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**THE DILEMATIC ON-LINE ENGLISH LEARNING DURING THE COVID-19
PANDEMY IN RURAL AREA**

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Abstract: The government has made a decision of COVID-19 pandemic through the Minister of Education and Culture Circular No. 4 dated 24 March 2010 concerning the Implementation of Education Policy in the Emergency Period of Corona Virus Disease (COVID-19), namely learning from home. The problems are English language skills and students' motivation. This study aims to describe English language skills and student motivation during the COVID-19 pandemic. The benefit is facilitating lecturers in online learning based on appropriate applications with students are in the rural area. This study uses a qualitative descriptive method by conducting the Monkey Survey application to collect and analyse data, it created and applied on May 29, 2020 and closed on May 31, 2020. After May 31, 2020 respondents could not open and fill out the questionnaire because the closed Application. The sample of this study was 35 students who studied English online by using different applications. The category is the education category and this application was modified on June 2, 2020. The result of his research is that online English Learning research during the COVID-19 pandemic is that the use of the WhatsApp, Facebook, YouTube and Google Classroom applications improve writing, listening and speaking skills and have no effect on reading skill, because reading skills can be improved by using the Schoology application. While the Schoology application cannot be used because of internet network limitations and quotas. Other findings are that online English language learning during the COVID-19 pandemic cannot increase student motivation.

Keywords: *English Skill, Motivation, COVID-19, Rural Area*

INTRODUCTION

In the beginning of December 2019, all of the media had reported the Corona-virus that had become a pandemic in Wuhan city of China. At that time, it was still confusing because there were no definitive causes and clear symptoms for sufferers. Then, all of national and international hospitals, even the WHO is trying to detect the causes, spread and treatment. Before all countries issued a policy on the spread of COVID-19, China had made a decision to prevent its transmission effectively by locking down the city of Wuhan and its surroundings on January 23, 2020 (MacIntyre, 2020) and followed by the other countries such as Indonesia.

A few months later, Indonesia made a decision on pandemic COVID-19 through the Minister of Education and Culture Circular No. 4 dated March 24, 2010 regarding the Implementation of Education Policy in the Emergency Period Spreading Corona Virus Disease

(COVID-19), which included the implementation of on-line teaching and learning activities (learning from home) (Syabibie, 2020). On March, almost all of countries made the decision to encourage teachers and educators to teach their students remotely and use digital devices in accordance with the character of the subject under the guidance of parents (TUAC Secretariat Briefing, 2020). The previous research of distance learning during the COVID-19 pandemic was conducted in South Africa found that Blended Learning using digital tools has been able to implement the existing curriculum system effectively in learning even though learning from home. But the unique problem is the geographical location of students who are still in the interior and the lack of required technological facilities (Mahaye, 2020).

The similarity of this research with the previous research is about the application of the curriculum system using digital devices. While, the difference is this research will analyze the extent to which the technology used has a positive impact on student's skills, knowledge and motivation after government policy of learning from home. When students learn from home, they absolutely need the main equipment, namely the availability of technology and their equipment for technical needs during distance learning (IESALC, 2020). Besides that, students who are not accustomed to use digital tools fully during the teaching and learning process, they will get psychologically impacts such as frustration, fatigue, restraint while studying at home using digital tools (Jeronimus, 2020), this also effects on the implementation of government policies of pandemic COVID-19.

The use of technology in distance learning is adjusted to the character of the course, because each English subjects require different media although they can also use the same media. Media that are often used by students are YouTube, Facebook and WhatsApp (Li, 2017) because these applications are used as a tool of communication in daily life and do not require a large memory space and there some lecturers who use the other applications such as zoom, google and schoology.

During the process of on-Line English learning, students have problems which are student English skill and motivation that cannot be directly and indirectly investigated by lecturers. Therefore, this study was conducted to describe the qualitative and descriptive data about the problem of learning from home after government policy of COVID-19.

RESEARCH METHODOLOGY

This study used the Survey Monkey application to collect data by using 10 questions about online English learning during the COVID-19 Pandemic. The sample of this study was 35 students who studied English online using different applications and the majority of the sample lived in rural areas. This application is equipped with data analysis; the results of data analysis are presented in a descriptive qualitative.

This application was created and used to investigate the data on May 29, 2020 and was closed on May 31, 2020. After May 31, 2020 respondents could not open and fill out the questionnaire because of closed application. The Survey Monkey application category that researchers used was the education category and this application was modified on June 2, 2020. The data collection was carried out while the Pandemic COVID-19 was in progress and all learning was done at home in online learning.

RESULT AND DISCUSSION

The data obtained from online English learning during the COVID-19 Pandemic shows that students have chosen 14 courses namely Basic Listening course, Eng. for Business, Intro to Paragraph Writing, Basic Speaking, Creative Writing, Essay Writing, Quant-Research, Phonetics and Phonology, Basic Grammar, Extensive Reading, Language Classroom Management, Processes, Linguistics, Intermediate Speaking by using various applications such as those in in the following chart.

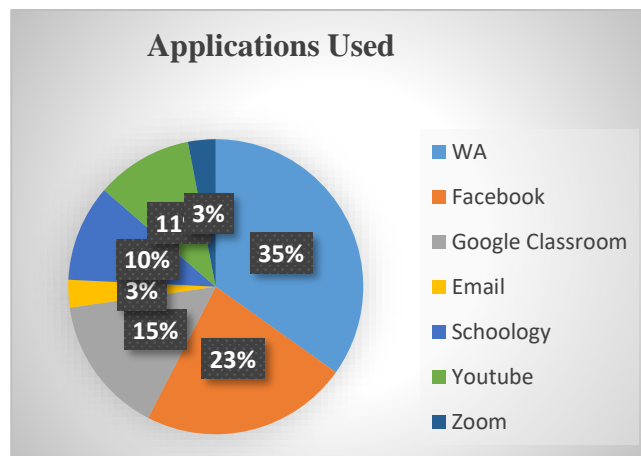


Chart. 1

From the chart 1 shows that there are four applications most often used by lecturers and students in daily life, especially in learning. The average of the application users is more than 10%. *First*, WhatsApp (WA) with a percentage of 35%, *second* is Facebook with the percentage of users is 23%, *the third* is Google Classroom with a percentage of users is 15% and *the last* is YouTube users reach 11%.

It means, these applications are easy to use in online English learning, besides that, it also has some advantages that are more privacy, easy to create groups and able to improve writing and speaking skills especially in grammar and fluency aspects (Manan, 2017), it can be proven on the following chart 2,

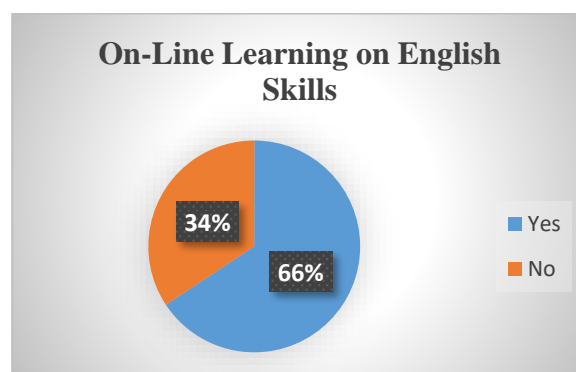


Chart. 2

(Ríos J A, 2018) (Watkins J, 2011).

The Chart 2 answers the question "Can online learning improve your English skills and knowledge?" , there are 66% of students have felt the impact of learning English online by improving their English skills. From 14 courses, researchers found student notes that the most

felt improvement was writing, speaking and listening skills. The improvement in writing skills is also influenced by the assignment and feedback activities (Ríos J A, 2018) and listening for direct material and assignments through videos uploaded on the YouTube application (Watkins J, 2011). While students who answered “there was no increase in learning English online” reached 34% of students, this shows that there are some problems in online learning. These problems can be seen on the next chart 3.

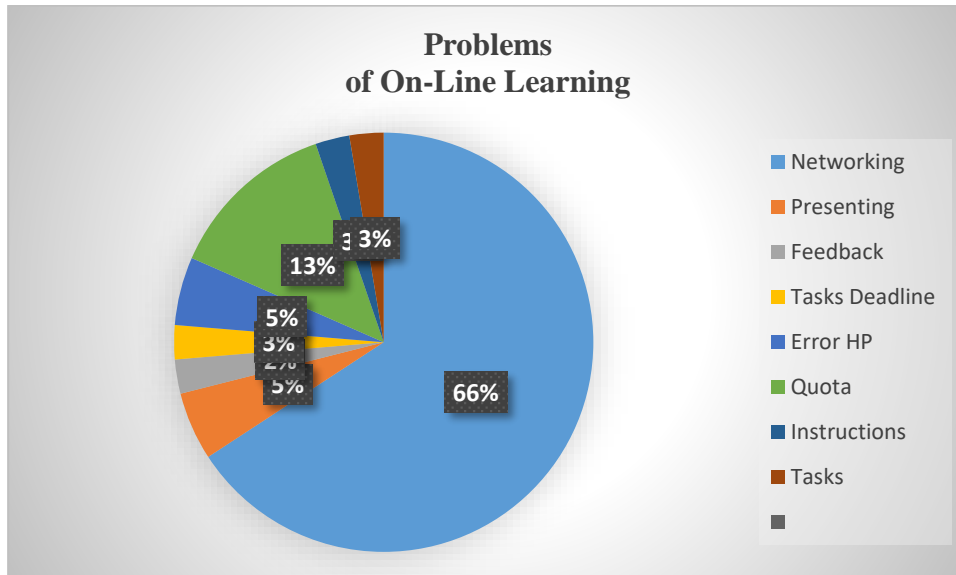
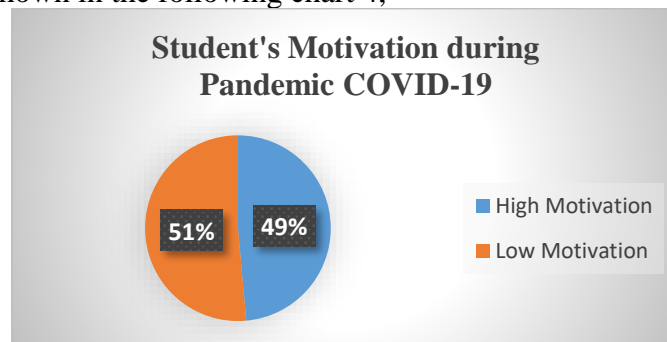


Chart. 3

The chart 3 shows that there are two main problems in learning English online. The most dominant problem is the internet connection (network) problem which is very weak, there are 66% of application users find it difficult to get internet access because the most of students are from rural areas. Students have difficulty in collecting assignments and using applications that are considered as a good and effective learning English tools but those cannot be used, such as Schoology and Zoom applications where the percentage of user is less than 10%. So, those applications have an impact on improving reading skills, because reading skills can be influenced by schoology application (Rama A N, 2018). The next problem is the internet quota, there are 13% of students having difficulty buying quota because their parents are affected by the COVID-19 pandemic such as they cannot sell to markets, cannot return to overseas and decreasing the level of community purchases. These impact are directly felt by students in learning English University environment (Reimers, Schleicher, Saavedra, & Tuominen, 2020).

The problems above have an impact on student motivation during online learning from home. This can be shown in the following chart 4,



This fact is contrary to the results of Byrd's research (2013) cited by Muhtia A (2018) who said that learning English online especially in the use of Schoology can increase learning motivation but from the 35 students turned out that 49% students had high motivation and 51% students had low motivation. It means, the impact of learning English online decrease the student motivation in learning during the COVID-19 pandemic.

CONCLUSION AND SUGGESTION

Conclusion

The findings of online English Learning research during the COVID-19 pandemic is that the use of the WhatsApp, Facebook, YouTube and Google Classroom applications can improve writing, listening and speaking skills and have no effect on reading skills, because reading skills can be improved by using the Schoology application. While the Schoology application cannot be used because of internet network limitations and quotas. The other findings are that online English language learning during the COVID-19 pandemic cannot increase student motivation.

Suggestion

This research has some weaknesses such as assessment in online English language learning during the COVID-19 pandemic, researcher suggests for further researcher to investigate specifically the assessment of online English learning in rural area.

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EXPLORING PRE-SERVICE TEACHERS' PERCEPTION TOWARDS TEACHER PROFESSIONAL DEVELOPMENT

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Abstract: Considering the role of teachers which is uneasy, it is necessary to develop an effective means of supporting and retaining teachers to provide good quality learning environment for students and a supportive work environment for teachers. Based on the urgency of professional development for teachers, pre-service teachers' perception towards teacher professional development (TPD) becomes prominent to explore. The survey reflects the pre-service teachers' perception with regard to professional development. The perception covers the most needed topics in TPD and the most needed learning activities which may give high impacts to their knowledge for teaching. This study involves pre-service teachers from English Department Batch 2016 who were taking internship program as English teachers in public or private schools in Banjarmasin. Regarding the pre-service teachers' perception related to the needed topics, classroom management and knowledge of instructional practices in their subject field are the greatest area of development need followed by knowledge of their main subject and also ICT skills. On the concern of pre-service teachers' perception related to most needed learning activities of TPD, courses or workshops is recognized as the most beneficial learning activities to improve teachers' competences. The results of this study are expected to provide the basic thought for the implication for teacher preparation program in the future. Furthermore, the targeted implementation of the findings will give insights on the most needed professional development topics and most preferred learning activities which can be considered by the related institution when conducting teacher preparation program.

Keywords: *pre-service teachers, perception, teacher professional development*

INTRODUCTION

Teaching is not an easy thing to do and not everyone can do this. It needs more than just having good knowledge and competence in some sorts of subject matter, but it also needs intention, perseverance, patience, determination, and passion to never stop learning. Teachers must prepare themselves with all the possibilities that can take place in the classroom; starting from students who have a diversity of attitudes, behaviors as well as intelligence, fluctuating moods, changing materials, or teaching techniques that do not work in some ways and so forth. However, we then find that teaching is also a pleasant job; we can hear the students laughing and see their cheerful faces when we tell something funny, or we find our students improving,

or we discover something new and it challenges us to learn more. These bad and good things will go on and on-for a lifetime in our teaching activities.

Considering the role of teachers which is uneasy, there is increasing awareness that teachers must be carefully recruited and developed professionally throughout the course of their careers to be effective (Billingsley, 2004; Burns & Lawrie, 2015). It is necessary to develop an effective means of supporting and retaining teachers to provide good quality learning environment for students and a supportive work environment for teachers. Professional development is necessary to fill in the gaps in the skill sets of new teachers, and to continue to develop the expertise of teachers (Evers et al., 2016). Being updated with the continuously changing practices, and student needs is one of the purposes of professional development. Successful teachers require them to actively participate on well-organized professional development activities. Research also emphasizes that to be successful, teachers need professional development that is a sustained, intensive effort to improve teaching and learning (Richardson, 2003). Researchers have identified professional development program design elements thought to maximize teacher learning, including a strong content focus, inquiry oriented learning approaches, collaborative participation, and coherence with school curricula and policies (Garet, Porter, Desimone, Birman, & Yoon, 2001; Garet et al., 2008; Santagata, Kersting, Givvin, & Stigler, 2011).

Based on the urgency of professional development for teachers, pre-service teachers' perception towards teacher professional development (TPD) becomes prominent to explore. The survey reflects pre-service teachers' perception with regard to professional development. The experiences cover the most needed topics in TPD and the forms of learning activities which may give high impacts to their knowledge for teaching. This study involves pre-service teachers from English Department Batch 2016 who are taking internship program as English teachers in public or private schools in Banjarmasin. It emphasizes on how the pre-service teachers, who become the future teachers, picture the needed topics and forms of learning activities of TPD that may improve their experiences as teachers afterward.

REVIEW OF RELATED LITERATURE

Needs for Professional Development Activities

Teachers learn best through professional development that addresses their needs (Meissel et al., 2016). Meeting the teachers' needs for ongoing quality professional development will create teachers to become lifelong adult learners. Professional development needs involve many different activities. Some activities focus on students with special needs and managing the classroom. Other activities involve designing curriculum and unit planning (Garet et al., 2001; Pehmer, Groschner, & Seidel, 2015). From the school administrative side, managing budgets and purchasing are emphasized (Sağır & Memişoğlu, 2013). Evers et al. (2016) focused on activities dealing with teaching strategy support, information on where to search for needed resources, classroom management, and parental involvement. Daresh (2003) also pointed out activities necessary for beginner teachers to include how to plan classes, manage student behavior, and work within district rules). Furthermore, personal concerns and teaching concerns are also mentioned. In a survey of new teachers, Yohon (2005) identified assessment tools, student motivation, curriculum development, lesson planning, and standards documentation. The recognition and respect for the leadership abilities of teachers and all

members of the school community is essential (Witte & Jansen, 2016). Teachers need to be equipped with further develop expertise in subject matter content, technologies, and other essential elements that lead to high standards or quality teaching (Korkko, Kyro-Ammala, & Turunen, 2016; Witte & Jansen, 2016). The NSDC (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.

Forms of Professional Development Activities

Structural features that affect teacher learning include the form of the professional developmental activity, collective participation, and the duration of the activity (Haslam & Seremet, 2001). For many teachers TPD has been seen as a task involving a 1-day in-service training or workshop, with little or no expectation of what the teacher should do with the information obtained or how the teacher could share the information with other colleagues. Birman, Desimone, Porter, and Garet (2000) argued that compared with activities of shorter duration, the activities of longer duration have more subject-area content focus, more opportunities for active learning, and more coherence with teachers' other experiences. It is apparent that longer professional development activities are more likely to provide opportunities for in-depth discussion of the content, pedagogy, and student conceptions/misconceptions. It is also suggested that activities that extend over time are more likely to allow teachers more time to try out new practices in the classroom and obtain feedback on their teaching. With regard to forms of professional development, TALIS (2013) included in its survey nine different choices: courses/ workshops, education conferences or seminars, qualification program, observation visits to other schools, participation in a network of teachers, individual or collaborative research on a topic, and mentoring and/or peer observation and coaching. Collective participation refers to the interest of groups of teachers from the same school, department, or class (or grade level) in professional development (Garet et al., 2001). With collective participation, the professional development programs are designed to help contribute to a shared culture of all participants. As a result, teachers from the same school, grade level, or subject develop a common understanding.

RESEARCH METHODOLOGY

Research Design

The aim of this study is to get the objective description about the perception of the pre-service teachers from English Department of Faculty of Teacher Training towards teacher professional development as the implication for teacher preparation program. To achieve the objectives of this research, the researcher focused on finding out the pre-service teachers' perception on the most needed professional development activities in the future and the forms of professional activities which may give the highest impact on teacher's knowledge for teaching. Based on the objective and the characteristics of the data, survey research was conducted. The survey design would enable the researchers to provide insights on pre-service teachers' perception on TPD as the implication for teacher preparation program.

Population and Sample

This study was conducted in English Department of Teacher Training and Education Faculty, Lambung Mangkurat University. The accessible population of the study was the students of English Department who were in 7th semester who took internship program as English teachers in either public or private schools in Banjarmasin. According to the data from English Department, there were 90 students from 7th semester in total. As the sampling technique, purposive sampling was chosen to gather data. Purposive sampling is based on the assumption that the researcher wants to discover, understand, and gain insight and therefore must select sample from which the most can be learned. In this technique, the criteria of selecting the subjects were created to identify pre-service teachers to be included in this study. Therefore, only the students who were taking internship program as English teachers who could be taken as the sample of the research.

Research Instruments

The instrument used to collect the research data was a questionnaire. The questionnaire was adapted from Teaching and Learning International Survey (TALIS, 2013). At the first part of the questionnaire, the questionnaire items aimed to identify the participants' backgrounds and personal details such as: gender, status, qualifications, and number of hours of instructional activities in a week. Furthermore, this part also examined the pre-service teachers' perception on the most needed topics for professional development and the forms of professional activities which may give the highest impact on teacher's knowledge for teaching. The items for those aspects used Likert-scale.

RESULT AND DISCUSSION

Result

Pre-Service Teachers' Perceptions of the Needed Topics for Their Professional Development in the Future

It can be seen from the results of the questionnaire that pre-service teachers have various answers responding to the topics that they perceive important for their professional development in the future. Interestingly, classroom management is considered as one of the most important topics that should be mastered as a professional teacher followed by knowledge and understanding of instructional practices (knowledge mediation) in their subject field. Similarly, 79% of the pre-service teachers apparently need to learn about student discipline and behavioral problems which they assume may improve their professionalism in the future. Furthermore, some of them (64%) believe that knowledge and understanding of their main subject field is necessary lesson that need to be learned in professional development activities. In addition, it is stated by 57% of pre-service teachers that ICT skill for teaching needs to be provided as a material in learning activities. Half of the pre-service teachers agree that both content and performance standards in their subject and students assessment practices are vital for their teaching development in the future. Moreover, teaching students with special learning needs becomes the expected materials to be given in professional development activities by some of the pre-service teachers (43%).

On the other hand, few pre-service teachers (36%) choose teaching in a multicultural setting as the needed topic for professional development learning activities. The topics related to school management and administration and student counselling are perceived as less important to be learned when they join professional development activities than others that have been mentioned. The last but not least, some of the pre-service teachers also mention that the skills of material development and English for specific purposes are also needed for their improvement as future teachers.

Pre-Service Teachers' Perceptions on the Needed Learning Activities for Their Professional Development in the Future

Based on the questionnaire, it can be seen that most of the pre-service teachers strongly agree that several learning activities will give a great impact for their professional development. Almost all pre-service teachers (64%) perceived that courses or workshop is the most beneficial learning activities for their development as future teachers. Additionally, taking further study such as master degree and doctoral degree is believed by half of them to help them improve their professionalism. Likewise, participating Musyawarah Guru Mata Pelajaran (MGMP), a network of teachers formed specifically for the professional development of teachers, is also assumed to play a great role on their professional development (PD), which is stated by 50% of the pre-service teachers. Furthermore, even though it is only chosen by minority of the pre-service teachers, observation visits to other schools is also considered as beneficial learning activities as future teachers. Another learning activities which are less perceived may help teachers to be professional in the future are joining education conferences or seminars where teachers present their research results and discuss educational problems and conducting individual or collaborative research on an educational topic. Surprisingly, most of pre-service teachers (79%) state that doing a mentoring and/or peer observation and coaching will not really support their professional development although the rest of them believe they still get beneficial impact from that learning activity.

Regarding the less formal learning activities, the majority of pre-service teachers prefer to engage in informal dialogues with their colleagues discussing about how to improve their competences as teachers. It is believed that by doing activity, it will give a great impact for their professional development even though very few of them consider it unnecessary to be conducted. Furthermore, 29% of pre-service teachers consider reading professional literature such as journals, evidence-based papers, thesis papers, and etc. related to teaching and learning may give contribution for their professional development.

Discussion

Pre-Service Teachers' Perceptions of the Needed Topics for Their Professional Development in the Future

It is a must that professional development is designed and implemented to acquire the teachers' needs properly. One of the characteristics of high quality teacher professional development is teacher-driven, which means professional development should respond to teachers' self-identified needs and interests in order to support individual and organizational improvements.

Professional development is more meaningful to teachers when they exercise ownership of its content and process (King and Newmann, 2000).

Regarding the pre-service teachers' perception related to the needed topics, there are some expected materials that they want to learn when joining the learning activities. Classroom management and knowledge and understanding of instructional practices (knowledge mediation) in their subject field are the greatest area of development need. It is obvious that beginning teachers, and even those who are more experienced, often struggle with creating and maintaining a well-managed classroom where students can learn (Jones & Jones, 2012). Therefore, pre-service teachers cite classroom management as their primary point of concern. Interestingly, as part of classroom management, students' discipline and behavioral problems also become main points the pre-service teachers want to acquire. It is stated that one of the components of effective classroom management is discipline, which is defined as both preventing and responding to behavior problems (Garet, 2014).

Furthermore, highly need of knowledge and understanding of their main subject shows that subject-matter content plays an important role to prepare them to be professional teachers. It is shown that teachers' skills and understandings are directly related to the degree that professional development experiences focus on subject matter content (Birman, Desimone, Garet, & Porter, 2000). In addition, they claim that ICT skills are necessary to be learned for their development. It is true that teachers need to be equipped with further develop expertise in subject matter content, technologies, and other essential elements that lead to high standards or quality teaching (Korkko, Kyro-Ammala, & Turunen, 2016; Witte & Jansen, 2016). It may be a reflection of the speed of technological change which teachers must keep pace with. It becomes a continuing challenge for future teachers that they need to keep up to speed in a fast-moving area and to fully exploit technology for the benefit of teaching and learning. Meanwhile, it may indicate a lack of capacity building in terms of how best to use ICT in the classroom.

Content and performance standards in their subject and students assessment practices are perceived to be vital for their teaching development in the future. Teachers are always required to be adaptable with the changing of era including the changing of curriculum. It is highly possible that the curriculum will be changed continuously following the new trend. Consequently, teachers need to adapt to the new approach in every aspect both content and performance standards and the practice of assessment.

Teaching students with special learning needs is considered important enough to be known by the future teachers. It is in line with one of the nine standards that all professional development should follow created by The NSDC (2007) is diverse learning needs. In contrast, the topics related to school management and administration, student counselling, and teaching in a multicultural setting are perceived as less important to be acquired. It can be caused by the availability of counselling teacher makes the pre-service teachers assume that it is not fully their responsibility talking about student's counselling. In addition, most of the students at every school in Indonesia are homogeneous in terms of the culture. There is no significant difference between one student to another related to cultural aspect.

Pre-Service Teachers' Perceptions on the Needed Learning Activities for Their Professional Development in the Future

As it can be seen from the findings, pre-service teachers' perceptions on which learning activities can give a great impact for their professional development are found out. According to Dunne (2002), all the purposes of the professional development activities are reached such as constructing knowledge by attending workshops or seminars, translating knowledge into practice by doing mentoring, practicing teaching by coaching and promoting reflection by doing study groups, case discussion and action research.

Most of pre-service teachers agreed that almost all activities help them to improve their professionalism as a teacher, although very few of them thought that it is not really beneficial for them. However, among all of the activities listed, courses or workshops is recognized as the most beneficial learning activities to improve teachers' competences. According to Darling-Hammond, Hyler, and Gardner (2017), "structured professional learning" helps teachers to make positive changes in their teaching practices and to improve student learning outcome. It is also in line with some research stating that effective teacher professional development contributes significant improvement to teacher knowledge, skill, and teaching practice (Parise & Spillane, 2010; Penuel, Fishman, Yamaguchi, and Gallagher, 2007). It can be assumed that when the future teachers join the formal learning activities such as workshop, training, seminar, or conferences and when participating in network of teachers formed specifically for the professional development of teachers, they will obtain advantages from both of the activities. Teachers who engage in sustainable teacher professional development attain better knowledge and skills and should use these to improve their teaching practice if they attempt to affect student learning and achievement positively (Yoon, Duncan, Lee, Scarlos, & Shapley, 2007).

Participating Musyawarah Guru Mata Pelajaran (MGMP), a network of teachers formed specifically for the professional development of teachers, is also assumed to play a great role on their professional development (PD) which is categorized as organizational partnership model and teacher's network, as part of small group or individual models of professional development (Villegas-Reimers, 2003).

As the semi-formal professional development activities, engaging in informal dialogues with their colleagues talking about how to improve their teaching is perceived giving more impact to the future teachers' development than reading professional literature such as journals, evidence-based papers, thesis papers, and etc. By discussing in informal way, it gives teachers opportunities to learn from each other. It can help new teachers learn to creatively and effectively meet the day-to-day challenges of teaching.

CONCLUSION AND SUGGESTION

Conclusion

Regarding the pre-service teachers' perception related to the needed topics, there are some points that can be drawn. Classroom management and knowledge and understanding of instructional practices (knowledge mediation) in their subject field are the greatest area of development need followed by knowledge and understanding of their main subject and also ICT skills. Moreover, content and performance standards in their subject and students assessment practices are perceived to be vital for their teaching development; consequently,

teachers need to adapt to the new approach in every aspect both content and performance standards and the practice of assessment.

On the concern of pre-service teachers' perception related to most needed learning activities of TPD, courses or workshops is recognized as the most beneficial learning activities to improve teachers' competences. As the semi-formal professional development activities, engaging in informal dialogues with their colleagues talking about how to improve their teaching is perceived giving more impact to the future teachers' development than reading professional literature such as journals, evidence-based papers, thesis papers, and etc. It can help new teachers learn to creatively and effectively meet the day-to-day challenges of teaching.

Suggestion

The results of this study are expected to provide better understanding of how pre-service teachers as the future teachers perceive the importance of teacher professional development and the basic thought for the implication for teacher preparation program in the future. Furthermore, the targeted implementation of the findings will give insights on the most needed professional development topics and learning activities of TPD activities preferred by the pre-service teachers which can be considered by the related institution when conducting teacher preparation program.

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THE IMPACT OF LANGUAGE USE BULLYING ON INDONESIAN STUDENTS' LANGUAGE DEVELOPMENT

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Abstract: Bullying is an issue that is difficult to be eliminated even in high education level. Bullying in high education may interfere the learning processes. Some of the students think that bullying is common. However, some others think that it is a bad situation for them. The study was conducted in University of Muhammadiyah Banjarmasin. The subject of this study is students of Intensive English Class. Case study is implemented to collect in-depth information about bullying factors in Intensive English Class. From in-depth interviews that were conducted, the researcher found out that bullying factors included aspects of humiliation and mocking, intimidating, Ignoring, and Criticizing one's appearance or background. The impacts found are considered safe and not severe since bullying in language use only caused shyness and not affecting the development of English learning.

Keywords: *bullying, language use, language development*

INTRODUCTION

Bullying can be described as a way of treating people roughly with the intent of showing one's strength. Indirectly, it makes the victim feel weak and respect the bullies. In other words, bullying is aggressive behavior, which can be either physical or psychological, performed repeatedly with a victim and aims to make them feel uncomfortable, insecure, and isolated from those around them. Overall, bullying is a negative attitude: it makes other people into victims and may cause illness and discomfort to others (Khalim & Norshidah, 2007).

Bullying is a social phenomenon that has seen in schools, colleges and workplace across the world. This is an unwanted aggressive behavior of someone towards the other one. "Bullying behavior involves the perceived power imbalance that has been found harmful on the targeted person and this is frequent aggressive behavior that is less favorable for the victims" (Jungert T, 2013). "This harm can be seen in form of physical, verbal, psychological, mental, social and educational harm" (Gladden RM, 2014). "The aggressive behavior also denotes the bullying behavior that may be repeated on the victim. Bullying has been received a great deal of attention that highlights the effects of bullying behavior on academic, social and emotional outcomes" (Cowie H, 2010). "Bullying is an intentional aggressive type of behavior that is used by one person towards the other person in order to harm the victim" (Olweus D, 1994). It may be physical or verbal. "Verbal Bullying is an intentional aggressive behavior where the bully intends to use name calling, verbal assaults and gossiping in order to separate the victim from the group of friends" (Low SM, Merry SE, Goodale M, Lutz C, Peacock J, et al., 2010). While "the physical bullying is that type of behavior in which the bully physically threatens by pushing or hitting them" (Modell S, 2011).

Khalim (2014), categorized bullying into two types; direct and indirect. Direct bullying involves physical contact such as hitting, punching, kicking, threatening, slapping, pulling, pushing, or pinching to cause injuries to the victim. This is also known as physical bullying. The most violent forms of this bullying may cause death. Indirect bullying with insults and teasing affects the victim in psychological and emotional ways. It is also known as a mental bully. For example, if the students can not answer the question from their teacher in the class, then other students might tease them for it. While this type of bullying receives less attention from mass media, it is quite serious. Both categories of bullying are very dangerous because they can affect the emotional and social development of a student. If bullying occurs within 10-15 percent, it is considered serious.

Humanistic theory also emphasized the development of behavior through external influences such as peers, family, the environment and so on, and the individual's ability to choose how to behave (Woolfolk, 2012). The phenomenon of "getting picked on" may extend from few pupils in the class, who are chronically and frequently targeted by friends to a wide range of social context. Previous research studies of Hoover et al., (1992) has established bullying as peer harassment or peer victimization in this social context of bully and bullied. Consequently, an individual may play the role of bully in one instant and may as victim in another situation depending on power displayed. By standers, may experience substantial abuse, anxiety, and depression. In order to ensure colleges safety and promoting positive attitude in colleges scenario, anti -bullying policies may be introduced to prevent bullying of any kind. Colleges has ethical and legal responsibility to create safe and supportive colleges environment by justifying the effects of aggression, bull ying and ensuring healthy teaching learning environment.

The main objective of this study was to investigate the occurrence of bullying, victims and types of bullying in Intensive English Class (IEC). This study was conducted in IEC class because the students consisted of mixed major, such as pharmacy, engineering, and psychology. Thus, the possibility of bullying was very great. These chances were greater especially for certain classes that have students with wide gap in skills.

RESEARCH METHODOLOGY

This is a case study where interviews were conducted in the Intensive English Class (IEC) in the University of Muhammadiyah Banjarmasin. The result of the study cannot be generalized since the subject and population is limited. Interviews were conducted toward random students who were taking Intensive English Class in 2019. The age of the respondent is between 17 and 19. The subject are students from the faculty of teacher training. Faculty of Engineering, Faculty of Psychology, Faculty of Pharmacy. Focus interviews were conducted to obtain information about the factors that drive bullying. Researchers also obtained information about the nature of bullying that occurs. Important themes related to factors that encourage intimidation were extracted from the answers given by respondents. These themes serve as a basis for discussing the factors that contribute to bullying among students. The questionnaires were also contributed as secondary instruments especially for classes that have low scores and have the potential for bullying to occur.

the following are questions that was used during individually recorded interviews:

1. What is your name?
2. What is your major?
3. How long have you been in the IEC?
4. How did you feel while participating in the IEC?
5. How do you feel when you experience it?
6. How about your response to the treatment of your friends?
7. What impact did you get? is it really big or is it just normal for you?
8. Could it make you think again about using English in public?
9. How do you deal with your feelings of shame or fear of continuing to use English?
10. Do you know you still find it difficult to use English?

Data analysis stage was carried by describing the results of the interview. Information from the interview was narrated and described based on their context. The secondary data from questionnaire were added to the analysis and then delivered contextually. Every pieces of information were analyzed this way to determine the aspects of bullying in language use.

RESULT AND DISCUSSION

The findings showed that there were several occurrences of bullying, such as:

1. Humiliation
2. Intimidation
3. Ignoring
4. Criticizing one's performance

The humiliation commonly occurred among students. The topic of humiliation was regarded one's ability in using English in classroom. The humiliation occurred in the form of mocking one's pronunciation, laughing when someone made error(s), and when someone was asked to come to the front of the class.

The intimidation happened when the whole class in quiz session. Some of the students tend to show off and tried to take others' turns. The students also put a lot of pressure to solve the challenge given by the tutor. This behavior led into negative intimidation among the participants of the quiz.

Some students also mentioned the ignorance of their classmate. In some cases when a student tried to show his / her language skill, the other students were not giving adequate responses to his / her efforts. this case of ignorance occasionally happened during the class when students were busy by themselves.

The last occurrence of sign of bullying was heavy critics on one's performance. Critics were often occurred along with humiliation. Harsh critics could be good in building confidence and mental strength, but could also lead to mental breakdown and disappointment.

The interview results showed that while some acts of bullying above were taken place indirectly, the students did not take them seriously. It was found that many students were still feel comfortable with the class' situation even though they sometimes have to listen to light humiliation and a little offensive words from some of their classmates because of the incorrect pronunciation, or laughed at by their friends when they use the wrong vocabularies. The students stated that they just felt mediocre but were not offended because they just regarded

those as jokes from their friends. They were some uncomfortability but they can be settled since all of the students experienced similar things.

Those findings above indicated that the element of language intimidation for bullying in the Intensive English Class is not significant. Based on the answers given, some students felt uncomfortable with the actions of their friends and some thought that what their friends did to him was only a joke, so he felt normal. What's more, unfortunately, they don't care about the bullying they get. Although this is only one case study, this finding showed that cases of potential language bullying in intensive class classes can lead to more severe impact.

Indirect suppression was the most common type of bullying. Even though it did not seem to have a direct effect, it must be controlled because it could affect the emotional and psychological state of the victim. Victims of bullying would anxious to speak and use English. It could also lead to hatred and chain of bullying. However, in IEC the impacts of indirect bullying were suppressed by the intimacy and friendliness of the students. This were proven by high development of language skills and uses among students. Even though there were tendencies of bullying were great in IEC, the environment and classroom situation could lessen the impact of bullying.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion of the study, the researcher found out that

1. Bullying factors included aspects of humiliation and mocking, intimidating, Ignoring, and Criticizing one's appearance or background.
2. The impacts of bullying in IEC are considered safe and not severe since bullying in language use only caused shyness and not affecting the development of English learning.

Suggestion

There several future research suggestions for those who wants to continue investigating matters and problems in this study. These include: (1) the findings of this study are far from complete. Thus, further and more detail study can be done; (2) the result of this study still immature and cannot be made into generalization towards bullying in wider areas of study; and (3) similar study can be done in different location, time, or on different subject to obtain richer and greater data and findings toward the case of bullying.

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THE USE OF DIGITAL LITERATURE IN TEACHING READING NARRATIVE TEXT

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Abstract: This study investigated the use of digital literature in teaching reading narrative text in a State High School in Ciamis. This study is aimed to find out the teachers' implementation of using digital literature in teaching reading narrative text and the students' perception of using digital literature in teaching reading narrative text. Therefore, the writer took one English teacher and one class of eleventh grade students as the purposive sampling. Furthermore, the writer used case study as her research design and conducted the classroom observations to find out how the teacher implemented the digital literature in teaching reading narrative text. The questionnaire was used to figure out the students' perception of using digital literature in teaching reading narrative text. The finding of the study showed that the teacher implemented well of the use of digital literature in teaching and learning process. Besides, there were a lot of students influenced by using digital literature in teaching and learning activity. For example, students felt enjoyable and they became more active in the classroom. It can be concluded that the use of digital literature enabled students to comprehend the narrative text easier. Finally, the writer suggests that the English teacher should implement the digital literature on teaching reading of narrative text during the learning process.

Keywords: *Digital Literature, Teaching Reading, Narrative Text*

INTRODUCTION

English language teaching is a study of teaching whose first language is not English. Dewey (2010) argued that English language teaching is a form of international major. An international major is described as a various term in globalization era, which influences pedagogical and culture practices. Based on the categories and labels in ELT, it is described from a group of users: 1) English as a Native Language, 2) English as a Second Language, 3) English as a Foreign Language. Since technology has become a tool used in almost all aspects of our lives, digital literature is one of various ways in Teaching English.

Digital literature is the term of literature that occurred in the digital era. In addition, Koskimaa (2007) claims that digital literature can motivate students in learning. Therefore, it can be concluded that digital literature is beneficial in the educational environment. Besides, digital literature can become a tool for teaching and learning; it can also motivate students in learning English. Digital literature is also one of the media to be read on a computer.

There are many subjects in the teaching and learning of English, some of them are English basic skills, such as reading, writing, speaking, and listening as one of the basic languages. Reading is important to be mastered by the students. Reading has a positive effect on students'

vocabulary knowledge, reading, spelling and writing. Some experts (Grab 2004, Harmer 2001); define reading as the process of acquiring experiences on the text that allows readers to discover, comprehend, engaging and clarify the thoughts of written messages. such as meta-cognitive strategies of self-planning, monitoring, and evaluating one's own reading processes. Perfetti (2001) stated that reading ability is an individuals' skill standing on some reading assessment. The ability of reading can be assessed from the students score with some criteria. The first is the identification of words, the second is the engagement of language and mechanism of words into messages. Reading ability can be analyzed in several steps, beginning from visual input, moving to string a letter or words, and the last, producing the activation of individual and multiple letter perceptively.

Koskimaa (2007) stated that digital literature is a literary work in the contemporary media landscape. Teaching reading of narrative text by using digital literature is seen beneficial. Narrative texts usually use a long text that should be comprehended by the students. However, the students often find the boring, and difficult to understand. Consequently, the students had not interested in the learning process to read and comprehend narrative texts. Whereas, reading is the basic important thing for us to get any information. Hyles (2008, p.5), "digital born", created in and to be read on a computer. The teacher should be selective in finding out the appropriate teaching media to achieve the learning objectives.

Based on the explanation aforementioned, it can be argued that previous studies are about digital literature; yet they did not focus on teaching and learning particular text, especially reading narrative text. Therefore, the writer intents to investigate **"The Use of Digital Literature in Teaching Reading Narrative Text"**.

RESEARCH METHODOLOGY

Research Design

The purposes of the study are to investigate how an English teacher in a State High School in Ciamis implement reading narrative text and the students' perception toward reading narrative text by using digital literature, since the study attempted to seek answer to the two research problem, i.e. (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? (2) What are students' perception toward reading narrative text by using digital literature? Regarding the purpose and research questions above, this study adapted and modified observation to answer the problem.

Research Participants

The participant of this study were one English teachers and thirty-six students of linmin (IPA) at eleventh grade in a Senior High Scholl in Ciamis. Kumar (2011, p. 177) "the participant is the sampling process of selecting a few sample from a bigger group." In this study the writer used purposive sampling because the writer selects individuals and site to learn the central phenomenon (Creswell, 2008, p. 14). In addition, the writer used the purposive sampling technique because not all of students were involved in this research. The writer chose the teacher because he had usually used the digital literature which was implemented well in the classroom. Additionally, he was an English teacher on the eleventh grade at school.

Instruments

In conducting the study, the writer used two instruments as the data collecting technique. The instruments were needed to provide the information of what being happened

through the study (Cresswell, 2009). There were two instruments that were used by the writer in conducting this study: observation and questionnaire. The writer conducted the observation for three times with the last observation to give some questionnaire for the students. The questionnaire consisted of five questions.

Procedure Conducting the Study

Considering the research run well, the writer used several procedures in conducting this study. It is noticeable that in conducting the study, procedural steps are very important to consider. The writer followed several procedures:

Firstly, the writer collected the data by looking for someone's resource as the references. Secondly, the writer filtered the resources which were relevant to the topic of the study. Thirdly, to follow Maulany (2013); the writer conducted classroom observation as one of the instruments of this research which was conducted three times. The first observation was conducted on March 12th, 2018, the second observation was conducted on March 13th, 2018, and the last observation was conducted on March 14th, 2018. After conducting classroom observations, the writer gave a questionnaire to the students on March 14th, 2018. Then, the writer analyzed the result of the questionnaire based on the reference. Finally, the writer drew some conclusions and gave suggestions based on the result of the study.

FINIDINGS AND DISCUSSION

Finding

Teachers' Implementation in Reading Narrative Text by Using Digital Literature

To answer the first research question outlined in the first chapter "How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature?" the writer employed the classroom observations to get the rich data.

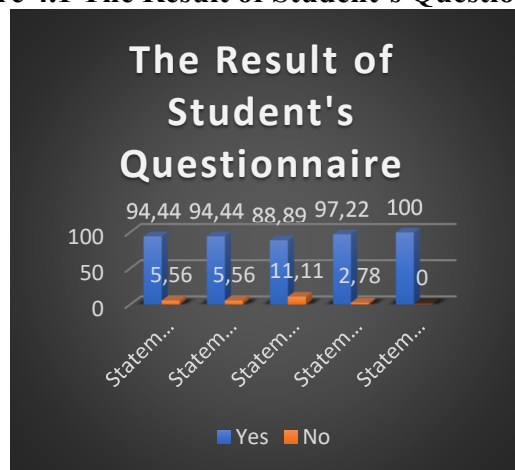
The first observation was conducted on March 12th, 2018; the second observation was conducted on March 13th, 2018; and the last observation was conducted on March 14th, 2018 at one class of eleventh grade in a state of senior high school in Ciamis. The classroom observation was conducted three times as Maulany (2013) suggested the writer acted as a non-participant observer. In the first observation the writer did not start to conduct the study; the writer was permitted to the teacher and introduced herself to the students about the purpose of the study in their classroom. Besides, the writer wanted to be familiar with the situation during the learning process in the classroom. The sample, there were thirty-six students and one English teacher who participated in this study. In this study, the writer implemented a classroom observation sheet that refers to the scientific approach in teaching and learning process. There were five steps in teaching and learning process. It consisted of observing, questioning, experimenting, associating, and communicating. The writer used an observation sheet (See Appendix 1) to find out the teacher's implementation in the use of digital literature in teaching reading narrative text. The observation sheet was adopted and modified from Jolliffe (2007, p. 125).

Based on the result of the classroom observations, the writer found that the teacher used digital literature as his teaching media. The teacher used both computer/gadget and internet access to find the narrative text in YouTube. As previously explained, the writer wanted to know the teachers' implementation in teaching reading by using digital literature.

The students' perception toward reading narrative text by using digital Literature

In this section, the writer discusses and analysis the data of questionnaire to answer the second research question (See Chapter 1, Section 2). In this study the writer use both close-ended and open-ended questionnaire which was conducted on March 14th, 2018. The questionnaire was conducted to figuring the students' perception toward reading narrative text by using digital literature. The writer presents the questionnaire consist of five questions (See Appendix 1). The questionnaire was adopted and modified from Fraenkel *et al* (2007, p. 126). The questionnaire was conducted by the writer in order to indicate the students' perspective about the use of digital literature in teaching reading narrative text. Furthermore, the writer drew the result of questionnaire in the represent the statement. The data analysis can be seen in the figure 4.1

Figure 4.1 The Result of Student's Questionnaire



Based on the result of students' questionnaire, the writer concluded that the majority of students felt enjoyable and interesting in learning process. Besides, the students were more motivated in learning reading of narrative text. In addition, digital literature supported learner and teacher to further the flexible in work and society in the future.

Discussion

This study was conducted to answer two research questions of the present study. In the first research question, the writer found that the use the digital tools was make students enjoy and interest in learning reading narrative text. besides, in every steps of scientific approach, the students became more active than the teacher, because the digital tools make students available to access the internet. Meanwhile, in the second research question, the writer found that the students' perception by using digital literature can help the students to make interesting in learning reading of narrative text. Moreover, in this section the writer discusses the result of the study compare with the existing literature review and the writer's personal assumption.

This paper describes the successful of digital literature to motivated students in learning reading of narrative text in a state of senior high school in Ciamis. Digital literature can be described as the ICT conceptual to support the teacher implement in work and society. It was relevant with Hepp *et all*. (2004, p. 2) stated that the roles of ICTs play in educational system can be pedagogical, cultural, social, and professional. Based on the result of classroom

observation, was indicated that the students' habit in using the digital tools was make students enjoy and interest in learning reading of narrative text.

Based on the theories mentioned, Arkorful (2014) claimed that there are several function and benefit of using digital literature in classroom activity, as follow: The first, the teacher was involved the flexible time and place in learning activity when every student's choose a luxury facility that make them comfort. The second, the teacher enhanced the effective of students' knowledge to access a huge information, then the students find the qualification of the reading of narrative text by using digital literature in learning activity. The third, the teacher motivated the students to communicate each other and improves the relationship of work. The fourth, the teacher suggested the students to share and compare the task each other while the activity. The fifth, the teacher are implemented many competence: the students' knowledge about reading of narrative text by using digital literature, where the teacher facilitated the students with the tools of they needed. The sixth, the teacher used E-learning to increase the speed of works' qualification.

Furthermore, in responding the second research question on the students' perception of using digital literature in teaching reading narrative text. based on the result of questionnaires, the writer summarized that the first statement, there were thirty-four students (94,44%) who answered yes, and (5,56%) who answered no. The second statement there were thirty-four students (94,44%) who answered yes, and there were two students (2,73%) who answered no. The third statement it showed that there were thirty-two students (88,89%) who answered yes, and four students (11,11%) who answered no. The forth statement it showed that there were thirty-five students (97,22%) who answered yes, and there was one student (2,78%) who answered no. The last statement there were thirty-six students (100%) who answered yes with the statement, and no one student (0%) who answered no with the statement.

CONCLUSION AND SUGGESTION

Conclusion

This study investigated the use of digital literature in teaching reading narrative text. the problem of the present study includes (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? and (2) What are students' perception toward reading narrative text by using digital literature?

With regard to the first research question, the teachers' implementation of digital literature was motivated and enhance the students' understanding in learning reading narrative text. Besides, the teacher presented the scientific approach in learning activity. The first, in observing step the teacher apply the digital literature, whereas the students pay full attention of it. The second, the teacher gave some basic questions, and the students answered all questions well. The third, the teacher discussed together about the narrative text, and the students answered the questions from the teacher. The forth, the teacher gave full of paper and some questions whereas the students share their ideas about the material. The last, the teacher asked the students to retell the story of Romeo and Juliet, then the students retell the story in front of class. Therefore, the students more enthusiastic in learning narrative text. it was found that an English teacher used the digital literature as his teaching media in teaching and learning reading narrative text. besides most of the students answered "yes" for every statement from the questionnaire.

The result of this study was significant because the use of digital literature in teaching reading narrative text allowed students to achieve their learning perception. As far as the writer

concerned in the past, students felt bored when learning reading narrative text, but nowadays the use of digital literature was growing up the teachers' implementation in his teaching media and enhance the students' perception based on their argument. Finally, the use of digital literature the teacher and the students were more motivated and enthusiastic in learning reading narrative text.

Based on the explanation, it is clear that this study has investigated completely the teachers' implementation and students' perception in the use of digital literature in teaching reading narrative text. Besides, the strength of the study it has answered successfully two research questions: (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? and (2) What are students' perception toward reading narrative text by using digital literature? In addition, the weakness of the study is the writer just took one Senior High School and thirty-six students as the participants. Whereas, the writer should also investigate more students to make result of the study more convincing.

Suggestion

Referring to the conclusion above, the writer offers several suggestions for English teachers, students, and researchers. Firstly, it suggested that the English teacher should implement digital literature in teaching reading of narrative text. Secondly be a good teacher in facilitating media of learning process. Thirdly, the students should be more active and pay attention in teaching and learning reading of narrative text.

Finally, it is suggested for researchers, to conduct research which is in line more comprehensive and deeply in order to complete the result of this research finding. For instance, they may investigate the use of digital literature using more instruments and take more participants in their study.

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USING VIDEOTAPING HOMEWORK TO IMPROVE SPEAKING ABILITY

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Abstract: Improving learners' speaking ability is the main purpose of Conversation 1 Class in Tadris Bahasa Inggris STAI Bandung. One of the strategies that were given is homework. The homework was in the form of video, which was called videotaping homework. The videos contained conversations using English expressions learned in the form of roleplay. The research design was qualitative research and the data collection was questionnaire. The result showed that 75% of the learners thought that this strategy was able to improve their speaking ability in terms of Productivity, Purposefulness, Challenge, Authenticity, Academically. In addition videotaping homework had academics purpose also that it could improve speaking ability of the learners, especially English expression knowledge by re-watching the video and finding the lackness through those videos.

Keywords: *speaking ability, videotaping homework, role play*

INTRODUCTION

One of the English learners' difficulties in learning English is improving speaking ability. As founded by Thornbury (2005:27), speaking is one of two skills are quite difficult to be mastered besides listening. He finds that the learners are fine with reading and writing that they do not need to speak and spell the words correctly while in writing, the learners face the paper only and no eye contact at all.

Then, in the matter of speaking, they need face-to-face interaction and the difficulties occur when they lose the words and re-use the same sentences. It happens because speaking occurs on the spot, right in that time of speaking. After that, correction in speaking is also happens at the time of speaking, if the learners realize that they make mistakes then they can fix it and if they are not, then it will not be fixed forever.

Those problem is also arises in Conversation 1 class in Sekolah Tinggi Agama Islam Bandung, that some of the learners get difficulties in delivering their ideas and react to some English expressions. They need much time to think and even use Bahasa to answer the questions. It reveals from early observation in early semester.

As the problem occurs, Thornbury (2005:28) suggests doing more practice and training in order to improve the learners' speaking skills. Additionally, Nation and Newton (2009, 168) write that there are some point to be pointed out in speaking homework; they are reliability, validity, practicality, the effect of the homework on teaching. And one of the appropriate homework is role-play (Nation and Newton, 2009: 175). Moreover, Richard (2008, 38) also states that giving a homework is categorized as Independent construction of the text.

In addition, Thornbury (2005:96) says that role play provides beneficial springboard for language use in real life. It can be simulated the learners to practice English for their real-life conversation. Moreover, Nation and Newton (2009: 165) also suggest that both the lecturer and the learners to have their performances recording as an observation of learning result the learners can also do self-assessment of their speaking ability that the recordings show their improvement week by week.

However, there is a limit time of classroom activity for speaking. It is proved by what the Participant 1 feels that videotaping activity provide more time to practice than in class (point 2.8). In addition, some learners' find it difficult to act naturally on conversation in the classroom. They tend to be shy and have inappropriate pitch and facial expression. In order to solve they lackness of naturalilty of acting the English conversation, giving videotaping as they homework become one of the solution. Through videotaping, they can express their selves better than doing conversation in the classroom. Based on Thornbury (2005:108) suggest the outside-class speaking as the task to improve speaking ability of the learners.

Similar to Tape diaries (Thornbury 2005:108) the learners tape themselves outside the class and submit the video to the lecturer for the feedback. . Besides, some awareness-raising activities also suggest by him, one of them is using recording and transcript (Thornbury, 2005:43). In conclusion, this research focused on whether the videotaping outside the class was useful in improving students' speaking ability.

Moreover, there are some purposes of this study. Firstly, this study found out whether giving video tapping homework will improve learners' speaking ability or not. And then, this study found out how this technique will help the learners to improve their speaking ability. Moreover, this study discovered the learners' experience and opinion after they implement this technique. And finally, this study that can be used.

Speaking is one of two skills are quite difficult to be mastered (Thornbury, 2005:27). He finds that the learners are fine with reading and writing that they do not need to speak and they face the paper only. In the matter of speaking, they need face-to-face interaction and the difficulties occur when they lose the words and re-use the same sentences over again. It usually happens because the learners have no time to think and answer.

In addition, in early observation of this research, it was found that some of them response by using bahasa. It is not because they do not know how to answer, but they just forgot how to response it at the time of speaking. That is why speaking is more challenging that writing for them. In writing they have time to think before write, have chance to check and correct it several times.

Moreover, Cole et.all (2007:5) thinks that speaking and listening is probably the least carefully taught aspect of the communication skill and mastery qualifications. The learners as the speaker, need to do speech production, have conceptualization and formulation, have good articulation, have self-monitoring and repair when they do wrongly, have automaticity, have fluency and managing talk (Thornbury, 2005:1-9).

Furthermore, maintaining those problems can help learners to improve their speaking ability. Nation and Newton (2009, 23) suggests some activities and approaches for teaching and learning to improve speaking ability of the learners, one of them is memorizing useful

phrases and sentences. This method can be applied on role play. In role play, the learners need to memorize their line, include appropriate gestures and expressions.

As the problem occurs, Thornbury (2005:28) suggests doing more practice and training in order to improve the learners' speaking skills. The more they practice, their ability will improve.

Additionally, Nation and Newton (2009, 166) write that there are some point to be pointed out in speaking homework; they are reliability, validity, practicality, the effect of the homework on teaching.

And one of the appropriate homework is role-play (Nation and Newton, 2009: 175). Moreover, Richard (2008, 38) also states that giving a homework is categorized as Independent construction of the text.

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Based on Thornbury (2005:108) suggest the outside-class speaking as the task to improve speaking ability of the learners. Similar to Tape diaries (Thornbury 2005:108) the learners tape themselves outside the class and submit the video to the lecturer for the feedback. . Besides, some awareness-raising activities also suggest by him, one of them is using recording and transcript (Thornbury, 2005:43).

In conclusion, this research focused on whether the videotaping outside the class was useful in improving students' speaking ability

RESEARCH METHODOLOGY

The design of this research was descriptive qualitative method and this research was a theory-driven (Holliday 2005, p. 19; Sugiyono, 2008, p. 7). This research focused on the investigation whether videotaping homework could improve learners speaking ability, especially expression in English. As the nature of qualitative research, this research figured out the learners' experiences in videotaping homework (Dawson, 2002, p. 14; Sugiyono, 2008, p. 7 and Day, 1990).

Moreover, the findings of this research was explained deeply to the theories of learning speaking (Thornbury 2005, and Nation and Newton, 2009) and cross-checked with the existing theories (Wallace 2002, p. 38).

This research was held in Conversation 1 Class of Tadris Bahasa Inggris in Sekolah Tinggi Agama Islam Bandung. The participants of this research were the learners in Conversation 1 Class of Tadris Bahasa Inggris in Sekolah Tinggi Agama Islam Bandung.

The questions in the questionnaire were based on Thornbury (Thornbury 2005, and Nation and Newton, 2009). It checked some points for learners videotaping homework, they are productivity where the tasks use language production maximally; purposefulness where the tasks have clear outcome; interactivity where the tasks provide the effect for the audience; challenge where the task not too easy nor too difficult so they can abroad their ability maximally; safety where the tasks are also build their confidence since it is not too difficult; and authenticity where the tasks have relation to real-life language use. Others questions were taken from Nation and Newton (2009, 168), they are reliability, validity, practicality, the effect of the homework on teaching and whether it was an appropriate homework in role play (Nation and Newton, 2009: 175)

The data were analyzed by using grounded theory or was called inductive process (Gray 2004, p. 346). It is the “the analytic process through which data is fractured, conceptualized and integrated to form a theory” (Corbin in Frankel, Wallen, and Helen Hyun, 2012, p. 436).

RESULT AND DISCUSSION

1. Productivity

Productivity in speaking is providing the activity of speaking that enable learners to speak maximally (Thornbury, 2005:90). It is to maximize learners' competency to practice their English. Based on the questionnaire result, 75% learners agreed that videotaping homework encouraged them to practice English expression more, and the rest thought that this kind of activity was very encouraging. This kind of homework facilitated learners to speak more when they were outside classroom with their classmates. Since videotaping required the fluency of the script, they repeated the expression several times until they remembered the expression correctly (Appendix 2.2, point 2.4).

In addition, based on learners' answer in questionnaire, only one learner has tried videotaping before. She has been given videotaping homework when she was in senior high school. However, the rest of the learners have never tried videotaping homework as homework to improve speaking ability before (Appendix II.2, point 1). In short, giving videotaping homework was a good strategy to facilitate learners to express themselves freely in matter of practice English expressions learned.

2. Purposefulness

One of the advantages of videotaping homework was enable learners work with their classmate to produce a short video that contained English expression has learned. The main purpose of this activity was to provide opportunity for the learners to practice English expression more outside the class with their classmate. That was what Thornbury (2005:90) categorized as a purposefulness. 25% of the learner was very agree, 50% of the learners agreed and the rest of them was less agree of what Thornbury thought (Appendix II.2, point 1.8).

In addition, from (Appendix 2.2, point 2.8), it can be seen the learners emphasized that this homework did helped them to have more practice time. Participant 1 and 2 said that there was more time to practice English expression outside the class. Participant 3 felt that the same way, she just needed to enjoy the process so that she could speak naturally. So, in general, the learners thought that videotaping homework enabled the learners to improve their ability in English expressions. In summary, videotaping homework had clear purpose that gave opportunity to learners to improve their speaking ability by working together with the classmate.

3. Challenge

The homework could not be too difficult nor too easy, so that it was called challenging (Thornbury, 2005:91). 50% of learners thought that videotaping was not too difficult to do, and the rest felt that this homework was a bit difficult to do (Appendix 2.1, point 1.3). Participant 1 said that the difficulty in doing this homework was because she was easy to forget the transcript. She sometimes forgot her dialog that it took many times to recreate the video. She also added that arranged the time of all learners was also the main problem in making this homework (Appendix 2.1, point 2.5). Participant 2 thought that the difficulty was technical problem such as editing the video, unheard voice, and collected the team to take a shoot because they had others activities to do. Having the same thought with the participant 2, participant 3 and 4 said that she got difficulties in technical problem and time in gathering the team (Appendix 2.1, point 2.3).

Moreover, the result of questionnaire exposed that there was 75% of the learners thought this homework was not too easy (Appendix 2.1, point 1.3). In summary, videotaping homework was not too difficult nor too easy to do for the learners.

4. Authenticity

Videotaping homework facilitated the learners to have a homework that related to real-life language use (Thornbury, 2005:91). It was proved by the questionnaire result that showed 25% of the learners thought that it was very true, and 75% of them agreed with that statement (Appendix 2.1, point 1.5). Furthermore, 75% of the learners felt that this homework helped them to express themselves naturally than speaking in the classroom (Appendix 2.1, point 1.6). It was clear that videotaping homework provided the chances to the learners to have real-life language used and natural expressions.

5. Academically

Videotaping was one of the tasks for improving learners' speaking ability (Nation and Newton, 2009, 23). It was proved by the result of questionnaire that there was 75% of them agreed that videotaping was indeed improved their ability of speaking and the rest of them even were very agree (appendix 2.1, point 1.7).

Additionally, appendix 2.1, point 2.6 showed that Participant 1 said videotaping homework helped her to remember the English expression because the repetitions of the script. In line with participant 1, participant 2 also said that through videotaping homework, she could learn with flexible time, improved her creativity and teamwork, and developed herself. She added that videotaping homework helped her to remember the English expression because of the repetitions of the script. She added that this activity provide the opportunities to improve her self-confidence so that she could enjoy to speak English, especially English expression

learnt. Furthermore, and the same opinion also stated by participant 3 and 4, that they could expressed themselves better when they were outside the class.

Furthermore, through videotaping, the learners could also found out their lackness of speaking by watching how their produce English expression through their video (Nation and Newton, 2009, 23). It could be seen in appendix 2.1: point 1.8 that showed all of them was agreed. In addition, participant 2 thought that through watching her video, she could evaluate her speaking ability and developed them. Consistent with participant 2, participant 3 said that she could re-watch the video and found out her lackness so that she could improve them (appendix 2.1, point 2.5).

In addition, this homework also helped learners to remember English expression. All of the learners thought so (appendix 2.1, point 1.9). Participant 2, 3 and 4 thought that they got easier to remember English expression by doing this homework. Moreover, participant 3 also said that her main concern was to know how and when the expression used. (Appendix 2.1, point 2.7). Finally, this activity was also effective to be applied in speaking class. Participant 2, 3 and 4 said so (appendix 2.1, point 2.11). Participant 3 added that she could understand the application of those expressions in real-life situations.

In conclusion, videotaping homework had academicals purpose also that it could improve speaking ability of the learners, especially English expression knowledge by re-watching the video and finding the lackness through those videos

CONCLUSION AND SUGGESTION

There were some difficulties faced by English learner in improving their speaking ability. One of them was there was a limited time to practice in the classroom. Some experts suggested that the lecturer of the instructor gave homework to their learners in order to give them a chance to re-learn what they have got in the classroom.

One of the homework that can be given is videotaping. It gives chances to build their creativity and self-confidence since the homework covers some aspect of speaking homework; Productivity, purposefulness, challenge, authentic, academically.

There are some suggestions based on the findings of the research. The next research can try this method to another subject. The findings of this research only focus on creating roleplay, that the next research can try another subject. It can also apply in multiple classes of the learners from different level of ability.

In short, based on the findings of this research, videotaping homework is effective to be applied in conversation 1 class in STAI Bandung.

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