can be concluded that the success of student learning can be seen from the students' ability to communicate in a foreign language not only in the classroom but also in real life.

Strategies in Teaching Speaking

Crisman in Pinandhita (2013: 537) proposes that it is very important for the teachers to adopt as many ways as possible to let students practice English in class. He believe that the success of this teaching strategy is due mainly to the fact that learners can choose what they want to read, listen to, watch and talk about in class. He tries the following ways to do the practice:

a.   Free Talk
b.   Retelling
c.   Short play
d.   Speech Contest
e.   Speaking and Acting
f.   Acting and Speaking
g.   Speaking and Drawing
h.   Watching and Speaking
i.   Acting as Interpreter
j.   Problem Solving
k.   Games

Teaching Speaking for Junior High School Students

Based on the regulation of Ministry of National Education (Permendiknas) NO 22, year 2006 about standard of competencies for English teaching and learning process proposed by BSNP (2006), the grade VIII Junior High School students in the second semester are expected to be able to communicate in English in their daily life. The second year of Junior High School must be able to express some texts. Based on the syllabus for Junior High School in grade eight, the types of monolog text that should be learned by the students are descriptive text, recount text, narrative text, and procedure text. In this research, the problems are limited around the teaching speaking a recount text.

The Role of Teacher in Speaking Class

Teacher has to know the situation of the class, so, teacher can do their role in class. According to Harmer (2001: 271) there are many roles of teacher in speaking class. They are:

a.   Teacher as a prompter
b.   Teacher as a participant
c.   Teacher as a feedback

Teachers have an important role when teaching in the classroom. Teachers not only as a leader who controls the learning process, but teachers also need to be involved in the process.

Strategies for Developing Speaking Skill

Speaking strategies can also help students learn to speak so that students can use speaking to learn (www.nclrc.org). Speaking strategies include things as follow:
a.   Using minimal responses

Students who are not confident in their ability to participate in oral interaction often listen in silence while others do the talking. One way to encourage such students to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. These kinds of responses can be useful for beginners. Minimal response are predictable, often idiomatic phrases that students can use to express understanding, agreement, doubt, and other responses to what another is saying, having a stock of such responses enables students to focus on what the other participant is saying without having continually a response.

b.   Recognizing script

Some communication situations are associated with a predictable set of spoken exchange (script), greeting, apologies, compliments, invitation, and other function that are influenced by social and cultural norms often follow patterns of script. So do transactional exchanges involved in activities such as obtaining information and making a purchase. In this script, the relationship between a speaker's turn and the one that follows it often can be anticipated.

c.   Using language to talk about language

Students are often embarrassed to say something when they do not understand another speaker or when they realize that a conversation's partner has not understood them. Teachers can help students overcome this problem by assuring that misunderstanding and the need for clarification can occur in any type of interaction.

Characteristics of Successful Speaking Activity

Ur (1996: 120) states that there are four characteristics of successful speaking activities as follows:
 a.   Students talk a lot
 b.   Every students has an even chance to talk
 c.   The motivation is high
 d.   The language within students' proficiency level

During speaking activities, students express words, phrases and sentences based on their level of proficiency. The speaking can be understood by other students only if the interlocutors also belong to that level.

General Concept of Media

Kemp (1963: 3-4) mentioned the functions of media general or audio visual aids in particular and their contribution to a language learning as follow:

a.   The instruction can be more interesting
b.   Learning becomes more interactive
c.   The quality of learning can be improved
d.   The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.
e.   The use cartoon video in teaching English speaking is actually meant to help students to catching and expressing their ideas easily. The students can imitate some expression and try to produce their own sentence to communicate.

Cartoon Video in Teaching Speaking

Cartoon (line drawing that are rough caricatures of real people and events) are perhaps the most popular and familiar visual format. They appear in a wide variety of print media – newspapers, periodicals, textbooks and range from comics trips intended primarily to entertain to drawing intended to make important social or political comments. Humor and satire are mainstays of the cartoonist' skill (Heinich et al, 1996: 118). Carefulness in selecting of media applied in the process of teaching and learning is needed in order to reach the satisfactory result of it.

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From definition above, the researcher concluded that cartoon is amusing, which gave a story about person, group or situation.

The primary meaning of video is the display of images on a television-type screen. Any media format that employs a cathode-ray screen to present the picture portion of the message can be referred to as video. Thus, we have videocassettes, videodiscs, interactive video, video game, and so on (Heinich et al, 1996: 198).

Cartoon video in teaching and learning speaking recount text, student can retell the story of a cartoon video and getting idea to tell their own experience. The purpose of the recount text is either to inform or to entertain the audience. Researcher use the cartoon video lessons 'Edutalk' that contains a variety of English conversation that appropriate for students. This video has a wide range of everyday topics of conversation that could be a good example for students. Moreover, the reason of using this video is the availability of subtitles in the video that uses two languages namely English and Indonesia as well. This greatly helps students understand the meaning of the context in conversation and knowing the correct pronunciation.

Recount Text

a. **Definition of Recount**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.
http://www.kursusmudahbahasainggris.com/2013/09/pengertiantujuan-struktur-macam-ciri.html

b. **Generic Structure of Recount**

1) Orientation: Introducing the participants, place and time.
2) Events: Describing series of event that happened in the past.
3) Reorientation: It is optional. Stating personal comment of the writer to the story.

c. **Language Feature of Recount**

1) Introducing personal participant; I, my group, etc
2) Using chronological connection; then, first, etc
3) Using linking verb; was, were, etc
4) Using action verb; look, go, change, etc
5) Using simple past tense

METHODOLOGY

This research used a quasi-experimental research. Creswell (2008; 313) explains quasi experimental include assigment, but not random assigment of participants to groups. This research involved two groups, they will receive different teaching treatment.The score result in the pre-test then compared to each other to find out the differences.

There are two groups or classes in experimental research. They are: control class and experimental class. An experimental class receives a new treatment while control class receives a conventional method. The control class is class B of the eighth grade of SMPN 2 Rantau KAL-SEL in academic year of 2013/2014 and the experiment class is class F. The researcher gives pre-test and post-test to both classes to collect data.

The research was conducted   in SMPN Negeri 2 Rantau Kal-Sel on February 10th 2014–11th March 2014. The school is located on Jalan Gerilya in Tapin regency South-Kalimantan. This school was chosen as the place of the research because the teachers of school had never used cartoon video as the media to teach speaking to the students. The population of this research is the eighth grade students of SMPN 2 Rantau in academic year of 2013/2014 which consisting of seven classes. The total numbers of population are 158 students. This research was conducted in the second semester.

The researchear used *cluster random sampling technique.* There were two classes taken as sample in this research, they were class VIII B as control class and they were taught by using conventional method, while class VIII F as experimental class, they were taught by using cartoon video. The reason to choose these classes was they were ready to be researched. The research was conducted in eight meetings consisting of six meeting in applying the treatment and two meetings for administering pre-test and post-test.

FINDINGS
Descriptive Analysis

In this research the technique of collecting the data was test. The test of this research was administered in form of pretest and posttest. In this chapter will be presented on the result of the research, data analysis and discussion. Research conducted on two classes, namely experimental class (VIII F) with 22 students given treatment using cartoon video, while the control class (VIIIB) with 22 students given conventional teaching. Treatment was given in 6 meetings for basic speaking competence recount text.

Data of Pre-test and Post-test

Data Description of Pre-test Result in Experimental and Control Class

Data Description	Score	
	Experimental	**Control**
N	22	22
Mean	42.50	42.73

Standard Deviation	6.682	7.025
Min Score	30	25
Max Score	60	55

The table shows that the mean of pre-test result in experimental class was 42.50 and standard deviation was 6.682. Moreover, the table also shows that the minimum score was 30 and the maximum score was 60. It can be seen that the mean of pre-test in control class was 42.73 and standard deviation was 7.025. The minimum score was 25 while the maximum score 55.

Data Description of Post-Test Result in Experimental and Control Class

Data Description	Score	
	Experimental	**Control**
N	22	22
Mean	75.68	57.50
Standard Deviation	10.834	12.152
Min Score	60	40
Max Score	95	80

From the table above, it can be seen that the mean of the post-test result in experimental class was 75.68. The standard deviation was 10.834. The minimum score obtained was 60 and the maximum score which was obtained was 95. While the mean of the post-test result in control class was 57.50. The standard deviation was 12.152. The minimum score was 40 and maximum one was 80.

Based on the descriptive data, it can be explained that there was significant different between the experimental and control class. It can be found clearly between the changing score of pre-test and post-test in experimental class, the minimum score was 30 in pre-test to 60 in post-test and maximum score was 60 in pre-test and 95 in post-test, while in control class, the minimum score was 25 in pre-test to 40 in post test and the maximum score was 55 in pre-test to 80 in post-test.

Obtaining data description, the researcher categorized the scores in Qualitative category. This was to describe students' speaking skills between experimental and control class. The

categories are very good, good, fair, poor, and very poor (Nurgiantoro, 2001:399). The categorization was based on the ideal mean and standard deviation. The ideal mean is obtained from 60% of the maximum score and the ideal standard deviation is one – fourth of ideal mean. The possible maximum score is 100. Therefore the ideal mean $Xi = = 60\%$ x 100 =60 and the ideal standard deviation is $Si = 0.25$ x 60 = 15. The following table will indicate the criterion of the scores.
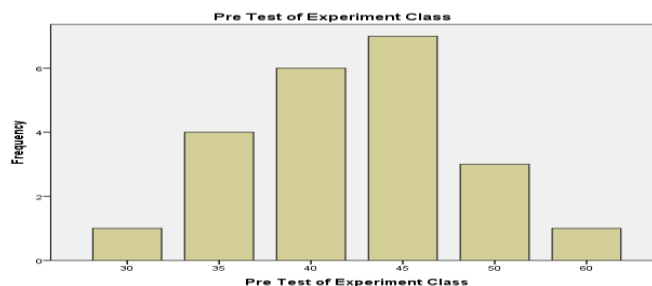
The Categorization of Score

Sigma Scale	Number Scale	Class Interval	Category
+1.5	$Xi + 1.5Si » 60 + 1.5 (15) =82.5$	>82.5	Very Good
+0.5	$Xi + 0.5Si » 60 + 0.5 (15) =67.5$	67.6 – 82.5	Good
-0.5	$Xi - 0.5Si » 60 - 0.5 (15) =52.5$	52.6 – 67.5	Fair
-1.5	$Xi - 1.5Si » 60 - 1.5 (15) =37.5$	37.6 – 52.5	Poor
< -1.5	$Xi - 1.5Si » 60 - 1.5 (15) =37.5$	< 37.5	Very Poor

Data Description of Experimental and Control Class
Data Description of Experimental Class

Before doing the research hypothesis testing, it will first be analyzed regarding the score of the average students, normality and homogeneity of the class experiment and control classes. To see the result of the student learning before and after treated, it is necessary to process and analyze of data on the pre-test and post-test scores.

Pre-test of experimental class was conducted at February 10th, 2014. The researcher came to class and explained what they have to do. Finally, she asked the students to tell their experience of holiday in front of class orally and individually. The recapitulation of the data shown in the following table:

Pre Test of Experiment Class

The chart above we can see that one student got 30. Four students scored 35. Six gained 40. Seven of them got 45. Three of the participants acquired 50 and just one student got 60.

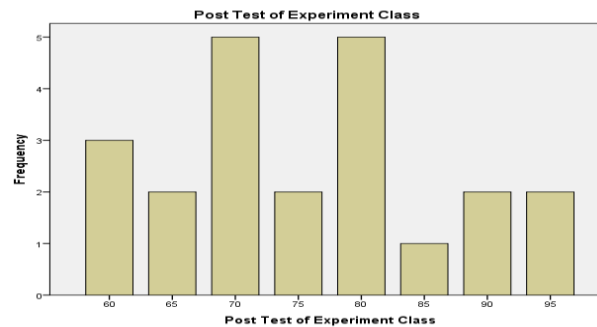**Frequency Distribution of Pre-Test Score Categorization in Experimental Class**

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good

67.6 – 82,5	0	0	Good
52.6 – 67,5	1	4.5	Fair
37.6 – 52,5	16	72.7	Poor
< 37.5	5	22.8	Very Poor
Total	**22**	**100**	**-**

Based on the table, one student was classified of having fair category of speaking skill before using cartoon video in teaching and learning process, sixteen students belonged to poor category and five students were in very poor. In short, most of students or 72.7 % of them were in poor category.

After getting the treatment for 6 meetings by using cartoon video as media in teaching English Speaking Recount Text, the students got post-test in the last meeting to measure the change of the score. Post-test was given after all treatments are conducted. It was conducted at March 6th, 2014.This test was used to measure students' achievement after giving the treatments

The following is the chart of post-test.

The chart above shows that three students acquired 60, two students got 65, and five students obtained 70. Two students scored 75. Five students obtained 80. While one of them got 85. Two students got 90 and two students successfully scored 95. Next, the percentage of frequency distribution of posttest result in Experimental class can be seen in the table below:

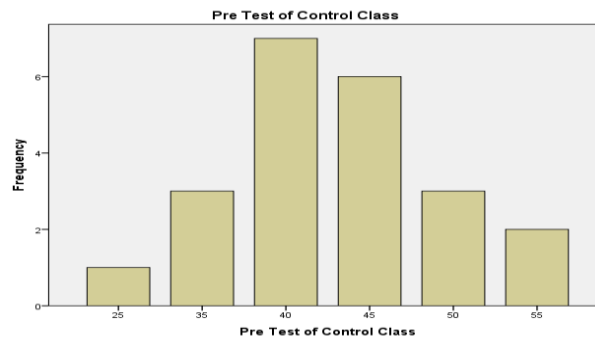**Frequency Distribution of Post-test Score Categorization in Experimental Class**

Class Interval	F	Percentage (%)	Category
> 82.5	5	22.8	Very Good
67.6 – 82.5	12	54.4	Good
52.6 – 67.5	5	22.8	Fair
37.6 – 52.5	0	0	Poor
< 37.5	0	0	Very Poor
Total	**22**	**100**	**-**

The table shows that there were five of twenty two students who were in very good category and twelve students were in good category. The rest of them were in fair category because they got score between 52.6– 67.5. None of students was in poor and very poor category.
Data Description of Control Class

Pre-test was given before treatments. It was conducted at February 12th, 2014. The researcher came to class and explained what they had to do. Finally, she asked the students to retell their experience in the past. And the topic is holiday. The student asked to perform it in front of class orally and individually.

The chart below shows the result of the Pre-Test of Control Class.

The chart shows that the one student got 25. Three out of students obtained 35. Seven students got 40. Six students achieved 45. Three students got 50 and the rest attained 55. The percentage of frequency distribution of pretest result in control class is displayed below:
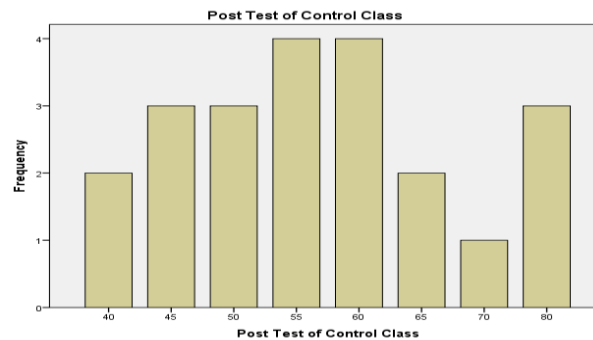
Frequency Distribution of Pre-Test Score Categorization in Control Class

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good
67.6 – 82.5	0	0	Good
52.6 – 67.5	2	9.1	Fair
37.6 – 52.5	16	72.7	Poor
< 37.5	4	18.2	Very Poor
Total	**22**	**100**	**-**

The table displays those two out of twenty two students who belonged to fair category. As many sixteen students of them belonged to poor category. Four students who classified in very poor category. None of students belonged to good and very good category. It can be concluded that the most of the students or as many 72.7% of them were in poor category.

Post-test is given after all treatments. It was conducted March 10th, 2014.

This test is used to measure students' achievement after giving the conventional method.

Post Test of Control Class

From the chart above, it can be seen that there were two students acquiring score 40. Three students got 45. Three attained 50. Four of them got 55. Four students got 60. Two obtained 65. One acquired 70, and the rest gained 80. Next, the percentage of frequency distribution of posttest result in control class can be seen in the table below.

Frequency Distribution of Post-Test Score Categorization in Control Class

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good
67.6 – 82.5	4	18.2	Good
52.6 – 67.5	10	45.4	Fair
37.6 – 52.5	8	36.4	Poor
< 37.5	0	0	Very Poor
Total	**22**	**100**	**-**

The table shows that there was no one of twenty two students in control class who categorized into very good level of speaking skill. As many four students of them belonged to good category because they got score between 67.6-82.5. Ten students belonged to fair category and the rest of them or eight students were classified in poor category. None of students was belonged to very poor category.

Inferential Analysis

Normality
After knowing the descriptive statistical analysis of pretest scores for the experimental class and the control class, the next step is to test the normality of the pretest scores of the both classes. Normality test is performed to determine whether the data is normally distributed between the experimental class and the control class or not. Normality Tests conducted with Shapiro-Wilk test statistics with SPSS 21.0.

Normality test results for pre-test

The Normality Test in Pre-test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Value	Control	.167	22	.112	.939	22	.188
	Experiment	.172	22	.088	.935	22	.156

a. Lilliefors Significance Correction

Testing criteria:

If P> α (0.05), then the normal distribution

If P <α (0.05), then it is not normal

Based on the calculation of the normality test on the obtained of experimental class P = 0.156 and gained of the control class P = 0.188. By comparing the value of α = 0.05 for the experimental class P = 0.156 > α (0.05), and a control class P = 0.188 > α (0.05). It can be concluded that for both data are distributed normally.

Normality test results of post-test
Normality test is done to determine the normal distribution of data or not between the experimental class and the control class. Testing for normality used Shapiro-Wilk test statistics with SPSS 21.0. The test results for the posttest given in the table below:

The Normality Test in Post-test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Value	Control	.145	22	.200	.928	22	.109

Experiment	.155	22	.186	.940	22	.194

a. Lilliefors Significance Correction

Testing criteria:
If P> α (0.05), then the normal distribution
If P <α (0:05), then it is not normal

Based on the calculation of the normality test on the experimental classes obtained at P = 0.194 and P = derived control class 0.109. By comparing the value of α = 0.05, then for the experimental class P = 0.194 > α (0.05) and the control class P = 0.109 > α (0.05). It can be concluded that for both the data are distributed normally.

Homogeneity
Homogeneity Test of Pre-test

Having known that the pre-test data are distributed normally, and then the next step is to test the homogeneity of variance to determine the similarity between the pretest scores. Test of homogeneity of variance using SPSS 21.0. The Results of homogeneity test for pretest the data given in the table below:

The Homogeneity Test in Pre-test

		Levene Statistic	df1	df2	Sig.
	Based on Mean	.033	1	42	.856
	Based on Median	.033	1	42	.856
Value	Based on Median and with adjusted df	.033	1	41.825	.856
	Based on trimmed mean	.033	1	42	.857

Testing criteria:
If the significance value (P)> α (0.05), then the homogeneous
If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.856. By comparing the value of α = 0.05 as the value for P (0.856) > α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

Homogeneity Test of Post-test

Homogeneity test was conducted to determine the data have homogeneous variances or not. Test of homogeneity of variance using SPSS 21.0. Results of homogeneity test for the data given in Table posttest.

The Homogeneity Test Post-test

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.099	1	42	.755
	Based on Median	.046	1	42	.831
	Based on Median and with adjusted df	.046	1	39.034	.831
	Based on trimmed mean	.096	1	42	.759

Testing criteria:
If the significance value (P)> α (0.05), then the homogeneous
If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.755. By comparing the value of α = 0.05 as the value for P (0.755)> α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

Hypothesis Testing

Similarities between the ability of students who received treatment by using cartoon video and conventional can be determined by examining the average pretest score for each class. After testing the data for normality and homogeneity test results of the pretest and posttest is known that the distribution of both pretest and posttest scores were distributed normally and homogeneous, so to test the difference in the two mean posttest used parametric statistical t-test. T-test

(Independent Samples T-test) was performed with SPSS 21.0, with a significance level of 5%. The formulation of hypotheses to be tested**:**

There is a significant difference of speaking ability between the Eighth grades students of SMPN 2 Rantau who are taught by using of cartoon videos and those who are taught by using conventional method.

Criteria for Testing Hypotheses:

- Independent Sample T-test If the -t obtained < -t table or t obtained > t table, then H0 is rejected, Ha accepted.
- If the -t table ≤ t obtained ≤ t table, then H0 is accepted, Ha rejected.
  Based on the significance
- If P> α (0.05), then H0 is accepted, Ha rejected.
- P <α (0.05), then H0 is rejected, Ha accepted.

Independent Samples T-test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
									95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal Variances Assumed	.099	.755	-5.245	42	.000	-18.182	3.467	-25.178	-11.186
	Equal Variances not assumed			-5.245	41.478	.000	-18.182	3.467	-25.180	-11.183

Based on the above table the significance (P) was 0.000. Because of the significance of P (0.000) <α (0.05), Ha is accepted. Based on the above table, it obtained t = -5.245. And table = (df) n-2 or 44-2 = 42, the results obtained for the t table is -2.018. Because of -t obtained (-5.245) < - t table (-2.018), so it can be concluded that there are differences in the ability of speaking recount text in the eighth grade students of SMPN 2 Rantau given teaching by using media cartoon videos with students who were taught by using conventional method. In other words, the post-test score of the experimental group was higher than the post-test score of the control group.

DISCUSSION

The finding showed that student's ability improved. It can be concluded that the implementation of using cartoon videos as a media in teaching speaking recount text was effective. It was proven with students average score in experimental class was higher than control class in the post-test.

The Average Scores of Students

Value	Control Class	Experiment Class
Pre-test	42.73	42.50
Post-test	57.50	75.68

From this research it can be seen that teaching speaking recount text by using cartoon video was effective. The cartoon video in this research has several advantages as follows:

First, the cartoon video is very helpful for teacher to provide media in teaching speaking. Because in teaching speaking recount text, the teacher must provide appropriate materials and media in order to assist students in finding ideas to speak. From cartoon video was watched, students gain a lot of new vocabularies which became the basis to talk.

Second, the researcher used cartoon videos that appropriate with the characteristics of the junior high school students' level. Not too easy and not too difficult. Students can understand the lesson easily and challenged to develop their ability to speak.

Next, the cartoon video was used contains conversations that are used in everyday life. So that students really like to learn the real target language. In addition, students can use the conversation in real life outside the classroom.

Furthermore, the advantage of this cartoon video is the availability of video subtitle language that was shown in two languages at once, English (the target language) and Indonesian (first language). This makes the students get the ease of understanding the meaning of context in the conversation. Besides, students could imitate the pronunciation of the words correctly.

After watching cartoon videos there are many things can be done by students. For example, students were asked to retell anything done by the cartoon character in the video. In

addition, students may also be asked to recount their own experiences related to the story in the cartoon video.

This greatly helps students in learning speaking recount text, because the lessons with fun and learning objectives can be achieved. If the right activities are taught in the right way, speaking in class can be a lot of fun, students can be motivated to speak a lot and to explore their idea.

After conducting the research, the researcher concluded that the use of cartoon videos as media in speaking recount text is effective. Based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the speaking ability of the students in the experimental class who were taught by using cartoon videos shows improvement. The mean score of experimental class in pre-test was 42.50 and in the post-test was 75.68. It can be seen that there is a significant progress from pre-test to the post-test. The highest category in pre-test was poor category. In the post-test the highest category of the experimental class belonged to good category.

   The result of the analysis of the speaking ability of the students who were taught by using conventional method of the control class also had improvement but not significant. It can be seen from the mean score of pre- test was 42.73 and the mean score of post-test was 57.50. The highest category in pre-test belonged to poor category. In the post-test of control class, there were ten students or 54.4 % who belonged to fair category.

2. Based on the t-test, it could be seen that the value of -t obtained (-5.245) < - t table (-2.018), at the significant level 5%. The hypothesis testing indicates that the score of experimental class were significantly higher than the score of the control class. Based on the result of the data analysis, it was found that there was a significant difference of students' speaking ability between who are taught by using cartoon videos and those who are taught by using conventional method.

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HOW EMERGING CONCEPTS AND DIGITAL TECHNOLOGIES CAN RESPOND TO THE CHANGING NEEDS OF THE LEARNERS

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Abstract: The goal of this paper is to know how emerging concepts and digital technologies can respond to the changing needs of the learners. Digital technologies offer us promising opportunities to respond to and incorporate into the practice of educational assessment some of the emerging epistemologies. Epistemologies that may be integral to the effort to deliver high quality education to learners with diverse characteristics and life circumstances in our society. Exploration on development on technology, applied to how we conceptualized and implement assessment may help in the education enterprise to prepare learners for the challenges of the twenty first century workplace. Gordon commissioner and senior scholar Eva Baker (2012) observe that there are at least three rational approaches to dealing with the unpredictability of job and learning requirement in changing global context: 1) educational systems must become both operational and politically agile. 2) Assessment should always include task that call for transfer or the application of learning to new unexpected task, 3) learning and assessment should focus on more pervasive skills that could be embedded in different context and changing subject matter directed toward new applications. Baker identifies two simple and clear policy actions. First transfer must be regularly included as part of test or assessment used to measure learning. Second is to investigate the use of cognitive, interpersonal and intrapersonal skills which is understand as a type of interaction we expect to be demonstrated with components that interact with one another.

Keywords: *Emerging concept, digital technologies, learners*

INTRODUCTION

Digital technologies develop very fast in everywhere and technologies are impacting on students learn. Many schools are using digital technologies like the internet, laptops and tablets to quickly, easily and cost effectively connect students with the huge range of digital services and resources. However, the benefits of learning with digital technologies are accompanied by some challenges and potential risks for students and schools. These 'digital challenges' are real and present a dilemma to schools in using digital technology. Digital information and technology at present have come to school. Schools are advised to recognize and understand the nature of the changes and challenges that digital technology have brought and develop systems and processes to manage these.

Technology mediated social interactions dominate our daily lives, how we can leverage those interactions to the benefit of our learners, and how we can engage them in learning

experiences in ways that will encourage them to practice language extensively. Gordon commissioner and senior scholar Eva Baker (2012) observe that there are at least three rational approaches to dealing with the unpredictability of job and learning requirement in changing global context 1) educational systems must become both operational and politically agile. 2) Assessment should always include task that call for transfer or the application of learning to new unexpected task, 3) learning and assessment should focus on more pervasive skills that could be embedded in different context and changing subject matter directed toward new applications. Baker identifies two simple and clear policy actions. First transfer must be regularly included as part of test or assessment used to measure learning. Second is to investigate the use of cognitive, interpersonal and intrapersonal skills which is understand as a type of interaction we expect to be demonstrated with components that interact with one another for example cognition and motivation.

Technology will determine much of the nature of educational delivery and assessment systems. Unsupervised personal access to knowledge portends a massive and continuing change that will debilitate effort to maintain control and authority over learning. Games and any other programs are an activity which is far from the testing and assessment. It has evolved to include simultaneous players, complex, narratives, and realistic graphics, and interactive task. Numerous games are now attempting systematically, rather than incidentally, to affect learning. In a short term, Baker (2012) predict that learning through technology will be based on these connected elements: 1) longer task involving both independent and collaborative learning 2) mobile or device free connection to technology through camera and sensors 3) use of virtual tools, and 4) automatic ways modifying difficulty. Classroom and informal sources of learning and assessment must also be blurred, placing increasing responsibility on students but giving students guidance on how to be successful with different requirement. Technology may also assist and records students' performances. These developments mean that proximal learning goals and process will be more personalized and standardized. If this is happen that would be difficult for teachers in managing the class.

In the Gordon Commission advancing a postmodern test theory, Mislevy (2012) writes that assessments are sociocultural system, with powerful effect on people and institutions in the subtle ways they influence other practices. They do not simply measure existing qualities in students and they don't event just shape the development of those qualities. Rather, they cause those qualities to exist and people's lives and practices to adapt to them. Any assessment is meant to gather information for some actor, for some purpose, under some constraints, and with some constraints, and with some resources. Each actor-teacher, higher- level educator, policymaker, employer, admissions officer, and so on-need information about how educative efforts are faring in order to evaluate them, allocate resources, or plan next steps. To design or evaluate assessment, we must not only consider what task to include but how best to provide information to whomever needs it and for whichever purpose.

Digital Revolution

The digital revolution has resulted in some changes in every area of everyday life. It includes the language teaching. The development on technology make teacher to thinks the best way to teach the students. As this era with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains. In fact, language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming. Even for those who are inclined to experiment with emerging technologies, it can be challenging to identify which resources, tools, or web sites may best fit a particular lesson, activity, or goal. In fact, such technology

use has become so ubiquitous in our daily lives that the absence in our classroom is quite noticeable.

Many of the most compelling opportunities are situated within the same global social and technology trends that have become common place in daily lives, including social media, artificial intelligence, big data, and augmented reality. These technologies are familiar to many of us, and learning to use them for our personal lives has become an expected societal norm. However, using them for language teaching is often overlooked. Unfortunately, many language teachers are unfamiliar with the extensive body of research and practice produced by professionals in the field of computer-assisted language learning. Yet it can be easily to create opportunities for learners to record their oral production for speaking and pronunciation improvement while presenting them with feedback from native speakers, peers, instructors, or others. It also easily gathers extensive authentic language samples of specific vocabulary relevant to their lexical development and present it to students in a manner that is compellingly contextualized and familiar. It can be easily creating opportunities for students to engage in extensive and meaningful target language practice both in and out of the classroom with interlocutors who offer salient, nonthreatening feedback. Teachers can also anticipate an increasing array of options for creating engaging experiences for learners. Learning to use these contemporary technologies is so much easier than previous literation's of technology that were designed for language teaching

Digital Technologies
Digital technologies challenges can be broadly categorized as: a) Cybersafe: Involves conduct or behavioral concerns. Examples include cyberbullying, smear campaigns, accessing inappropriate content, creating spoof websites or sexting. b) Cybercrime: Involves illegal activity. Examples include sexual offending, accessing objectionable content or online fraud, and 3) Cybersecurity: Involves unauthorized access or attacks on a computer system. Examples include hacking into someone's social media service account, launching a Distributed Denial of Service (DDoS) attack or loading malware onto a laptop.

In general, preventative approaches that rely on technical or other protections simply do not work. These methods have a role but must be balanced with strategies that promote: a) development of skills and knowledge for safe and responsible use of digital technology b) opportunities for students to be involved in decisions about the management of digital technology at the school c) development of a pro-social culture of digital technology use, and d) cooperation of the whole community in preventing and responding to incidents. The ultimate goal is to ensure the online safety of all students.

Using digital information is very different from its physical counterpart. Physical information has a fixed position in place and time. This is not the case with digital information, which can be: a) rapidly duplicated and easily distributed for example a message posted via social media is reposted elsewhere by friends or an email sent to a list of recipients within a very short time frame b) stored in multiple locations for example a photo can be stored simultaneously on a laptop, a smartphone and in the Cloud c) created and communicated automatically for example a smartphone can synchronize emails with another device or an online service d) stored with varying levels of 'discoverability' for example image files that can only be accessed using a password or other method of authentication.

Digital information can be communicated rapidly the 'viral' nature of digital communication enables information to spread rapidly and reach a wide audience. This can make it very difficult to know who has received the information or how it will spread further.

It also requires any action to minimize harm that could be caused by this communication to be taken quickly. Digital information is hard to permanently delete Once digital information or items are created it can be difficult, if not impossible, to permanently delete all copies. For example, digital information can be: a) stored on a range of digital devices such as smartphones, laptops and internet servers as it is communicated. For example, an email or chat message b) copied and communicated automatically or to a schedule making it difficult to know what information is stored where. For example, a smartphone automatically synchronizing stored information with a laptop computer or to the 'Cloud' c) retrieved or restored from the archive or trash after deletion using easily accessible tools d) temporarily stored on a device. For example, a device will download information to display a website and then can delete it when the web browser is closed. Digital information can be remotely accessed Typically, transmitting digital devices such as smartphones or laptops can be accessed remotely via another internet connection. Similarly, the content of a website can be remotely accessed and edited. Example of actions that can be carried out remotely include: a) deleting, adding or editing information stored on a digital device or web page, b) accessing a device's location services to find its specific location, or c) turning on a device's web camera and using it to record.

How digital technologies can respond to the changing needs of the learners.
Digital technology can respond to the changing needs of the learner in all aspects of study. The learner much easier in study online like Massive Open Online Course. Learnings texts that physicals textbooks are slowly being replaced with iPads and various forms of devises connected to online media, etc. The following is a brief explanation regarding how digital technologies can respond to the changing needs of the learners as follows:

1. **Availability of Online Classes and Programs:** One of the first easy observations regarding digital technology and education is that online schools and classes are becoming widely available. Even free online classes called "MOOC's" otherwise known as Massive Open Online Courses are becoming widely popular. Online courses and full online programs are making it possible for learners young and old to unite from all over the world at any given moment, and to have easy access to a course or program from home.

2. **Learnings Texts Are Now Digitalized:** Check the backpack of many high school and college students, and you will find that physicals textbooks are slowly being replaced with iPads and various forms of devices connected to online media. With the fast-paced development of online media, e-books, e-readers, and learning programs developed for iPads, iPhones, and smartphones, the textbook is becoming "extinct" in some areas. You can forget the time when your backpack was loaded down with a stack of textbooks, because learning is going online.

3. **Mobile Learning:** A combination of the result of the sharp and sudden increase in the availability of online courses and programs, and the wide availability of online resources and books, you can now study from your phone. MOOC's such as the well-known "Future Learn" MOOC allow you to access your course(s) from your smartphone. Just open the course, plug in your headphones, and follow the content and the classroom discussions! Whether you are riding the subway or taking a bus or a train you can instantly connect to the world full of learners and learning.

4. **Personalized Teaching and Learning:** Due to the increase in the presence of technology in the classroom, teachers now have more ability to personalize lessons, instructions, and projects for each group or child. By using devices and programs to distribute classwork and

assignments, teachers can personalize lessons and focus on the work of each student. Individualized lessons can be provided to each student, and learning tools enable students to work, perform, and excel at their own pace. Teachers can also now provide feedback, grades, and reports directly to students through online platforms, and online school portals and log-ins.

5. **Guidance and Instruction from Diverse Teachers:** The increase of digital technology has also affected the availability and access to diverse teachers and instructors for students worldwide. One student can be present in a multi-cultural online classroom with teachers with origins from South Africa, England, Brazil, Spain, Russia, and Poland all at the same time. Teachers from different backgrounds and countries all bring their own unique perspectives, cultures, and languages to the table of learning.

6. **Collaboration and Peer-to-Peer Learning in the Classroom:** With an increase in access to online learning, whether part or full instruction is provided online, increased opportunities for students to collaborate together from a variety of places becomes possible. Student bodies, in turn, can be made up of students from all over the globe, with every continent represented. Diverse student bodies also increase diversity in ways of thinking and contributions to class discussions and projects. Inside and outside the classroom students can work together through online platforms and portals to exchange ideas. Students can express ideas and communicate through programs provided by their schools, and also informally through social media programs such as Facebook, Twitter, and Pinterest. Peer-to-Peer learning has become increasingly popular as students share their ideas with each other through online discussions and share documents through programs such as Google Docs. Teachers are encouraging and setting up classrooms that inspire and sometimes require peer-to-peer discussions

7. **Data Driven Instructions and Results:** Another change that is occurring due to the rise of digital technology is the increase in data-driven instruction and results. Although some teachers are being forced to use online grading tools and devices, analysis tools are also becoming more precise. These devices and grading tools can provide more accurate results regarding student performance, but can also result in a teacher's limited ability to judge a student's performance based on the content of their writing, classroom performance, and other contributions.

In relation to how digital technologies can respond to the changing needs of the learners. Baker (2012) offers four insights related to assessment. First personalization is the opposite of formal, standardized, and uniform. Second, embedded, automated testing and scoring will save time as well as increase the accuracy and speed of feedback and accumulation of validity evidence for interferences. Third, when testing becomes totally web hosted, the security of the individual performance is at some risk. Fourth, a limitation of technology-based assessment although probably short term-is test security.

CONCLUSION

Emerging Concepts and Digital Technologies can respond to the Changing Needs of the Learners. Technology will be used to design, administer, score, store and report findings to entitled users. Schools and education systems will not be the only source of assessments. Students will make things, not just give the answers. And students will be working in more globalized environment. Technology growth portend many possible assessments in the future.

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