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TEACHING VOCABULARY THROUGH THE CONCEPT ATTAINMENT MODEL AT SMP IT ANNAJIYAH LUBUKLINGGAU

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Abstract: The problem of this research was “is it significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020?” The objective of this research was to find out whether or not it is significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020. The population of this research was all of the seventh grades consist of 43 students of SMP IT Annajiyah Lubuklinggau in academic year 2019/2020 and total number of sample was 18 students from VIII.A. The sample in this research was taken through cluster random sampling. In this research, the researcher used pre-experimental method. In collecting the data, the researcher used written test. In analyzing the data, the researcher used three techniques. They were: individual score, normality test and matched t-test. Based on the result of the data analysis, the researcher found out that the students’ average score was 59.166 in the pre-test and it increased in the post-test which score was 78.888. The result of matched t-test was 7.498, while ttable was 1.734. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Furthermore, it was significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020..

Keywords: *teaching, vocabulary, Concept Attainment Model*

INTRODUCTION

In Indonesia, English is as a foreign language, which is used by many people in the world to communicate in spoken or written form. According to Seli (2015:3), Teaching English is a transferring of language knowledge from teachers to learners to make them able in use English as a language. In other word, Triyogo (2018:66) states that teaching is not just presenting information or knowledge to the students, but it needs strategy and tactic. In other words, it is important for teacher to include as many techniques as possible to enhance students’ learning. In the teaching of a language, there are four language skills namely listening, speaking, reading, and writing. It should be well taught and mastered by the students. Since English is a new subject for most Junior High School students, the teachers have to make them interested in studying. Interest is an important factor to make them pay attention to the subject. The aim of teaching English in the Junior High School is to motivate them to be ready and have self confidence in learning English at higher levels of education. The four skills must be supported by the language aspect such as: pronunciation, spelling, vocabulary, and grammar. This

research focus on the third language aspect, it is vocabulary. Vocabulary learning is an important part of learning a language. Students learn English in order to enable to communicate in that language and vocabulary is one of the important points in English learning. Vocabulary is one of the language components and as a base of language. That is why vocabulary building should be given three until five to the students in everyday. Getting much vocabulary is better because it will have stronger base on learning and simple vocabulary is the best choice for students (color, number, and fruit, animal and so on). French (2003:1) states that vocabulary is collection words that students hear and read throughout in their life and vocabulary will never stop growing. The larger vocabulary is, more they will understand vocabulary what they hear and read, write and speaking will improve too. Teaching English for Junior High school students are different from teaching English in higher level. Junior High school students need reinforcement activity such as playing a game, using picture, and using interesting model in teaching. It is not same as teaching adults because they have different characteristics and different motivations.

Based on the result of interview with English teacher of seventh grade at SMP IT Annajiyah Lubuklinggau, the problem was often faced by English teacher is about students' vocabulary. The students had difficulty to learn vocabulary. Vocabulary is the first thing that students need to be learnt in learning English, because when students master vocabulary, they will be easy to learn English well. The causes of these difficulty is students laziness in learning vocabulary. For example, when the students are boring in the class, the student will sleep during the class and ignore the lesson given by the teacher. Therefore, the teacher need interesting model those are best for students. According to Bhaskara (2018:29), a model is a representation of generally in small, to show the construction or appearance of something. One of interest model can be used by teacher is CAM. By applying this model, it is hopefully students can improve their vocabulary mastery. The researcher want apply CAM as an alternative in teaching. The students of SMP IT Annajiyah Lubuklinggau will be given something new and different in class. And they will not only as the object of teaching and learning process but also as the participants and teacher can make the students active interested of being silence. The CAM is an efficient model for presenting information that is organized on a topic that is easier to understand for every stage of development of the concept. In this learning model, teacher can provide a way of conveying concepts, clarify concepts and train students to become more effective in develop the concept and can help students at all age levels in understanding the concept. Kaur (2017:6859) states that Concept attainment is the process of defining concepts by determining the attributes that are absolutely essential to the meaning and discriminate between what was example and what is not an example of the concept. From the statement above, it was concluded that CAM is one of alternatives and effective model to be applied to increase the students' vocabulary. They were discovering many words and enjoy in studying English vocabulary and also they were be motivated and encouraged the students in learning. Thus, this model is very suitable to be used in classroom because it was help students to clarify example in ideas. Based on the background stated above, the researcher was interest to do a research entitled "teaching vocabulary through the concept attainment model at SMP IT annajiyah lubuklinggau".

RESEARCH METHODOLOGY

a. Research Design

This research used quantitative research in a pre-experimental method design with the one group pre-test and post-test. In pre-experimental research design, the researcher was used concept one group Pre-test and Post-test design. As Sugiono (2010:75) states that one group Pre-test and Post-test design the development was by doing one measurement in front (pre-test) before the treatment and after that the measurement was done again (post-test). The design was as follows:

Table 2.1
The Diagram of One Group Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Pre-Experiment	O ₁	X	O ₂

(Source: Sugiyono, 2012:112)

b. Research Variables

In this research, there were two variables. They were dependent variable and the independent variable.

1. Independent Variable

The independent variable was Concept Attainment Model (CAM). This model used in teaching vocabulary to the seventh grade students at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020.

2. Dependent Variable

The dependent variable was seventh grade students' vocabulary at SMP IT Annajiyah Lubuklinggau academic year 2019/2020.

c. Population and Sample

1) Population

According to Arikunto (2014:173), population is all of object that will be inspected. The population in this research was all of seventh grade students of SMP IT Annajiyah Lubuklinggau. There are 43 students taken as the population. The population in this research will be presented in the following table 2.2.

Table 2.2
The Population of the Research

Classes	Number of Students
VII.A	18
VII.B	25
Total	43

(Source: SMP IT Annajiyah Lubuklinggau in Academic Year of 2019/2020)

2) Sample

(Sugiyono 2013:62), mention that sample is a portion of the populasi. In taking the sample, the researcher used the cluster random sampling to choose the sample. The cluster random sampling is one of the techniques to choose a sample. It is to choose one of sample by randomizing the group of sample, it is done by writing all the names of each class from the population in small pieces of paper and then rolled them. After that, put it in the glass. Next, the researcher took one of them. Based on this technique, the researcher got students from the class VII.A consist of 18 students as sample.

d. The Technique for Collecting the Data

To collect the data, the researcher used a vocabulary test because the researcher wanted to know the students' ability in learning vocabulary. In this research, the test was given twice as pre-test and post-test. To know the effectiveness of teaching vocabulary by using CAM to seventh grade students of SMP IT Annajiyah Lubuklinggau. The researcher used 25 items that consisted of multiple choices. The students can do the test for 45 minutes as their time allocation. To get the good test, the researcher analyzed the validity and reliability first. To find the reliability, the researcher tryout of the test instrument to the class VII.B at SMP IT Annajiyah Lubuklinggau.

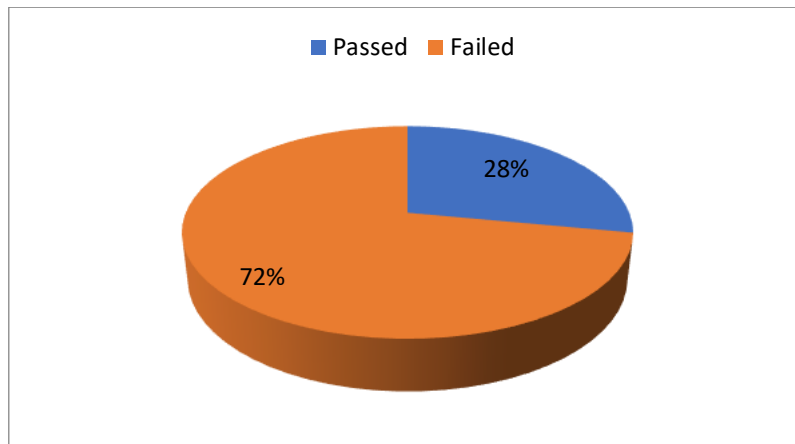
RESULT AND DISCUSSION

a. The Students' Scores in the Pre-Test

The pre-test was given before the treatment (before teaching vocabulary using CAM). It consisted of twenty items in the multiple choices form and time allocated was 45 minutes for the students to answer the question. After the test was given to the students, the researcher could describe the scores were gotten from the test. The number of the students who were given in the pre-test was 18 students. After the students' score was tabulated (see on appendix B), it found out the highest score was 80 that was reached by one student and the lowest score was 40 that was reached by two students. The average of the students' scores in the pre-test was 59.166. This was obtained by dividing the total number of individual score (1065) by the number of students (18). That was $1065:18 = 59.166$.

Chart 3.1

The Percentages of the Students' Categories in the Pre-Test



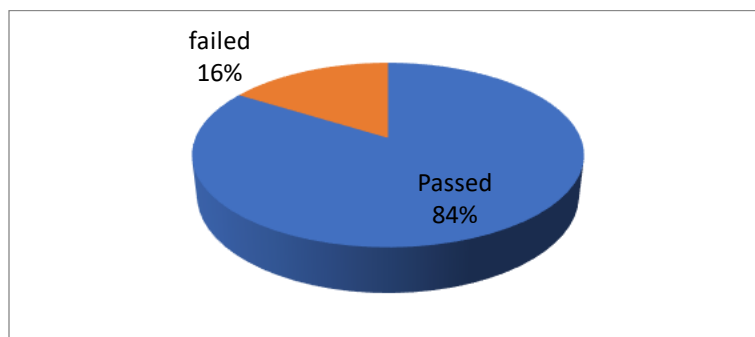
Based on the chart 4.2 above, it could be conclude that in the pre-test, the researcher found out that there were 5 students (28%) who were “passed” and there were 13 students (72%) with category “Failed” and the students’ average score were 59.166.

b. The Students’ Score in the Post-test

After giving the pre test, the researcher had given the treatment by using concept attainment model in teaching vocabulary to the students. Those students were given four meetings of the treatment after that the researcher given post-test. Based on tabulation of the post-test scoring, the researcher found out the lowest score was 60 reached by 1 student and the highest score was 95 reached by 1 student. The average of students’ scores in the post-test was 78.888.

Table 3.2

The Percentage of the Students’ Categories in Post-Test



Based on the chart 4.2 above, it could be concluded that in the post-test the researcher found out that there were 15 students (83%) with category “Passed” and there were 3 students (16%) with category “Failed”.

c. The Comparison Between the Result of the Pre-Test and Post-Test

The researcher presented the data to show the difference of the students’ score between pre-test and post-test in the table 4.3. This table also can help the researcher to differentiate the students’ score who obtained and better scores in the vocabulary test. Furthermore, it can be used to interpret whether or not the treatments were affective to help students in improving their vocabulary. The comparison of the students’ score in pre-test and post-test can be seen in the following table 3.3.

Table 4.3

The comparison of the students’ score in pre-test and post-test

No	Category	Highest Score	Lowest Score	Average score	Passed Category	Failed Category
1	Pre-test	80	40	59.166	5	13
2	Post-test	95	60	78.888	15	3

Based on the table above, it showed that the students’ score in pre-test and post-test was increased. it means that the treatments given was significantly effective to teach vocabulary through the CAM at SMP IT Annajayah Lubuklinggau.

d. Normality Testing

Normality test was used to found out whether or not the result of the students’ data was normal, to found out the normal of data the researcher used the *chi-square* formula. If $X^2_{obtained} \leq X^2_{table}$ the data was in normal distribution. While, $X^2_{obtained} \geq X^2_{table}$, the data was not in normal distribution. To investigation of the internal consistency normal is an estimate by Subana & Sudrajat (2005:153) The following is the formula or normality test.

$$X^2 = \frac{(O_i - E_i)^2}{E_i}$$

Where:

X2 = Normality test

O_i = the observation frequency

E_i = the expertise frequency

1. In the pre-test

Based on data (appendix B) before the researcher calculated test normality, firstly the researcher found the highest score, for the pre-test in the class was 80. It was reached by 1 student and lowest score 40 reached by 2 students. Furthermore, the steps to calculate the normality test.

- a. Calculated mean scores in the pre-test

$$M = \frac{1065}{18} = 59.166$$

- b. Make list of observation frequency and expectation frequency

Based on the data on table of list frequency of observation and expectation of the students' score in the pre-test, the researcher found out that $X^2_{\text{obtained}} = 4.49$. Since the significances level was 95% (0.05), and the $X^2_{\text{table}} = 11.070$. The data was normal, because $X^2_{\text{obtained}} \leq X^2_{\text{table}}$. So it can be concluded that the data distribution in the pre-test was normal.

2. In the post-test

Based on the data (appendix B) before the researcher calculated test normality, firstly the researcher found the highest score, for the pre-test in the class was 95. It was reached by 1 student and lowest score 60 reached by 1 student. Furthermore, the steps to calculate the normality test.

- a. Calculated mean scores in the pre-test

$$M = \frac{1420}{18} = 78.888$$

- b. Make list of observation frequency and expectation frequency

Based on the data on table of list frequency of observation and expectation of the students' score in the pre-test, the researcher found out that $X^2_{\text{obtained}} = 7.27$. since the significances level was 95% (0.05), and the $X^2_{\text{table}} = 11.070$. the data was normal, because $X^2_{\text{obtained}} \leq X^2_{\text{table}}$. So it can be concluded that the data distribution in the post-test was normal.

e. The Result of Matched t-test

In this research, the researcher used the matched-test in analyzing the data. The formula as follows:

$$t_{\text{obt}} = \frac{\bar{X}_2 - \bar{X}_1}{\overline{SD}}$$

Where:

t_{obt} = t-obtained

\bar{X}_2 = the students' mean score in the post-test

\bar{X}_1 = the students' mean score in the pre-test

\overline{SD} = the students' errors in differences

(Source: Hatch and Farhadi (Cited in Marliasari, 2017:115))

Based on the students' score obtained both the pre-test and post-test, the researcher applied the matched test formula. It can be seen the difference between two scores and to find out whether or not it is significantly effective to teach English Vocabulary by using CAM to the seventh grade students of SMP IT Annajiyah Lubuklinggau in the academic year 2019/2020.

It was found that Where (N) is 18, the sum of the students difference score square is 8425, and the students difference score in the pre-test and post-test is 355. From the calculation above, it could be seen so from the calculation above, it showed that t-obtained were 7.498. it was much higher than 1.734. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected because t-obtained > t-table. From the explanation it can be stated that it was significantly effective to teach English Vocabulary by using CAM to the seventh

grade Students of SMP IT Annajiyah Lubuklinggau in the academic year 2019/2020.

CONCLUSION

Based on the findings presented in previous chapter, it could be concluded that there was significantly effective to teach vocabulary through the Concept Attainment Model at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020. It was proved by the differences between two mean score in the pre-test and post-test. There was improvement of the average scores from the pre-test (59.166) to the post-test (78.888). the students made progress in the pre-test only 5 students who could "passed" the minimum mastery criteria, while in the post-test 15 students could "passed" the minimum mastery criteria.

Furthermore the progress could also be know based on the Matched t-test analysis. The researcher found that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected and the result of Matched t-test was higher than t-critical value. The t-obtained was 7.498, which was higher than 1.734 as critical values. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In the other word, it was significantly effective to teach vocabulary through the Concept Attainment Model at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020

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TEACHING SPEAKING SKILL BY USING BAMBOO DANCING METHOD

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Abstract: The problem of this study was “Is it significantly effective to use Bamboo Dancing Method to the Eighth Grade Students of SMP Negeri 1 Lubuklinggau in academic year of 2019/2010?” Therefore, the objective of this study was to find out whether or not it is significantly effective to use Bamboo Dancing Method to the Eighth Grade Students of SMP Negeri 1 Lubuklinggau in academic year of 2019/2020 which was divided in to ten classes and the total number was 335 students. The applied method was Pre-experimental method with one group pre-test and post-test design. The writer used cluster random sampling to get the sample. The result was VIII.2 as sample group which consist of 34 students. The instrument of collecting the data was speaking test. The writer applied four techniques in analyzing the data. They were: 1) Individual Score, 2) Minimum Mastery Criteria, 3) Normality test, 4) the Paired t-test. The result of this study: (1) The mean of students’ score in the Pre-test was 29.59, (2) The mean of students score in the Post-test was 78.41, and (3) The result of Paired t-test was 5.69, at one tailed the degree of freedom (df) will be 33 (34-1) with 5% (0.05) significance level, t-table value is 1.692. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) is accepted. It means that it was significantly effective to use Bamboo Dancing Method to the Eighth Grade Students at SMP Negeri 1 Lubuklinggau in academic year of 2019/2020.

Keywords: *Teaching, Speaking, Bamboo Dancing Method*

INTRODUCTION

English has an important role in the world as international language because many countries use English for communication and international relation among them. As its function for it, English has gained its popularity all over the world including Indonesia. English plays a very important role in Indonesia as a developing country. Crystal (2003:30) states that English is the convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions.

There are four skills in teaching English language. According to Nation and Newton (2009: 3), the fluency development strand should involve all the four skills of listening, speaking, reading and writing. Speaking and writing are categorized as productive skills while Reading and Listening are receptive skills. In English teaching, those are skill must be served integrated as much as possible. One of those language skills that influence the language ability is speaking. According Nation and Newton (2009: 125), an important part of the formal

speaking process is taking account of the audience and the suitability of the information that is to be conveyed to them.

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. So, speaking is an important skill of language which should have improves for the students. Speaking takes an important role in life. Someone can convey our meaning, feelings, ideas and also our thought through oral activity. Based on the definition above, the writer was concluded that the way the teacher to may decide what kind of outline numerous tasks for assess students' speaking performance. It is also as the process of building and sharing the meaning through giving information and knowledge. The material speaking in this study is Existence of Things and People

Based on the writer's interview at SMP Negeri 1 Lubuklinggau, the problems appeared on the Eighth grade at SMP Negeri 1 Lubuklinggau when writer practice teaching at that school. There were some factors which make some students cannot speak well. First, the students were not interested in learning English, so the students were lack of enthusiasm in learning process. Second, they were rarely practice to use English to communicate; they always use their mother tongue language in the classroom. Third, the students were lack of confidence in their ability, so the students were afraid to make mistakes and the last students were lack of vocabularies and make grammatical mistakes. In reality, there were still many students difficult to speak in English especially for Junior High School students, because the students sometimes face many problems in learning speaking and many factors that made the students thinks speaking is very difficult.

The writer applied an interesting method to make the students to be active in the class and they do not to feel confused to speak English. The writer had chosen one of method that could be applied in teaching speaking. The method was Bamboo Dancing. One of type cooperative learning is Bamboo Dancing Method. In this study, the writer used Bamboo Dancing Method to teach speaking skill because the students would improve their speaking skill easily. Bamboo Dancing Method aims to enable students to share information at the same time with different partners in a short period of time on a regular basis. Although named bamboo dancing, it does not use bamboo. According to Suprijono (2009: 98), learning process in Bamboo Dancing Method is started by giving question to students. Teacher does little discussion with students. After discussing, teacher will divide students into two groups. Students lined are described as bamboo. Learning process is begun with the introduction of the topic by the teacher. The teacher divides the class into two large groups that each group consists of ten students (if possible). After, the discussion, twenty students from every large group who face each other following lined slid a clockwise direction. Then, each student gets a new partner and shares different information. A move clockwise will stop when the first learner back into origin place. So, they find others pair. Finally, they get result from their discussion and they present in front of class to support their presentation.

Based on the problem of the study, the objective of this study was to find out whether or not it is significantly effective to teach speaking skill by using Bamboo Dancing Method to the Eighth Grade Students at SMP Negeri 1 Lubuklinggau the academic year 2019/2020..

There are two elements of speaking according to Harmer (2001:269), those are:

1) Language Features

Among the elements necessary for spoken production include connected speech, expressive devices, lexis and grammar, and negotiation language.

2) Mental/ Social Purposing

Part of speaker's productive ability involves the knowledge of language skill, success is also dependent upon the rapid processing skills that are talking necessities. There are three points of mental/ social purposing: language processing, interacting with others, and (on-the-spot) information processing.

RESEARCH METHOD

In the study, the writer used quantitative research in a pre-Experimental research design. The aim of the write was the writer wanted to know that accurate assessment or the effectiveness of Bamboo Dancing in teaching speaking. Fraenkal, wallen and Hyun (2012:265) states that Experimental design is one of the most powerful research methodologies that researchers can use of the many types of researcher that might be used, the experiment is the best way to establish cause-effect relationship among variables.

In this study, the writer used the one group pre test-post test design. In the one-group pre test-post test design. A single group is measures or observed not only after being exposed to a treatment of some sort, but also before. In collecting data, the writer used an oral test. According to Brown (2004:3), test is used to measure the students' basic ability, knowledge or performance in given domain. In this study, the test was given twice as pre-test and post-test. The pre-test was given to the students before the treatment by using Bamboo Dancing Method and the post-test given to the students after done the treatment by using Bamboo Dancing Method.

To support the data, the writer took recording of the students speaking performance. The writer explained about the way to do the test. The writer used instruction about material. Then, the writer given three different pictures to the students based on the kind of existence of things and people. After that they describe one of the pictures they select. The test must be done directly in the class and the teacher gives the limit of time to the students. Pre-test and post-test are to know the differences of the students' speaking ability before and after the teaching by using the method.

The population in this study was the entire eighth grade of SMP Negeri 1 Lubuklinggau in academic year 2018/2019. There were 335 students coming from ten classes as the population in this research. The sample used the cluster random sampling. In doing this technique, the writer took one class of the eight grade students of SMP Negeri 1 Lubuklinggau in the academic year 2019/2020. The steps of cluster random samplings were: 1) Writing the names of ten classes (class VIII 1,2,3,4,5,6,7,8,9,10,) on small pieces of papers, 2) Rolling paper up, 3) Putting them in the glass and, 4) Taking one of them randomly. The result was VIII.2 as sample group which consist of 34 students. In analyzing the data, the writer applied four techniques

for an analyzing the data. They are: 1) Individual Score, 2) Minimum Mastery Criteria, 3) Normality test, 4) the Paired t-test.

RESULT AND DISCUSSION

There were three results in this investigation, they were: 1) The Students' Speaking Score in the Pre-test 2) The Students' Speaking Score in the Post-test 3) The result of Paired t-test calculation.

The Students' Speaking Score in the Pre-test

The number of the students who took the pre-test was 34 students. From the calculation in the pre-test, the writer found that highest score was 42, it was achieved by 1 student. The lowest score was 20, it achieved by 5 students. The average of the students score in pre-test was 29.59. The Minimum Mastery Criteria (MMC) at SMP Negeri 1 Lubuklinggau is 75. Therefore, all students were failed in pre-test. It is because the material has not been learned by the students, and the students have not gotten the treatment yet.

The Students' Speaking Score in the post-test

The post-test gave to know the improvement of students' score after treatment by using Bamboo Dancing Method in teaching speaking and learning process in the classroom. The number of students who were given post-test was 34 students. The writer found that the highest score was 96 obtained by 1 student, and the lowest score was 50, which was obtained by 1 student. After the score had been tabulated, based on the Mastery Minimum Criteria (MMC), there were only 8 students (24%) in the "failed" criterion, meanwhile, there were 26 students (76%) were categorized in "Passed". The students' average score in the post-test was 78.41. This score indicated that there was a progress in the students' speaking skill since they got treatment with the average score from 29.59 increased to 78.41, based on the students' score the converted into the students' passing grade.

The Comparison between the Students' Score in the Pre-test and Post-test

The result of the test in this part included the students' score in the pre-test and the students' score in the post-test were improved. The students' score in post-test was higher than in pre-test. From the calculation in the pre-test, the writer found that highest score was 42, it was achieved by 1 students. The lowest score was 20, it achieved by 5 students. The writer found that the highest score was 96 obtained by 1 student, and the lowest score was 50, which was obtained by 1 student. After the score had been tabulated, based on the Mastery Minimum Criteria (MMC), there were only 8 students (24%) in the "failed" criterion, meanwhile, there were 26 students (76%) were categorized in "Passed".

Result of Normality Testing

Based on the normality testing above, it can be seen that the normality of pre-test and post-test.

a. In the pre-Test

Before calculating the normality, the writer found that the highest score was 42 who has gotten by 1 student, and the lowest score was 20 who has gotten by 5 students. It was know that $N = 34$, $\sum x = 1006$, and the result was 29.59, $N = 34$, $\sum x = 1006$, and $\sum x^2 = 31372$

calculated the standard deviation and the result standard deviation was 6.98. In dividing in the interval class it was known that $\log(34) = 1.53$, the result was 6, the result of distance was 22, and the result long interval class was 4. Based on calculation above, the writer found that $X^2_{\text{obtained}} = 0.0323852$ with the degree of freedom (df) = 3 (4-1). Since level is 95% (0.05), and the $x^2_{\text{table}} = 7.815$. The data was normal, because $x^2_{\text{obtained}} < x^2_{\text{table}}$.

b. In the post-Test

Before calculating the normality, the writer found that the highest score was 96 who has gotten by 1 student, and the lowest score was 50 who has gotten by 1 student. It was known that $N = 34$, $\sum x = 2666$, and the result was 78, 41, and $\sum x^2 = 213388$ calculated the standard deviation and the result standard deviation was 11.47. In dividing in the interval class it was known that $\log(34) = 1.53$, the result was 6, the result of distance was 46, and the result long interval class was 8. Based on calculation above, the writer found that that $X^2_{\text{obtained}} = 0.0641844$ with the degree of freedom (df) = 7 (8-1). Since level is 95% (0.05), and the $x^2_{\text{table}} = 14.067$. The data was normal, because $x^2_{\text{obtained}} < x^2_{\text{table}}$.

The result of Paired t-test calculation

The number of students who joined the pre-test and post-test was 34 students; the paired t-test calculation gave 5.69 as the result. Meanwhile the t-critical value of 5% (0.05) significance level was 1.692. And t-obtained exceeded the critical value was (1.692). From the calculation above, it was found that SD (Standar Deviation) was 49.95, after that the researcher continued to calculate SD (Standar Error of between two means). After getting SD as started 8.57 then the writer calculated paired t-test of calculated t-obtain. The result of paired t-test calculation was 5.69, while the critical value 5% (0.05) with 33 (34-1) degree of freedom (df) was 1.692.

DISCUSSION

The result of the both pre-test and post-test showed that there was a difference between the students' score before and after the treatment. It could be seen from the difference between students' average score obtained in the pre-test and the post-test.

In addition, Bamboo Dancing is students lined up and two groups stand up face to face as two pieces of bamboo used in of bamboo dance Philippine which is also popular in several regions in Indonesia. (Huda, 2011:147). More important through Bamboo Dancing Method, this can be seen from the fact the students appeared to be interested, enthusiastic, and to be active in learning process. In this study, the students could practice in front of the class, so they will master it if they often practice. It means that the treatment by using Bamboo Dancing Method could help the students in speaking. It can be seen that the students' average score improved after the treatment. So, the Bamboo Dancing Method could increase the students speaking skill.

According to Minimum Mastery Criteria (MMC) in SMP Negeri 1 Lubuklinggau, the students categorized success if the students got score 75. If the students got lower than 75, it means that the students failed. Because of some factors above, the writer taught the students speaking skill by using Bamboo Dancing method. Before treatment, the students' average score in pre-test was 29.59. The writer saw if they did not know how to speak well, they still used

ungrammatically sentence, and the students did so many errors in vocabulary, comprehension, fluency and pronunciation. But after the writer gave treatment through Bamboo Dancing Method, the students could minimize the errors. The writer did treatment with giving same items again with students. Furthermore, it means that the treatment by using Bamboo Dancing Method could help the students in speaking. So Bamboo Dancing Method can increase the students' speaking skill. After the writer did research and gave score from pre-test, the writer did post-test. The writer gave concept about existence of things and peoples all of them to students. The students' average score in post-test was 78.41. In the post-test, the students was hoped to know how describing about existence of things and peoples. After the writer gave treatment, students would speak English well to discuss some issues. It means that there was any improvement on the students' speaking skill. The students' score in the post-test was higher than in the pre-test. It can be concluded that the treatment by using Bamboo Dancing Method can help the students improve their ability in speaking.

The differences between the score of pre-test and post-test and effectiveness of Bamboo Dancing Method in teaching speaking skill could also be proved from the result of paired t-test calculation, since the writer got the data from pre-test and post-test, then the writer calculated the paired t-test and the writer found that the coefficient of t_{obtained} 5.69. It exceeded the coefficient of t_{table} 1.692 levels of 95% for df 33 (34-1).

SUGGESTIONS

Based on the fact the writer found during this research, the writer would like to offer some suggestions to the teacher of English, the students and the other writers.

1. To the Teacher of English

The writer suggests the teacher of English to use a suitable method to improve and motivate the students' speaking competence. The teacher of English could try to apply Bamboo Dancing Method to teach speaking in learning and to avoid the students from feeling bored. The teacher of English could try to use Bamboo Dancing Method to teach speaking to the different materials. The teacher of English must always teach by using various interesting methods in order to motivate the students in learning process.

2. To the Students

In teaching and learning activities, the writer also suggests that provide opportunities for students to process information easier, briefly and regularly. Therefore, the students should improve their communication skill. The students should do a lot of exercise and practice to improve their ability in speaking skill. The students should practice all the expression with other techniques suggested by teacher, the students must be active in learning English, and the students must practice their speaking in their daily life.

3. To the Other Researchers

Other writers are expected to further research to the Eighth Grade Students in the different Junior High School in certain period and different subject or concluding another research on the topic of developing the students' competence by using another method.

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**APPLICATION OF PICTURE & PICTURE MODEL IN INTRODUCING ENGLISH
VOCABULARY (NUMBER) AT EARLY CHILDHOOD**

(Case Study in term of Motivation Aspect)

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Abstract: The golden age is a sensitive period that is very important for children to develop all aspects of development such as language, one of which is English so they can compete in the global world while growing up. Introducing activity must be carried out with a learning model that is and are concrete so that children can understand what is meant for example the picture and picture model learning. This study aims to describe how the contribution of the application of picture and picture model in introducing English vocabulary (number) at early childhood to increase children's motivation. The research approach used is qualitative with the type of case study (case study). Data collection using in-depth interview, observation and documentation. The result showed that the application of picture and picture model in introducing English vocabulary (number) contribute to the improvement of children's motivation such as children's attention during activity (attention), children's interest in English (interest), trust the child's self in knowing English vocabulary (confidence) and the satisfaction with fun learning (satisfaction). This research can be used as input for the teacher to create English learning that can increase children's motivation in class.

Keywords: *Picture and picture model, English, early childhood, motivation*

INTRODUCTION

Early childhood education can be interpreted as a form of education that aims to facilitate the growth and development of children optimally and comprehensively, such as cognitive, affective, psychomotor, language, socio-emotional and spiritual development (Suyadi and Ulfah, 2013: 17). In line with the opinion of Mulyasa (2014: 34), the process of human development as a whole has begun since the fetus in the mother's womb and entering the golden age (golden age) until the age of six years is a sensitive period for children because the development of intelligence has experienced a very significant increase that should not be missed this is important because at this time there is the maturation of physical and psychological functions that are ready to respond to the stimulation that comes from their environment.

Sutapa, P., & Suharjana, S. (2019) involving children in play activity Early childhood education is taken before basic education, it is an important role because a person's potential is formed and developed in this period since childhood is considered a golden age. Then Susanto

(2017:126) at the age of 4-6 years, the child's language development is getting better, the child can understand the talk of others and can express his thoughts within certain limits, the child will ask him everything that he sees, with the child's cognition developing rapidly and the desire of children to learn is very high then children learn through asking and communicating. Furthermore, Kurnia (2019:2) to develop the language skills of children aged 5-6 years can be developed through the media.

Language is very important to be instilled from an early age so that a child has good language skills when he grows up (Fadlillah, 2012:46). Then MUIN, F. (2008) language is not only regarded as a means of communication but it is a means of communication that has some characteristics. Zubaidah (2004) states that children's language development that is at the age of 4 years children can use language with the correct structure and with a vocabulary of 1400-1600 words, and children at the age of 5-6 years have the correct language order, in Language development The teacher must have knowledge about language development and how to develop language. Susanto (2011: 73) aspects of developing language begin with sound imitation, then closely related to the development of intellectual and social abilities.

Children go through certain periods in their development and are easier to learn, the most sensitive period of language in a person's life from birth to six years (Sujiyono, 2012:103). According to Suyanto (2008:7), the theory of first language development or mother tongue acquired by a child is at the age of two which serves to make a change in aspects of cognitive development. Because language is a tool for children to open up opportunities to do things and organize information through the use of words. Therefore, it is often found children who talk to themselves when playing. Rachmawati & Kurniati (2010:22-23) children who are intelligent in the field of language, can speak faster than their peers.

Based on the description above, early childhood is a sensitive period that is very important for children to develop all aspects of early childhood abilities such as language development. Language development as one of the basic abilities that must be possessed by every child, because language is needed in communication. Language learning is crucial for children before six years of age through interactions conducted by children both with the family environment, neighbours and at school with teachers and friends. Therefore the role of teachers in schools must be wrong in observing every aspect of children's development related to their sensitivity.

Language has a very important role in human life, namely as a means of social communication. But sometimes communication becomes limited because of differences in languages between countries, so it requires a unifying language or an international language understood by every country namely English. English is an international language which is also a language that is widely taught and controlled by many developed countries in the world. According to Suyanto (2008:1) the importance of English for children and teachers who have strategic knowledge in teaching English, and have the reliability of communicating in English, which in Indonesia is a Foreign Language. Furthermore, Gusrayani (2014:1-8) English is an international language which is also a language that is widely taught and mastered by many developed countries in the world, in Indonesia many people speak English for children from an early age, by not translating their meaning, just pointing the intended meaning or something concrete activity.

It can be concluded that a country that master English, can be said to have entered the era of globalization and can establish various kinds of international relations with other countries. This is the reason more and more people are trying to learn English well to be able to compete globally and introduce English early on to children. Early childhood is a sensitive period or sensitive period for children to introduce aspects of language (English). Therefore, in introducing English to early childhood must be done with concrete activities, so that children can understand what is meant.

The teacher must be more creative and innovative in teaching and learning English according to the needs and characteristics of the child, the teacher must be able to manage activities carried out in class well and directed, the thing to remember is that the child is still thinking concretely, must trigger the teacher to try to concretize abstract language (Gusrayani, 2014: 4). Kasmadi (2013: 42) creates a pleasant atmosphere of teaching and learning activities for children is the ability required of teachers in preparing classroom learning, especially teachers who teach early childhood children are advised to use various learning resources. Then, Wibowo (2017: 53) learning models based on interests, such as learning experiences for children individually. In line with the opinion of Al-tabany (2011: 11) learning models for PAUD children must pay attention to the characteristics of the child and what competencies will be achieved, interaction in the process of learning activities as well as media/tools and assessment. Lubis, A. H. (2018) teacher use many different approaches and methods in the process of sharing, receiving, and processing for the sake of language quality improvement

There is a need for creative and innovative learning from teachers, for example in choosing or determining learning strategies, choosing tools or media, create such place by choosing the appropriate method, using interactive media, and creating positive language atmosphere to present meaningful learning (Pura, D., & Asnawati, A., 2019; Putri, W. D., Nasirun, M., & Suprpti, A., 2017; Hermaniar, Y., & Palupi, T. W., 2019). Then the resulting study Widyastuti, S. (2018) found that highlights the role of language as a way of thinking, judging and assessing.

It can be concluded that the teacher must be creative and innovative to design activities so that children can be interested in the introduction of English to children must be supported by qualified human resources (teachers) in other words, improving the quality of human resources can have a positive impact on the success of the English language recognition process in children. Based on the results of preliminary observations and interviews conducted by researchers to group B teachers and principal, the researcher obtained information about the condition of group B children. Most children have a mother tongue that is almost the same language, Banjar, which they get from language habituation in the family (home) environment. so children sometimes find it difficult and less interested when they are introduced to English. Triyogo, A., & Syaprizal, S. (2019) the language that got by children are different between one to others, such as mother tongue and nationality.

Therefore, teachers and principals agreed to develop a picture and picture learning model in introducing English vocabulary (number) for children in learning. This learning model is expected to be able to make children motivated to follow the introduction of English with concrete and interesting activities through the media (pictures). The resulting study Islamiah,

N., & Nurhasanah, N. (2019) by using serial pictures can improve the ability of English speaking students.

Picture and picture model are cooperative learning model that prioritize the existence of groups by using picture media that are paired or sorted into logical sequences. This learning model relies on images as concrete media in the development process. This picture is a major factor in achieving development indicators. Images are very important to be used to clarify understanding, through images children know things they have never seen (Kurniasih & Sani, 2016: 45-46). Then, Muliawan (2017: 215-216) model of picture and picture children are asked to arrange pictures that have been prepared sequentially, so that at the end of learning a general and overall picture is obtained according to the theme of the learning material that the teacher wants to convey.

Asmawati (2014) the role of media in communication learning in early childhood is the concept of concrete, the media as a channel for delivering messages from teachers to early childhood, with the hope that messages through concrete media such as early childhood get knowledge, attitudes and skills. Furthermore, Kustandi & Sutjipto (2011: 41) the advantages of drawing media from picture and picture models are concrete, more realistic compared to other media, clearly in any field, especially for early childhood.

Introduction of English for early childhood can be applied for example vocabulary numbers (concepts of numbers 1-5) in English. Indrijati, H. (2016: 174-175) the concept of numbers includes all aspects related to arithmetic that can develop potentials such as imagination, creativity, intelligence, children's interest talents, for example in language development, vocabulary and communication skills.

Based on the explanation above, through the media images from the picture and picture model can create a pleasant atmosphere of activities, through the media of the images provided by the teacher, the activities carried out become more concrete and motivate children to find out. Then the resulting study Prihastuti, A. (2017) found that the students found it difficult to understand English vocabularies so they needed fun learning media to motivate themselves. According to Usman (2013: 276) motivation is the desire to make something that exists in an individual to stimulate doing something or like something. So, it can be concluded because with something new and the child has never seen and done before, it makes them curious about the activities to be carried out, the child becomes more motivated by seeing the picture because the child likes something unique, and increasingly likes English. The purpose of this study is to describe how the contribution of the application of picture and picture model in introducing English vocabulary (number) at early childhood to increase children's motivation.

RESEARCH METHODOLOGY

The research approach used is qualitative with the type of case study (case study). Setyosari (2013: 50) states that qualitative research is a researcher in doing his research using observation techniques, interviews or interviews and other data collection methods to present the subject's responses and behaviour. Qualitative research is the focus of attention with a variety of methods, which include interpretive approaches that mean finding meaning and naturalistic

towards research subjects, or in other words focus on humans and their interactions in social contexts (Putra & Dwilestari, 2012: 67). Then Dimiyati (2013: 13) emphasis on qualitative research is on the process.

Sugiyono (2013: 24) case study or case study is a type of qualitative research, where researchers conduct in-depth exploration of events, processes, activities of one or more people. So, this research is intended to collect, analyze, and interpret some data related to one particular phenomenon, namely the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Participants and Settings

This Data collection uses in-depth interview instruments, observation and documentation. All of these instruments serve to gather information about the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Instrument

Data collection uses in-depth interview instruments, observation and documentation. All of these instruments serve to gather information about the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Data Collection Procedure

Data were collected using in-depth interviews, observation and documentation. First, interviews with teachers and principals. Interviews are used to get information about learning models used in English introduction. Second, observations were made to gather information about the description of the contribution of the application of picture and picture models in the introduction of English to early childhood to increase children's motivation. Then, to support the data taken from interviews and observations of this study, this study uses documentation to obtain children's English skills in introducing vocabulary (number) in the form of assessment.

Data analysis

Data were collected using in-depth interviews, observation and documentation. First, interviews with teachers and principals. Interviews are used to get information about learning models used in English introduction. Second, observations were made to gather information about the description of the contribution of the application of picture and picture models in the introduction of English to early childhood to increase children's motivation. Then, to support the data taken from interviews and observations of this study, this study uses documentation to obtain children's English skills in introducing vocabulary (number) in the form of assessment.

RESULT AND DISCUSSION

School Description

Location or place of research carried out in kindergarten At-tibyan, Central Banjarmasin District, located at Jl. Dahlia Vegetable Garden No. 17 RT. 13 Mawar, Banjarmasin Tengah District, South Kalimantan Province. At-tibyan Kindergarten is under the Guidance Foundation, the Muhibbullah Foundation which is chaired by Hj. Norliani. At-tibyan Kindergarten consists of thirteen teachers, one person serves as the principal of At-tibyan Kindergarten. The number of children who were subject in group B in At-tibyan Kindergarten was 15 people consisting of 9 girls and 6 boys. Activities carried out at At-tibyan Kindergarten, Central Banjarmasin District takes place 6 (six) times a week, from Monday to Thursday and Saturday from 08.00-10.30 and Friday from 08.00-10.0

Based on data obtained through an interview with Principals and At-tibyan Kindergarten Teachers, he said that English is an international language, very important for us especially for children in their future. Many kindergartens in Indonesia have implemented bilingual schools in learning, we have implemented English using a learning model that is suitable for children's age. Most children have a mother tongue that is similar to Banjar, which they get from language habituation in the family environment (home) so that children sometimes find it difficult and less interested when they are introduced to English. Children experience language shock, because they never say it at home, so the new vocabulary that children hear becomes foreign to children. Therefore, the first thing that must be prepared is a learning model that will be given to children, so that children are interested in knowing more about English, activities that are fun and avoid the boredom and boredom of children or even traumatized children towards English

At every opportunity, all class teachers always discuss together in discussing creative and innovative models in improving the quality of learning. Teachers and principals agreed to develop a picture and picture learning model in introducing English vocabulary to children in learning, this learning model is expected to be able to make children motivated to follow the introduction of English with concrete and interesting activities through the media (pictures). The Picture and picture learning model is cooperative learning by relying on images as a medium in the development process. The picture (media picture and picture) is very important to be used to clarify understanding, through images the child knows things he has never seen and becomes more concrete. So before starting the activity, the teacher has prepared a picture that will be displayed either in the form of cards or in the form of charts in large sizes. From the results of the interview, the Principal said that the English learning activities in the vocabulary pronunciation of this speaking skill were responded well by parents, given the learning that was carried out through pictures (concrete media) so that the child felt comfortable when learning.

Application of Picture and Picture Model in introducing English vocabulary (number) at classroom (observation)

Research data collection was carried out from the second week of September 2019 to the second week of October 2019, which began the theme of Diriku with the Picture and Picture model. In the first observation of the English learning activity, the introduction of the theme of self was the finger sub-theme. The activities found were, at the core activity, the teacher prepared a Picture and Picture media, which was a picture of a finger (thumb, index, middle, ring and pinkie). The teacher asks the child from the finger image displayed how many fingers, so that English learning through the inculcation of concrete concepts to children. For example,

the teacher asks to explore children's knowledge such as when showing a picture of the index finger "Now the children raise their index fingers, how many are there? Children excitedly answer one. Then the teacher says, yes, we have one or "one" index finger (by pointing one index finger). Then the teacher says, "Now, next picture, what finger drawing?" and almost all children answer the index and middle. Then the teacher says yes, children of the index and middle fingers, how many fingers are there? The children enthusiastically answered two (while showing two fingers namely the index and middle fingers), yes there are two "two" (while showing two fingers namely the index and middle fingers). Then all children follow by saying "two" (while showing two fingers, index and middle fingers). Then the next picture try to notice in this picture what are the fingers? Almost all children answered (index, middle, sweet ma'am). Yeah right, how many fingers will it be in the picture? Three answers the children, then the teacher says yes three, that is "three", the children repeat the words of the teacher three "three", well then what is the finger drawing? The child answers the index, middle, sweet and pinkie fingers with a rather loud voice. Then the teacher said, what was the last picture? All the children responded with enthusiasm the picture of 5 fingers, then the teacher answered correctly the fingers, but any finger from the 5 fingers in the picture. The child answers the thumb, forefinger, middle, sweetness and pinkie, there are five, yes, there are five, in English, the five are "five" while showing five fingers. Then the teacher starts to embed the concept through the example of sorting figures 1-5 while saying the vocabulary in English, then the teacher divides into 3 groups, for the sorting exercises. Each group was very enthusiastic in turns to sort. Then in the final activity, the teacher gives an individual evaluation to the child to sort the pictures in front of the class. In this observation, the attention of the child during the activity takes place (attention), the child follows the learning with enthusiasm and looks they are very carefully looking at the picture given by the teacher.

In the next observation, the English learning activity introduces theme vocabulary with the theme of Myself and five sensory subthemes (such as nose, eyes, ears, skin, tongue). The activities found are, at the core activity the teacher explains the five senses (nose, eyes, ears, skin, tongue), the children repeat the teacher's words. When the teacher shows the picture, all children are very interested to see the picture and the teacher asks to explore the child's knowledge like when showing a picture of the nose "Now the children hold their noses, how many are there? Alvin answered loudly one, then the teacher said yes one right (by showing finger one). Then the teacher says yes that's right "one" (while showing the index finger). The children also followed to say "one". Then the teacher asks "Now this picture, what picture is this?" children answer eyes. Yes, those eyes are "eyes". Children repeat the words of the teacher, try where our eyes and how many there are? The children answered that they were here, ma'am, with two eyes. Yes, there are two (while showing two fingers, namely the index and middle fingers), if the two are English "two". Children follow by saying "two" (while showing two fingers, index and middle fingers). Then draw the tongue, now try everything sticks out the tongue, (all children stick out the tongue), the tongue for the sense of taste or taste, for example, just taste salty, sweet, sour, spicy. Now consider the picture of the tongue in your picture, we count how many there are. Together count one, two, three. Now make one "one" two "two" if three is "three" (While showing index, middle and ring fingers). All children follow him. Then the teacher asks, "Then what is this picture? The children answer the ears, Yes, that ear is "ear". Children repeat the words of the teacher. Now hold each other's ears, how many are there? The children answered two, ears to hear mom. Then the teacher says yes it is true as a means of listening to the senses, now the children must use their ears to listen carefully. Then the teacher said how many pictures of ears do you have here? The children answered one

two three four. Yeah right, there are four or "four" (While showing the index finger, middle, sweet, little finger). All children repeat "four" with enthusiasm. Then the teacher shows a picture of the skin, well who knows what this picture is? The children answer skin ma'am. Yes, skin, now hold each other's skin. Now feel the use for what? Some children answer to feel cold when using a fan. Then the teacher says, that's right as a sense of touch. For example when the sun is hot, then our skin feels hot sweat comes out. Now we count how many pictures of the skin here (showing pictures) children count with enthusiasm one, two, three, four, five. Then the teacher says now in English "one, two, three, four, five" (while showing the thumb, index, middle, ring and pinkie as a number 5 concept). The teacher starts to embed the concept by giving examples to sort pictures, and then group division to do assignments in order of pictures and individual evaluations. In this second observation, it is very visible that children are increasingly motivated in carrying out tasks, visible from the child's attention during the activity (attention), children's interest in English (interest), their curiosity increases with enthusiasm work on the task of sorting pictures while saying vocabulary in English.

Then, the next observation the learning activities of English vocabulary theme introduction with my theme with my favourite sub-themes (colour) such as the colour number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple) and number 5 (blue). The activities found were, the teacher explained the name of the colour in English, number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple) and number 5 (blue). Then the teacher shows the pictures one by one and gives a question from picture number 1 (red) who knows what number this is? all children eagerly answered one "one" ma'am in a loud voice and while pointing the index finger (one). Next, this picture, what colour is the number? The child answers 2 (yellow) there are two, then the teacher says "two" (showing index and middle fingers). The teacher shows the next picture, number 3 (green) three. The children answered three colours in green, yes, the number 4 four. Now picture number 4, what colour is it? The children answered quickly and loudly purple mom, four. Yes, four indeed is "four". Well then number 5, the colour blue is? Children answer "five". The teacher begins to instil concepts by giving examples sorting pictures, and then a division of groups to do the task of sorting pictures and evaluating individuals. In this third observation, it is very apparent that children are increasingly motivated when saying vocabulary in English, serious attention from children when activities take place (attention), children's interest in English (interest), their self-confidence in knowing English vocabulary (confidence), when the teacher asks the child to be able to answer with English vocabulary, this indicates that the child's confidence is increasing.

The next observation, the English learning activity introduces the theme of the vocabulary with the theme of myself with my passions (fruit). The activity found was the teacher first introduced to the child the name of the fruit and the colour of the fruit. Then the teacher asks how many bananas are there drawn huh? Children answer one "one". Then the teacher asks how many oranges are drawn from this? All children answered "two". Then what is this fruit? Apple group answered the pineapple was three bu, "three". Yeah right, there are three "three" pineapple. Then the teacher says what will be next? Who likes this fruit, all the children answer delicious bu sweet green mangoes. Yes, it's true when it's ripe the colour is green and the tip of the stem is yellow and tastes sweet. We count together how many pineapples in the picture huh? "One, two, three, four". The teacher rewards all children with two thumbs. Then the teacher invites children to count together pictures of apples, with English "one, two, three, four, five" (while showing thumb, index, middle, sweet and little finger, then give a reward with applause and thumb "smart" From the teacher. The teacher begins to instil the concept through the example of sorting pictures, and then the division of groups to do the task of sorting pictures

and evaluating individuals. In this fourth observation, it is very visible that the child is more motivated in carrying out the task, seen from the child's attention when the activity takes place (attention), the child's interest in English (interest), the child's confidence in saying the vocabulary of numbers in English (confidence) with a loud voice and without a doubt and the help of the teacher, the satisfaction of the child when learning with fun learning (satisfaction), which is seen at the end learning when the teacher asks about the child's mood after learning, all children men answered happily with a smile and a broad laugh.

Children's English Skill in Introducing English Vocabulary (number) in the Form of Assessment.

Based on the documentation obtained by the researcher from group B teacher, it can be seen from the diagram below:

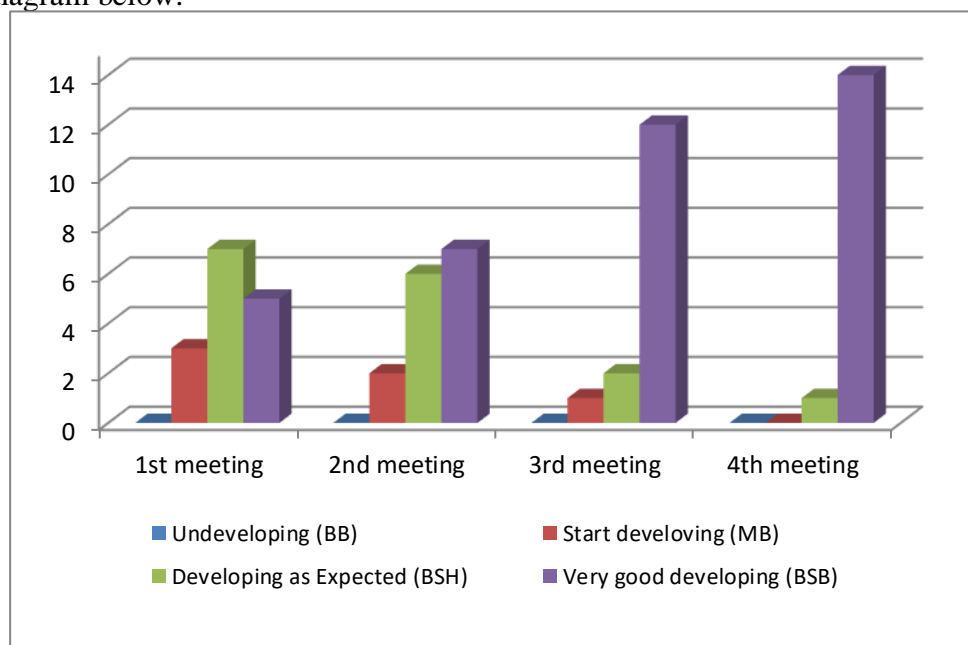


Figure : Children's English Skill in Introducing English Vocabulary (number) (source: teacher of Group B TK At-tibyan)

From the assessment documentation obtained by researchers from the classroom teacher at 1st meeting that there are three children get the value of starting developing (MB), seven children get the value of Developing as Expected (BSH) and five children get the value of Very Good Development (BSB). It can be concluded that at 1st meeting get 80% classically.

Then, at 2nd meeting two children get the value of starting developing (MB), there are six children get the value of Developing as Expected (BSH) and eight children get the value of Very Good Development (BSB). It can be concluded that at 2nd meeting get 86,6% classically. At 3rd meeting, there is one child get the value of starting developing (MB), two children get the value of Developing as Expected (BSH) and twelve children get the value of Very Good Development (BSB). It can be concluded that in 1st meeting get 93,3% classically. And the last meeting, there are one child get Developing as Expected (BSH) and fourteen children get a Very Good Development (BSB) score. It can be concluded that in 4th meeting get 100% classically.

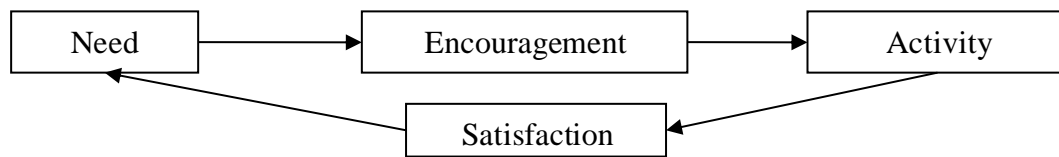
Discussion

Language development is not just obtained by children but through a process that is obtained by children, namely the acquisition, learning and guidance of the social environment/home and school environment, which is meant by the social environment here is where children live and grow in their daily lives, like the family environment, and the community. The application of the picture and picture model is one of the innovation in the English learning model carried out by TK At-tibyan, to introducing English vocabulary (number). The principal is very supportive and motivates the teacher in the application of the picture and picture model because providing motivation and support for learning is very important. The resulting study of Utomo, H. B., Suminar, D. R., & Hamidah, H. (2019) teaching motivation is a result of the role of the school climate as an external factor and satisfaction of basic psychological needs and self-concept as an internal factor. In line with Pramudjono, P. (2015) found that motivation influences the teachers' commitment, meaning that the higher the motivation is, the higher the teachers' commitment is. It can be concluded that the motivation of the teacher is one important way to introduce English. Supriyadi, E. (2012) the bilingual teaching and learning process using the effective contextual approach. This is in line with the opinion of Susanto (2017: 117) learning compiled by the teacher so that it is fun, exciting, and interesting so that children have the interest to be involved in learning activities, one of them is a picture and picture learning model. Then Mu'in, F., Al Arief, Y., Amelia, R., & Fadilla, R. (2018) said that teachers might learn through various learning activities.

Picture and picture is a learning model that uses pictures and is paired or sorted into a logical sequence, the teacher must prepare images to be displayed, pictures can help teachers achieve instructional goals because, in addition to being a cheap and easily obtained media, it can also increase the activity of children (Shoimin, 2014: 122-123). The principle and how it works from the Picture and Picture Model is the same as the method of learning to draw pictures, the children together compose drawings that have been prepared sequentially and systematically, but the difference in the Picture and Picture Model is that children are asked to sort the pictures provided by the teacher one by one. For example, the order of numbers 1-5 (based on the number of images available in the media) must be sorted correctly. This learning model relies on images as a medium in the process of introducing English. This picture is a factor in achieving English language recognition (Muliawan, 2017: 215). Early childhood learning through active learning, the learning model used is to give questions to children and let them think/ask themselves, so the learning outcomes obtained are the construction of the child (Sujiono, 2012: 121). The resulting study Puspitorini, R., Prodjosantoso, A. K., Subali, B., & Jumadi, J. (2014) found that that the use of the media to improve the students' motivation

Based on the description above, it can be concluded that the activity carried out by creative teachers with the application of picture and picture models for the introduction of English in children make most children do not feel difficult with English because of the maximum understanding of teachers about models that should be used in learning English in the child is reached. With a sorted media picture can make activities more concrete and make children interested when the activity takes place. It can be seen from children's English Skill in Introducing English Vocabulary (number) get 100% classically or Very Good Development (BSB) individually. So that through the application of the Picture and picture learning model contributes motivation to children in knowing aspects of the language (English).

Process theory focuses on how behaviour is initiated and implemented, content theory models can be seen from the following figure:



Picture: A theory of the contents of motivation (Stoner and Fredman, 2000)

Based on the picture above, the process of motivation begins with needs, for example in this study are the needs of children's interest (children's curiosity is more in English, which makes children motivated to pay attention when learning takes place, activities become fun because children enjoy learning with pleasure and safety, so that children have increased confidence when speaking numbers in English, when answering questions from the teacher Fun and concrete activities through the application of picture and picture models make children feel satisfaction in learning, namely satisfaction children who are happy (satisfaction) without feeling that English is difficult, without any sense of trauma to English even though the child is the first time to get the experience, therefore when children are satisfied with the activities of children doing the process of introducing English as well I'm easy and excited. In line with the resulting study of Saptono, L., Soetjipto, B. E., Wahjoedi, W., & Wahyono, H. (2020) found that at the treatment class, students' learning motivation was very high and their learning achievement was high

Usman (2013: 280) motivation processes namely attention (attention), interest (interest/interest), desire (aroused to be confident) and action (action of the process that is child's satisfaction with learning. Hoffman, B. (2015) said that motivation is the condition of being eager to act or work. In line with the opinion of Sujiyono (2012: 55) children have a variety of ways to learn, find out and show what they know, children will find it easier to learn if children feel safe and comfortable, children's motivation to emerge when activities are carried out by the interests of the child and encourage the curiosity of large children, therefore getting to know children closely to make them feel safe and comfortable is important. The resulting study Brataningrum, N. P., & Saptono, L. (2017) found that learning motivation has a positive and significant influence on learning achievements. In line with Partovi, T., & Razavi, M. R. (2019) found that media impacted academic achievement motivation for students

It can be concluded that, children can build and create their knowledge basically, so children need to be directly involved in the learning process. More children's learning experiences are obtained by experimenting with real objects and through concrete experiences, such as sorting pictures in this study. This is because the child is an active learner. The child will absorb all the information that comes to him either intentionally given by people around the child or who accidentally came to the child. It can be concluded that the result of the study shows that the application of picture and picture model can motivate children such as children's attention during activities (attention), children's interest in English (interest), children's confidence in knowing English vocabulary (confidence), child satisfaction when learning with fun learning (satisfaction). It can be seen from children's English Skill in Introducing English Vocabulary (number) get 100% classically or Very Good Development (BSB) individually.

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THE INFLUENCE OF PYRAMID DISCUSSION TOWARDS STUDENTS' SPEAKING ABILITY

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Abstract: The objective of this study was to find out the influence of pyramid discussion towards students' speaking ability at the eleventh grade of SMA Negeri 11 Ambon in academic year of 2016/2017. The research design was quasi-experimental within pre-tests and post-tests given to both experimental class and control class. The students in experimental class were taught by using pyramid discussion while in the control class students were taught by using group investigation.

Keywords: *Speaking Ability, Pyramid Discussion*

INTRODUCTION

Nowadays, the mastery of speaking ability has been important for EFL students at senior high school. Its role as the tool of classroom communication is crucial in helping the students, who are intermediate language learners, to participate in learning. They can response their teacher or share thoughts and information with others by speaking English. Thus, students of SMA Negeri 11 Ambon, who are EFL learners, are compulsory to master this ability.

According to Sulistamawati, (2015) the students' ability to communicate in English reflects their speaking ability. Further, Hadfield & Hadfield, (2008) states that the students ability to answer oral questions, take turns in conversation, and express interest are the ability of speaking English. However, as far as the writer is concerned, the students would have speaking ability if they are accustomed with circumstance that promotes speaking. Therefore, teaching speaking in EFL classroom should provide opportunity for the students to interact with their teacher or with other students.

In fact, as far as the writer experienced, teachers are sometimes difficult to teach speaking because the students lack vocabulary and general grammar knowledge of English. Besides that, according to Hadfield & Hadfield, (2008) students are silent in the classroom because they feel shy to speak. Furthermore, the students' inability to utter English words because they use mother language dominantly than English in the classroom.

In addition, the ultimate goal of teaching speaking in EFL classroom is to enable the students to speak in target language (English). Consequently, teachers are required to use teaching principles in order to achieve that goal. According to Bailey & Nunan (p.96), the principles of teaching speaking to intermediate learners as follows;

(1) speaking tasks should involve the negotiation of meaning. (2) teaching strategies have to include both transactional and interpersonal. (3) the activities designed should require a personalization.

As far as the writer is concerned, pyramid discussion inherently promotes these principles above. The implementation of pyramid discussion involves the principles of teaching

speaking above. Besides that, previous researchers have found that pyramid discussion has successfully improved students speaking ability. For instance, Mehran & Knight, (2013) found their students' talking-time extended with pyramid discussion. Then, Sulistamawati (2015), who did research in SMA Kendawangan, found her students' speaking skill had improved after taught by pyramid discussion.

From the write's point of view, students speaking ability as the independent variable of this study will have positive influence after taught by the pyramid discussion. As mentioned by Hadfield & Hadfield, (2008) pyramid discussion enables students to feel at ease in speaking since students work together to answer the given-task. Besides that, according to Jordan, (1990) pyramid discussion can develop students' self-confidence in speaking since they should discuss in pairs and couple of groups before coming up to the whole class agreement.

The Nature of Speaking

Many experts have their own definitions about speaking. In general, speaking is the verbal use of language to communicate with others (Mustikawati, 2013). However, in educational context, speaking is a productive skill that can be observed directly and all the observation can be colored by the accuracy and effectiveness (Brown, 2004). Based on the definitions above, the researcher infers that speaking is a verbal language that helps the students to communicate with others in EFL classroom.

As a productive skill that can be measured, speaking has some components, they are; pronunciation, grammar, vocabulary, accuracy and fluency (Brown, 2000). According to Harmer, (2000) *pronunciation* is defined as the way that students pronounce the words that involves sound, stress and pitch of intonation. Meanwhile *grammar* is defined as description of the language system that deals with how the order, combination, and the form of words in sentences (Hadfield & Hadfield, 2008).

According to Thornbury, (2005) *vocabulary* refers to the word that is speaker used to express the stance. Meanwhile, Bailey & Nunan state that *accuracy* in this context refers to the ability to select the correct words and expressions which are conveyed based on grammatical patterns of English. And *fluency* refers to the capacity to speak fluidly and confidently.

Teaching Speaking In EFL Context

Conventionally, teaching speaking in English as Foreign Language (EFL) context requires both implicit and explicit way. In implicit teaching, the students have opportunity to re-learn what has been learned without awareness. It is often about understanding of grammar rules. For example, when the students speak ungrammatically, teacher can repeat students' utterance based on English grammar. By contrast, in explicit teaching, students are aware in the process of learning. It can involve language activities such as memorization, hypothesis formation, or testing. Teacher may apply language learning methods or use strategies in the classroom Talley & Hui-Ling (2014).

Dealing with the successful teaching and learning speaking in EFL classroom, both teacher and students have their own roles. The roles are different. According to Talley & Hui-Ling, (2014) teacher role in the EFL classroom is as a promoter which is to provide students with learning speaking opportunity. Besides that, teacher also as the controller since it has power to

control and direct the content and the procedure to learn. Teacher also acts as a facilitator, counselor and authoritative resource for the students in which to scaffold every student until they can learn initially.

In contrast, the students in the EFL classroom have to deal with listening, interaction and performing in the teaching and learning speaking in the language classroom. On top of that, the most important role of students in EFL classroom is being independent the learning process.

The Use of Pyramid Discussion in Teaching Speaking

Pyramid discussion is a group activity which is useful for students. It requires a sequence of different stages (Gibson, 2010). In this activity, the discussion involved pairs and groups activities. The students involved in pairs, group of four, and group of eight. The process continues until the students divided into two largest groups in the classroom. Then, these groups open out into a plenary session or in the whole discussion.

Teacher helps students to build up confidence by rehearsing and repeating arguments that they have already used. The idea behind a pyramid discussion is that learners should come to an agreement when they reach the top of the pyramid.

In order to present clear understanding about pyramid discussion as strategy in teaching speaking, here below the procedure of implementation as cited form to (Burns, 2014) the procedures of pyramid discussion in the classroom are as follow:

- Step 1. The teacher put task or questions on the board.
- Step 2. Then, put students into pairs and tell them to discuss the question after that students come to a conclusion.
- Step 3. When students have agreed in their pairs, teacher put the pairs together into groups of four. In this stage students should first report their conclusions and why after that come to an agreement as a group.
- Step 4. Once the groups of four have come to a conclusion, teacher can put them into groups of eight. They repeat the same procedure: report their conclusion and then agree as a larger group.
- Step 5. Teacher keeps merging two groups until the whole class.

RESEARCH METHOD

Research Design

As it explained in chapter I, the purpose of the study was to find out the influence of pyramid discussion towards students speaking ability at eleventh grade of SMA Negeri 11 Ambon. Therefore, this research design was a Quasi-Experimental. It involved two groups, experimental class and control class. In the experimental class, the researcher treated the students by using pyramid discussion. Meanwhile, in control class the students were treated by using group investigation. The usage of pre-tests and post-tests purposes to measure how significant that the treatments would give influence.

Research Instrument

Since the research was a quasi-experimental, so the researcher used pre-test and post-test as the data collecting instruments. The scores of students of pre-test were used as the initial condition of students. This initial asserted the conditions of students speaking ability at experimental class and control class before the treatment was conducted. Meanwhile the scores of the post-test were used to measure whether the implementation of these strategies had significantly influence on students' speaking ability or not.

Then the students' scores in experimental class were compared with the score from control class in order to find out whether the hypothesis of the study was accepted or being rejected. The data were compiled by using independent samples T-test statistic. The statistic compared the pre-test result to the post-test result in order to find out the results of the students' speaking ability before and after treatments (Arikunto, 2006).

RESULT AND DISCUSSION

Research Finding

Based on the result, $t\text{-test} (3.71) > t\text{-table} (3.3)$. As the result, it can be concluded that the null hypothesis is rejected and the researcher's hypothesis "*the students who are taught by using pyramid discussion will have a better achievement in speaking than those who are taught by using group investigation*" is accepted.

Discussion

The students' speaking ability improved because they were more active to speak since pyramid discussion provided them many speaking opportunities. Further, pyramid discussion had enriched students' ideas and developed students' self-confidence before speaking. Pyramid discussion also had successfully omitted students' nervous and increased students' confidence in speaking since they had more speaking opportunities. It also extended students talking time. This strategy required the students to have discussion before reaching the conclusion as pairs or groups. The steps were repeated until the students reached two biggest groups.

By contrast, in the control class, students were taught by using group investigation as teaching strategy. As far as the researcher found, the students speaking ability was slightly

improved. As far as the researcher concerned, this less improvement was because the discussion was monotonous. Students were divided in groups and teacher gave topic to each group, after that student in group must presented the result of their discussion in front the classroom. As a result, the students speaking opportunity was not equally distributed. Some students might get big speaking portion while the others were less.

SUGGESTIONS

Conclusion

In sum, based on the finding in previous chapter, the researcher hypothesis “*the students who are taught by using pyramid discussion will have a better achievement in speaking than those who are taught by using group investigation*” was accepted since the obtained score of t-test (3.71) was higher than t-table (3.3). Besides that, the researcher found that pyramid discussion succeeded to improve the students’ speaking ability and as well as extended the students’ talking time during learning process. The procedure of this strategy has provided more opportunity for the students to practice speaking in learning. Moreover, as the researcher found, the implementation of pyramid discussion made students enjoyed and felt comfortable in learning. The data showed that students average score in post-test was higher than in pre-test. Based on the pre-test test result, the data showed that experimental class had better score in speaking than control class even though not significant.

Suggestion

Even though researcher hypothesis was accepted, the researcher suggested several points of consideration based on personal finding. First, the implementation of pyramid discussion took much time since it required students to move from pairs to group and from another group to a larger group. So that, the effective time management was important for those who wants to use this strategy in teaching speaking. Second, the research suggested that teacher should prepare interesting topic includes the items that will be used to the students before they start to discuss in order to encourage the students to be more active in speaking, it also can help the students to apply this activity and get the good result in improving their speaking ability.

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SOCIAL FACTORS FOUND IN TERA FABIÁNOVÁ'S *HOW I WENT TO SCHOOL*

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Abstract: This paper aims at revealing social factors happened in a short story by Tera Fabiánová called *How I went to School*. Sociolinguistics theory was used to collect the data which was how the social factors are depicted through the story. The results of the analysis presented that social factors in the story were speaker and setting/scene. In speaker, it was found certain aspects such as class, position, age, and relations. Moreover, in setting, three aspects were identified namely crowd, private, and group. Moreover, this story gives a moral value to the audience, that education is a powerful thing to change people's lives in order to have a brighter future.

Keywords: *Social factors, Linguistics theory, Tera Fabiánová, How I Went to School*

INTRODUCTION

This certain story was written by one of the oldest Roma writers, Tera Fabianova and she was surprisingly fluent in four languages. Her works were mostly popular as the works discussing the theme of the stigma of being gypsy. Unfortunately, she died in March at the age of 76. Moreover, "How I Went to School" was story written by Tera Fabianova in which it expressed the struggles in life experienced by one particular Romani girl such as having hard times to fit into education during the time. During the time, there existed two separated society namely Gadjos group which was referring to the people who were high-class, and Romani group/gypsy which was referring to the people of low-class. The family of this girl was included as gypsy family, therefore her mum had to go to village to work for Gadjos and came back at night, and her dad worked as bricks maker but sometimes worked for Gadjos as well. This Romani girl had three sisters and one brother, and she was the one who always made trouble at home. So, her mum decided to send her to school, but the other sisters were not, so that she did not cause any troubles at home anymore, which was what her mum wanted. In addition, another reason why her mum sent her to school was because of the order of the village mayor, that all 'gypsy' children must go school since he wanted them not become stupid, and if those kids did not obey the rule, they would lock their fathers up. Actually, her mum did not that happy that her girl went to school since it did not really help their economic condition, but they were left with no choice. This Romani girl had only one set of clothes which was not really clean, and she had to wear that every day in school. Also, this girl never combed her hair while in the school. Because of that, she often got mocked by the Gadjos kids and teachers in the school and sometimes got beaten by the teachers for mistakes she made. Obviously, that was hard for her to face that every day, but she did not give up instead she kept on trying to fit in the class until she succeeds. Years had passed, a new teacher came to the class and he was such a kind person and was the one wanted these Romani kids had bright future. This new teacher had a very close

attention to these Romani kids for their equality of education that they deserved a better education as what the Gadjos kids had.

In analyzing this short story, I used sociolinguistics theory to support this analysis. According to Holmes (2013), “sociolinguistics study the relationship between language and society (p.1)”. Therefore, the purpose was to see the social factors affecting the direct utterances used by the characters in the story. After analyzing the short story, three main social factors affecting the character’s utterance were found such as speaker and setting/scene. In speaker factor, there are aspects of age, class, position, and relations. Meanwhile, the setting/scene of crowd, private, and group were also identified.

LITERATURE REVIEW

Holmes (2013) stated that Sociolinguists investigate the relationship between language and society. They are concerned in explaining why we speak inversely in different social contexts, and they are interested in identifying the social functions of language and the ways it is used to convey social meaning. He also argued that investigating the way people practice language in different social contexts offers a treasure of information about how language works, as well as about the social relationships in a community, and the way people take and construct aspects of their social identity through their language (2013, p. 1).

Furthermore, there several aspects which are crucial when finding social factors in a text. They are the participants (who is speaking and who are they speaking to), the setting or social context of the interaction (where are they speaking), the topic (what is being talked about), the function (why are they speaking). They are basic components in sociolinguistic descriptions of why people do not all speak the same way.

FINDINGS AND DISCUSSION

No	Factor	Aspect	Frequency	%
		Age	3	6
1	Speaker	<i>Social status:</i>		
		Class	25	50
		Position	10	20
		Relations	9	18
2	Setting/Scene	Private (House)	20	40
		Group (Classroom)	27	54
		Crowd (Celebrations place)	3	6

	TOTAL	50	100%
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Table 1. Factors Affecting the Characters' Utterance in the Short Story *How I Went to School*

Based on the findings, social factors affecting the utterances conveyed by the characters in the story were found. Below is the discussion of the findings revealed in the study.

1. Speaker

Start off with the first social factor namely the speaker, the most dominant aspect in this factor was class aspect with 50% of occurrence. Some examples of which were *'Look at that skirt on her! Why haven't you washed? Why haven't you combed your hair? Where's your bag? You have nothing, you don't even have a bag! How will you study?'* and *'Why do you go around so dirty? You don't even have proper clothes!'*. The person who conveyed this utterance was an old Gadjo (high-class group) pointing out to the Romani girl when she wanted to get in to the school. The utterance signified how the speaker of this sentence was regarded himself as if he was a better human being than this Gypsy girl. By stressing what the girl did not bring any school stuff led to how this old man did not care much about her feeling being asked the kind of question. He should had known that she was a poor girl so that impossible for her to gain that sort of stuff. The same situation was in the second example when the teacher asked her that kind of question, showing how the teacher should had known her condition being a poor girl. Another example of *'My mother has no money'* was the answer from the girl, showing that she clarified the condition she experienced at the moment that she was a low-class person.

Another significant aspect was position with 20% of occurrence. Such examples are *He said: 'you go there, you there, you there', 'Why are you lying? Stick your tongue out! You'll get something to make sure you don't lie next time!'*, and *'Come out from behind your desk! You'll get your bottom smacked for having no manners!'* The first utterance was conveyed by the headmaster of the school. It was pretty obvious that the headmaster had a higher position than the students especially the Romani kids so that it led him to ask, do, and order as he wished and students could not resist that. The second was conveyed by the teacher when in the class students were asked what they had for meal. The Romani girl answered that she had biscuit with cottage cheese, soup, and so on. However, the teacher did not believe, knowing the fact that that girl was a poor one, and got upset with her so that he said that sort of utterance. Again, the utterance conveyed by the teacher reflected that the teacher has a higher position so that the teacher was freer to order or to decide something what to do. It was also similar with the third example of utterance.

Further, the next aspect was relations (18%). *'Look, boys and girls, you have to study so that you won't be stupid! So that the Gadjos can't do whatever they want with you. If you study, you will be cleverer than your parents. You will hold your heads up high; you will know how to find your own place among the other people. Study, and pay no attention if I shout at you, or if I box your ears. I cannot get angry with those who treat you in such a way, so I have to vent my anger on you. Oh God! When I see how the Gadjo children eat so*

well and bring bread with dripping, and you eat your hunger, how the anger rises in me! How am I supposed to help you? Grow up good and honorable, so that the gentlemen see that your poverty is not your fault but theirs.' This long utterance was conveyed by the new teacher that came into the school, which he felt concerned about what the Romani students had been through. This long utterance signified how the relationship between him and particularly students of Romani was exceptional. He had so much love for these Romani students, that he wanted the best for them, for the future.

Two other examples were *'Don't you dare go into the village! The other children will beat you up'* and *'Listen, you go to the circus – and whatever you see there, you can tell us about it afterwards!* The first one was conveyed by the Romani girl's mother, that signified how the relationship between mother and kid. The mother gave a warning to her not to go into the village by herself otherwise something bad would happen to her. Her mother said this just because she cared about her so much that she did not want her daughter to be involved at any kinds of danger. The next one was conveyed by one of friends of the Romani girl in which showing how the relationship between them looked like. They regarded this girl as their friend and they wanted the best for best friend so that they said that to let her came in to the circus instead of themselves.

The next aspects were age (6%). Example of age was *'I'll give you 'A's! Do you think we can live off your A grades? A grade, A grades – at home you do everything to avoid working! At home you couldn't care less about work!'* The utterance was conveyed by the mother of the Romani girl, showing that age aspect had influenced what she was saying. Obviously, the mother was way older than her kids, thus she had more rights to decide things or say something to her kids. This utterance happened because she was sick of her girl seeing her causing a lot of trouble at home.

2. Setting/Scene

Following the explanation above, I had also identified another factor influencing the utterances found in the story namely setting/scene. This factor was further divided into three aspects namely crowd, private, and group.

The most dominant one was group setting with 54% occurrence. Such example of utterance affected by this particular setting was in *'Look, boys and girls, you have to study so that you won't be stupid! So that the Gadjos can't do whatever they want with you. If you study, you will be cleverer than your parents. You will hold your heads up high; you will know how to find your own place among the other people. Study, and pay no attention if I shout at you, or if I box your ears. I cannot get angry with those who treat you in such a way, so I have to vent my anger on you. Oh God! When I see how the Gadjo children eat so well and bring bread with dripping, and you eat your hunger, how the anger rises in me! How am I supposed to help you? Grow up good and honorable, so that the gentlemen see that your poverty is not your fault but theirs.'* This utterance was stated by the new teacher in the class with group of Romani students. This event happened in a setting of group when there was only the new teacher and some Romani students. Supported by this setting and knowing what the Romani had been through, the new teacher said this utterance to ensure those students by giving some encouraging words that they also had rights to study so that they all would have a better future they deserve.

Another one revealed was private setting with 40% occurrence. One of examples of utterance was in *'Run away! There isn't enough to buy bread, and you want a book from me! Just keep on going, so they don't take your father and lock him up.'* This utterance happened in a situation of private in which there was only the mother and her daughter at the time in their house. The daughter wanted her mum to buy a book and pencil for school, yet the mother was not happy with that instead. Supporting with a private setting, it allowed the mother to say that sentence in angry tone to her daughter in expressing her disagreement of what the daughter's desire. Perhaps, the mother would have not said it if they both were in public situation/setting. Last setting found was crowd, in which could be identified in such example *'Now let me introduce my pupils to you'*. This happened when the new teacher and the Romani students went to a celebration and delivered performances in there. Some students were singing and playing music, and one Romani girl was reciting a poem. Surprisingly every single one person enjoyed it. The setting at the time was obviously in crowded situation and the utterance stated by the new teacher was to show the Romani students' talent to all the people there especially the Gadjos group. Knowing already what the Romani students had been through all this time and supported by the situation in there, it pushed the new teacher to say that sentence out loud to them, showing how proud he was having these Romani kids as his students who were talented as well.

CONCLUSION

In conclusion, after reading this story and analyzing it, in general it can be seen how much struggles that the Romani/Gypsy group had been through during the time. Furthermore, by applying sociolinguistics theory to analyze the social factors in the story, it helped a lot to have further understanding of the message contained in the story by looking at and analyzing closer the utterances encompassed in the story. Moreover, looking at the analysis, the factors such as speaker and setting/scene were found. In speaker, I found certain aspects revealed such as, class, position, age, and relations. The most dominant aspect found in speaker factor was class (50%). Finally, in setting, I identified three aspects namely crowd, private, and group, yet the dominant aspect of setting revealed based on the language choices was group aspect (54%).

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WRITTEN FEEDBACK APPROACH: AN ALTERNATIVE WAY IN IMPROVING LEARNERS' WRITING SKILL

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Abstract: The researchers, teachers and scholars have done many ways to improve learners' writing skill. Some methods, strategies and techniques have implemented in the classroom learning in order to improve learners' writing. Teaching of writing for EFL learners become one of a big challenge for teaching besides three of language skills (speaking, reading and listening). Factually, most of the learners still have difficulties in improving their writing. In this article, the writer recommends and discusses one of an alternative approach to assist learners improving their writing. It is written feedback. The written feedback is a guide to lead learners to the good writing. The writer discussed "the importance of written feedback, how teacher implements written feedback on learners' writing skill and the advantages of written feedback on learners performance".

Keywords: *written feedback, writing skill, teaching of writing, implementing of written feedback.*

INTRODUCTION

The acquisition of four language skills is more emphasized in the teaching and learning English as a foreign language skill. Besides speaking, listening, and reading skills, learners are expected to have writing skill. In fulfillment of academic degree from university, learners are asked to have a final project of academic writing such as thesis. In writing of thesis, learners should consider that their writing is fulfilled the good and academic writing such as mechanics, language use, vocabularies and contents.

Teaching of writing has become the most concern of educators and teachers in the school or university. Because teaching of writing for EFL learners become one of a big challenge for teaching besides three of language skills (speaking, reading and listening). Many research findings showed that learners have problem in writing. Based on the research finding conducted by Klimova, it was showed that learners face difficulties in formal writing such as organizing ideas, mechanics, and grammatical errors. The survey indicated learners lacking practice and experience of formal writing (Klimova, 2013). However, the other study was comparing the writing quality between English as a first language learners (L1) and second language learners (L2). It showed that the writing quality of L2 was lower than L1 writing quality in terms of language use, content and organization (Tillema, 2012). While, learners had problems in mastering vocabularies, organizing ideas, and constructions of grammatical sentence. So that, learners did not know how to write well, particularly writing of descriptive text (Wardani, Basri, & Waris, 2014).

The learners' problems of writing from above finding research indicate the important role of teacher in providing written feedback in order to enhance learners' writing. As Harmer

highlights the important feedback as a valuable aspect in the process approach of teaching writing (Harmer, n.d.). Besides that, teacher's written feedback assists learners to be better motivated during the writing process (Silver & Lee, 2007).

THE IMPORTANCE OF WRITTEN FEEDBACK

The learning outcome will be occurred, if the collaboration between teacher and learners are well. On the contrary, if the collaboration between teacher and learners are not good, the effective leaning outcome will not occur. The giving feedback is one of approach that enhances a good collaboration between teacher and learners. However, feedback is a process of showing learners the connections between what learners did and the results learners obtained (Brookhart, 2008).

A good teacher will provide/show the correct form on learners' error. In addition, effective written corrective feedback provides learners with a record of what have done well, what should be improved and suggested next steps (Hattie & Timperley, 2007). The learners will know which part of their writing is error and should be corrected. In the process of providing the written feedback, the teachers review and then comment the learners' writing (Brookhart, 2008). The providing of written feedback is improving the quality of learners' writing essay (Mubarak & Susanto, 2018)

HOW TEACHER IMPLEMENTS WRITTEN FEEDBACK ON LEARNERS' WRITING?

There are many types of written feedback. The writer discusses two types of written feedback that commonly used and provided by the teacher. Commonly, the written feedback consists of direct and indirect written feedback (Bitchener & Knoch, 2008). The review is started from direct and then indirect written feedback. In which there is a comparison between both direct and indirect written feedback. Both of the explanation will be given below.

a. Direct written feedback

Direct written corrective feedback is providing learners with clear direction about how to correct their error (Ellis, 2009). In line with that, direct corrective feedback is defined as improvement the form or structure of linguistic errors above or near linguistic errors (Bitchener & Knoch, 2008). In this type of written feedback, the teacher provides the correct linguistic form on students writing errors. In the process of providing direct written feedback, the teacher should provide the clear correction which students are able to understand the direction. Such as, crossing/omitting unnecessary words/phareess and the errors word or forms and then providing the correct linguistic form near or above the errors.

b. Indirect written feedback

There are two types of written corrective feedback in providing learners' writing task (Harmer, n.d.). Namely; responding and coding.

1. Responding

One way of teacher's feedback is responding to learners' writing what they have done. In responding learners writing, teacher gives comment to learners' writing such as how learners' progress in writing and how learners were being improved

drafting a writing. Responding to learners' writing, teachers do not assess and evaluate what learners have done. Yet, teachers only provide comment and give point of view on learners' writing. In order to make learners review their writing before doing a new writing task.

2. Coding

Harmer (n.d) said some teachers use codes, and then put these codes in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful with random marks and comments.

From the above explanation, written feedback is given at the end of learning or after the learners did a task. Providing indirect written feedback tends to suggest learners whether they have done well or not and asking the improvement of learners in their performance for the next task. Meanwhile, direct written feedback tends to correct the error linguistic structure on students' writing. Commonly, two types of written feedback used by teacher both are direct and indirect written corrective feedback. The teachers provide both of the types of written feedback based on the purpose and learning condition.

THE ADVANTAGES OF WRITTEN FEEDBACK ON LEARNERS' PERFORMANCE

Feedback is not only provided in an oral form by the teachers. But also written feedback is another important assessment which is provided to the learners in order to convey the linguistic errors. Written feedback is leading the learners to correct the error form after the teacher underlined the errors (Park, Song, & Shin, 2015). Beside that written feedback is one of a way to create a communicative teaching between teacher and learners. Then, the mutual dialogue is occurring between teacher and learners during the learning process (Cohen-sayag, 2016).

A study about "The impact of three types of written feedback on the motivation and writing skill of English major learners at Hebron University" has three positive results for improving learners' writing performance and motivation (Farrah, Zahida, & Zaru, 2013). Namely: learners are able to express their thoughts in writing easily, learners are encouraged in writing of English text (Mubarak & Susanto, 2018) and learners receive detailed and constructive feedback from the teacher, it increases their motivation and creativity to write.

The other study about "The effect of indirect written corrective feedback on students' writing accuracy" conducted by Shirotha showed that indirect written corrective feedback elicits students' autonomous learning (Shirotha, 2016). In the other hand, direct written feedback provides learners with explicit guidance about how to correct their errors (Ellis, 2009). Below is the formulation of the advantages of written feedback on learners' writing performance.

Table 1. The advantages of written feedback on learners' writing performance.

No.	Scholars	Advantages of Written feedback
1.	Ellis (2009)	<ul style="list-style-type: none"> Provides learners with explicit guidance about how to correct their errors.

2. Mubarak & Susanto (2018)	<ul style="list-style-type: none"> Learners are encouraged in writing of English text.
3. Farrah, Zahida, & Zaru (2013)	<ul style="list-style-type: none"> Learners are able to express their thoughts in writing easily. Learners are encouraged in writing of English text. Learners receive detailed and constructive feedback from the teacher. It increases their motivation and creativity to write.
4. Cohen-sayag (2016)	<ul style="list-style-type: none"> One of a way to create a communicative teaching between teacher and learners.
5. Park, Song and Shin (2015)	<ul style="list-style-type: none"> Leading the learners to correct the error form after the teacher underlined the errors.
6. Shirotha (2016)	<ul style="list-style-type: none"> Indirect written corrective feedback elicits students' autonomous learning

CONCLUSION

Since this article is focused on improving learners' writing skill. Written feedback is one of alternative way in assisting learners to improve their writing skill. Written feedback is given at the end of learning or after the learners did a task. Providing written feedback tends to suggest learners whether they have done well or not and asking the improvement of learners in their performance for the next task. Commonly, two types of written feedback used by teacher both are direct and indirect written corrective feedback. The teachers provide both of the types of written feedback based on the purpose. In the process teaching of writing, the teachers should consider which type of written feedback that would be used before implementing on learners' writing. The output of learning writing will be good, if the collaboration between teacher and learners occur in the classroom.

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**CRITICAL DISCOURSE ANALYSIS OF GILLETTE® AUDIOVISUAL AD
ENTITLED “WE BELIEVE: THE BEST MEN CAN BE”**

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Abstract: Advertising is one of the ways that can influence people to purchase products, services, or shaping one's mind for a way of life. The audiovisual ad gives more benefits over the audio one or the visual one because it is more attractive and can provide a clear view of the goods or the ideas by combining the audio and visual aspects. Bullying and sexual harassment have become a common issue that happened in society around the world. These issues give a negative impact on society, especially to the victims even to the men themselves. Gillette® had launched an audiovisual ad related to bullying and sexual harassment in 2019. The ad tries to convey the men to stop the bullying and sexual harassment issue caused by toxic masculinity happened worldwide. This study aims to critically study the text, the discursive practice, and the socio-cultural practice of the Gillette® audiovisual ad entitled “We Believe: The Best Man Can Be” by using the Fairclough’s method of Critical Discourse Analyses (CDA). From the textual analysis, it is found that the ad is using: (1) questioning form of sentences invoking the previous tagline of Gillette® “The Best a Man Can Get” to reinforce the campaign message of “The Best Man Can Be”; (2) using three kinds of tenses (present tense, future tense, and present perfect continues tense) in stating the fact related to toxic masculinity which has been going on far too long and also in saying the consequence of the ad's campaign message happened in the future; (3) using the pronoun “We” which refer to Gillette® as the influencer which has taken action in changing the toxic masculinity issue by describing the healthy version of what it means to be a man so it gives the impression of persuading to men; (4) using the conditional sentence to reinforce how important the message of the campaign willing to convey is. The analysis of the discursive practice of the ad that can be found is that Gillette®, as the producer, is using the #MeToo-inspired movement as the way to distribute the message of “The Best Man Can Be” to the men as the consumer. All of those ways are to campaign the healthy version of what it means to be a man motivated by a toxic masculinity phenomenon that happened in society as what has found from the socio-cultural practice analysis.

Keywords: *Critical Discourse Analysis, sexual harassment, toxic masculinity, bullying, Gillette® Audiovisual Ads*

INTRODUCTION

The rapid development of technology has had an impact on the birth of various forms of mass media (Khattak et al., 2012). The existence of this mass media encourages globalization that has brought far-reaching impacts on the world community in almost every area of life (Matos and Carolina, 2012). The mass media is a place to share information, including information in the form of products, services, and ideas related to a way of life that are often presented in the form of advertisements (Janus, 1981). Advertising is one way that can influence people to buy products, services, or shape one's mind about a way of life (Baba, 2012). Advertising aims to market while helping people find their daily needs. Advertising has a strong influence on society. Advertising can shape people's minds based on the ideology it wants to convey and can even influence people to buy a product that they have never used before (Fill, 2002). Existing advertisements are currently available in the form of audio, visual and audiovisual. The audiovisual ad gives more benefits over the audio one (ex: radio) and the visual one (ex: magazine) because it is more attractive and can provide a clear view of the goods or the ideas by combining the audio and visual aspects (Alex and Darrel, 2010). Audiovisual advertising is now not only available in television media, but also in other audiovisual media that are currently in high demand by the public, that is Youtube.

Sexual harassment and bullying issues have become a common issue that happened in society around the world and harm society, especially to the victims, even to the men themselves. Toxic masculinity is a condition where a man must consider himself the most dominant and assume weak, other things that are not following how he generally acts and behaves. By that wrong believes, toxic masculinity has giving birth to a severe issue like bullying and sexual harassment. Wikstrom (2019) has studied there is a relation between toxic masculinity and sexual harassment, and a study from Rosen and Nofziger (2018) states that hegemonic masculinity has a role in shaping bullying behavior.

As stated on its official website, Gillette® is a company that has been producing razors for men for 115 years. Thirty years ago, Gillette® launched its tagline “The Best a Man Can Get” as a brand that encourages men to be their best. Gillette® committed to driving change that matters and promoting “The Best Men Can Be”. To make it a reality, Gillette® are distributing 1 Million Dollar per year for the next three years to non-profit organizations executing the most interesting and impactful programs designed to help men of all ages achieve their personal best.

Critical Discourse Analysis (CDA) study is a method of analyzing a discourse that is looking at the language as a "social practice" (Fairclough, 1992). The study is used to describe, interpret, and explain the relationship between language and society. The primary purposes of CDA are to critically analyze those who are in power, those who are responsible, and those who have the means and the opportunity to deal with social problems (Fairclough, 2001). This study is using the CDA method because advertisement ideology is constructed based on social conditions and social needs. Gillette® audiovisual ad presented to campaign the healthy version of what it means to be a man to make a change in toxic masculinity issues, which can cause bullying and sexual harassment. This study aims to analyze the text, the discursive practice, and the socio-cultural practice of Gillette® audiovisual ad by using Fairclough's Critical Discourse Analysis method.

METHODOLOGY AND THEORETICAL FRAMEWORK

This study aims to analyze the text, the discursive practice, and the socio-cultural practice of Gillette® audiovisual ad by using Fairclough's Critical Discourse Analysis method. The data of this study is Gillette® audiovisual ad entitled "We Believe: The Best Men Can Be." The data source was from Gillette® official website. The spoken language of the ad was being transcript and being analyzed by considering its visual aspect too.

The framework of the study was using Fairclough's CDA method (Fairclough, 1995). Three different dimensions would be analyzed, and those are the microstructural (text), mesostructure (discursive practice), and macrostructural (socio-cultural practices). These three dimensions were analyzed in three steps, and those are (i) description for linguistic/textual features, discourse analysis (microstructural dimension), (ii) interpretation to identify the meaning of what has been identified in the descriptive phase (mesostructure dimension), and (iii) explanation which is usually done by exposing the underlying ideological perspectives through social theory (macrostructural dimension).

RESULTS AND DISCUSSION

Description

In this dimension, we discuss what linguistic features that are used in Gillette® audiovisual ads. Some linguistic features, such as questioning sentences invoking the previous tagline of Gillette®, pronoun, tenses, and conditional sentences, will be discussed.

In the beginning, the ad citing the previous Gillette® tagline in the questioning form of a sentence. It can be used to reinforce the campaign message of "The Best Man Can Be."

"Is this the best a man can get? Is it?"

The pronoun that is using in the ad

is "we" which refer to Gillette® as the influencer which has taken action in changing the toxic masculinity issue by describing the healthy version of what it means to be a man, so it gives the impression of persuading to men in society

"Because **we, we** believe in the best in men."

The pronoun "we" also used to build a personal relationship with the consumer that is showing agreement.

"**We** can't hide from it."

In the ads, we can found the use of conditional sentences to reinforce how important the message of the ad willing to convey is.

"**It's only by** challenging ourselves to do more, **that we can** get closer to our best."

The tenses that are using in the ads are present tense, present perfect continuous tense, and future tense. Present tense and present perfect continuous tense is used to show facts related to toxic masculinity, which been going on far too long. In contrast, the future tense is used to indicate the consequence of the ad's campaign message happened in the future.

"**It's been going on** far too long."

"And **there will be** no going back."

Interpretation

In this dimension, we discuss how the discourse of Gillette® entitled “We Believe: The Best Men Can Be” audiovisual ad is produced and consumed. The producer of this ad is Gillette®, which has been producing razors for 115 years for men use. Thus, the consumer of this ad is men. The ad is choosing the "MeToo-inspired movement in distributed the message of "The Best Man Can Be." The video is trying to motivate men to hold each other to a higher standard and prevent every possibility of others to misbehave towards women or each other.

In the ad, the facts served in the form of news in television informing about the issue of bullying and sexual harassment. The ad shows that previously, men generally consider the problem as a common thing. That thing has been going on far too long because of the same old excuses of "Boys will be boys." The message of the ad then starts to be conveyed by showing some of the men are taking action to change. The ad tries to convey that the change can begin in ways big or small, some already are by saying the right thing, act the right way, but some is not enough. Men are supposed to give a good example to others, especially to boys, who will be the man of tomorrow.

Explanation

The socio-cultural practice is a macrostructural dimension that will be critically analyzed of how the socio-cultural aspect can motivate the birth of an ad ideology and how such thinking can influence the socio-cultural perspective. In this dimension, we discuss the socio-cultural aspects of toxic masculinity that related to the birth of the ideology of the Gillette® “We Believe: The Best Men Can Be” audiovisual ad and how the ad can shape men mind to the healthy version of what it means to be a man.

Toxic masculinity is a condition where a man must consider himself the most dominant and assume weak, other things that are not following how he generally acts and behaves. By that wrong assumption, toxic masculinity has giving birth to severe issues like bullying and sexual harassment. By considering himself the most dominant, devaluation of women may happen then giving birth to sexual harassment issues. Wikstrom (2019) has studied there is a relation between toxic masculinity and sexual harassment, and a study from Rosen and Nofziger (2018) states that hegemonic masculinity has a role in shaping bullying behavior. By assuming weak, other things that are not following how he generally acts and behaves, this may give birth to bullying behavior.

Toxic masculinity has been going far too long, according to what the ad stated. It is reinforced by making the same old excuses, which in the ad is found by the words "Boys will be boys." The ad showing that we can't hide from the phenomenon of toxic masculinity which shown in the ad in the form of sexual harassment and boys bullying, but still we can't laugh it off after so many cases of them has been harmful to society which is shown in an ad in the form of many television news informing the cases. The advertiser is then starting to campaign the message by stating, "something finally changed, and there will be no going back. Because we, we believe in the best in men. To say the right thing, to act the right way. Some already are, in ways big and small. But some is not enough. Because the boys watching today will be the men of tomorrow". The ad also closed by showing the text of "It's only by challenging ourselves to do more that we can get closer to our best." That means that the ad is trying to convey so the men can challenge themselves to do more by saying the right thing, acting the right way, and being a good example for other men to be closer to their best.

CONCLUSION

It can be concluded in the text that from the textual analysis, it is found that the ad is using: (1) questioning form of sentences invoking the previous tagline of Gillette® “The Best a Man Can Get” to reinforce the campaign message of “The Best Man Can Be”; (2) using three kinds of tenses (present tense, future tense, and present perfect continues tense) in stating the fact related to toxic masculinity which has been going on far too long and also in stating the consequence of the ad's campaign message happened in the future; (3) using the pronoun "We" which refer to Gillette® as the influencer which has taken action in changing the toxic masculinity issue by describing the healthy version of what it means to be a man so it gives the impression of persuading to men in society; (4) using the conditional sentence to reinforce how important the message of the campaign willing to convey is. The analysis of the discursive practice of the ad that can be found is that Gillette®, as the producer, is using the #MeToo-inspired movement as the way to distribute the message of "The Best Man Can Be" to the men as the consumer. All of that ways are to campaign the healthy version of what it means to be a man motivated by toxic masculinity phenomenon that happened in society as what has found from the socio-cultural practice analysis.

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**THE EFFECT OF HIDDEN WORDS GAME ON THE EFL STUDENTS'
VOCABULARY MASTERY**

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Abstract: Teaching vocabulary to EFL students in this era can be a challenging task regarding their characteristic as the millennial generation. That's why, the proper choice of media to teach is needed that will enable EFL students to learn vocabulary effectively. This study aims to find out if hidden words game application can increase English vocabulary mastery of the EFL students. The design of the research was quasi experimental using a single group model of pre-test and post-test. The population of the study was the seventh grade students of SMPN 2 Kudus with class D as the sample consisting of 32 students. The instrument of the research was multiple choice test. The research finding revealed that hidden words game application can increase the English vocabulary mastery of seventh graders.

Keywords: *hidden words game, EFL students, vocabulary mastery*

INTRODUCTION

Vocabulary is a significant language component that must be understood by EFL students. Shen (2008) highlights that vocabulary is a very important element in language (p. 135). People can not practice their language without mastering their vocabulary. Low vocabulary mastery causes them to be difficult to state their ideas suitably. When people do not master vocabulary, they can not read and understand English well. Therefore, EFL students should get more vocabularies when they study English in their early age. Moeller, Ketsman and Masmaliyeva (2009) argue that learning and teaching vocabulary in second or foreign language is vital because it gives access for learners to all forms of oral and written communication.

Teaching vocabulary to EFL students in this era can be a challenging task regarding their characteristic as the millennial generation. That's why, the proper choice of media like using game to teach vocabulary is needed that will enable the students to learn vocabulary effectively. Gozcu and Caganaga (2016) mention some advantages of using game in promoting learning the target language. They include decreasing the students' anxiety towards language learning, increasing positive feelings, and improving self-confidence. In addition, games enable the language learners to participate actively and at the same time acquire the target language unconsciously. However, Fudhla (2013, p.103) emphasizes that "language teachers should understand how and when language games are appropriate to be used".

Digital game is a media of teaching that can be an interesting alternative way to teach vocabulary for the millennial EFL students. It is a game running in electronic application in the form of game application. This application is liked by many young people, and can be downloaded in their smartphones. It can be played either online or offline. Derakhsan & Khatir (2015, p.40) state that "vocabulary games bring real world context into the classroom, and

enhance students' use of English in a flexible, communicative way.” This is one of the solutions that can be used by teachers to help their students of the millennial era to master vocabulary.

Some previous studies show that the use of game can enhance students' vocabulary mastery. Orawiatnakul (2013) reveals that learning vocabulary through crossword is the best way to improve students' vocabulary mastery. Masri and Najjar (2014) report that the use of word games for teaching English vocabulary for primary students had a positive effect on students' English achievement. This is in line with Hidayat (2016) who indicates that word game helps students memorize vocabulary easily and motivate them to learn vocabulary. Nawayanti (2013) finds out that game can attract students' interest and improve their understanding on vocabulary. Rohmah (2014) also finds out that the use of whispering game is effective for teaching vocabulary to the eight grade students.

Generally, learning by using digital game is more interesting than by using non-digital game. According to Zin et al. (2009) “digital games, an interactive technology can foster learning process effectively and interestingly especially among young learners” (p. 322). Gross (2014) notes that such game can encourage student participation and maintain their contribution successfully. So, using digital game will give students an interesting learning experience as well as effective learning.

Most of the studies on game used non-digital game. Research on the use of digital game is still rarely conducted. This current study aims to find out if digital game, namely hidden words game application, can increase English vocabulary mastery of the seventh graders. *Hidden Words* game is one of the offline game applications to teach vocabulary in a fun way for students. Some of the benefits of using this game is that it can easily improve vocabulary and spelling skills. Moreover, it can improve concentration of the learners.

LITERATURE REVIEW

Game as a Teaching Media

Media is very important in teaching and learning process. Media makes teacher easier to explain the material and help the students to understand the learning. According to Clark (1994) “any necessary teaching method could be designed into a variety of media presentation” (p. 22).

There are some varieties of medium that can be used in teaching and learning process. Suparno in Manik and Christiani (2016) divide them into five types, namely non-projector viewing media, projector-viewing media, auditory media, audiovisual media, and game. Non-projector viewing media is the media that cannot be projected to other surface. The examples include flash card, and pictures. On the other hand, projector-viewing media belongs to the media that can be projected to other surface like LCD. Meanwhile, auditory media is defined as the teaching media that confides the message by sound. Tape, recorder, and CD are some examples of auditory medium. Audiovisual media is the teaching media which confides the message through around and also its picture or action can be seen following by its sound, for instance TV, VCD, and video. The last type, i.e., game includes the teaching media which is done by individual, group, or in pairs, for example puzzles and guessing the words. Nowadays, game has developed into digital game in the form of game application. It can be played either online or offline after downloading the game application.

The use of media in teaching and learning bring some benefits. The class atmosphere will be more interesting and relaxed which makes the students are easier to understand the material. In addition, the students will be more motivated to learn in the class. Nuryadi in

Nugraha (2017) list some benefits of using media such as interesting and fun for students, effective and efficient.

Game is a media of teaching consisting of an activity or system that has the fun nature and some rules, levels, and achievements. Rixon (1981) defines game as a closed activity that has a beginning and an end with a winner who defines the end of the game.

According to Silsupur (2017) “Games can help teachers to create contexts in which language is meaningful. Games can help teachers to make input comprehensible.” (p. 84). Gozcu and Caganaga (2016) mention some advantages of using game in promoting learning the target language. They include decreasing the students' anxiety towards language learning, increasing positive feelings, and improving self-confidence. In addition, games enable the language learners to participate actively and at the same time acquire the target language unconsciously.

The games used as teaching medium can be divided into digital game and non-digital game. There are some games that can be used to teach English, such as jumbled-letter game. Fudhla (2013) states that “jumbled-letter game is a language game that requires the learner to arrange the alphabet letter into specific word. Jumbled-Letter game is a kind of language games that is appropriate to be applied in vocabulary teaching.” (p. 103, 108). This game can appear in both non-digital game and digital game. In digital game, the jumbled-letter game is available in game application, namely hidden words game.

Hidden Words Game

Hidden words game is created by Mobigame Inc. it is a kind of digital games that can be played offline after the players download this game application. This game is fun, and easy to play. In this game, the player tries to find the words on a board that contain some letters. The player will guess the possible words that make the game more challenging.

This game is not only easy to play, but also very simple. To play it, the player can swipe up the letters in some ways like vertical, horizontal, diagonal, and even backwards to have a correct word. This game has more than 400 words to find. It is featured with enjoyable graphics. Moreover, it offers various levels from easy to hard. It also has bonus coins, time records, simple rules, and no time limit. When the player gets difficulty in finding the correct word, it gives hints to help the player. Hidden words game is easily downloaded in play store in the smartphone.

This game application can be an alternative way to teach vocabulary to EFL students. It provides a fun way for them to learn vocabulary and at the same time help improve their vocabulary mastery.

RESEARCH METHODOLOGY

This present study aims to examine whether hidden words game application can increase English vocabulary mastery of the seventh grade students. The method of this study is experimental research with the research design using a single group model of pre-test and post-test. The population of this research was the seventh grade students of SMPN 2 Kudus. The sample consisted of 32 students of class D.

The instrument used in this study was multiple choice test. The test contained 20 questions with four options of answer. To maintain the reliability of the instrument, the try out test was administered. The try out test was given to class C and the result indicated that the instrument is reliable.

To collect the data, the pretest and posttest were given to the students. The pretest was given before the treatment, whereas the posttest was given after the treatment. The treatment was done by teaching the seventh grade students using Hidden Words game application.

The data were then analysed using statistical calculation. Both descriptive statistics and inferential statistics were applied to analyse the data.

RESULT AND DISCUSSION

Before conducting the treatment, the pre-test was given to the seventh graders of class D as the sample to get the students' vocabulary mastery data score. The pre-test data score can be presented as follows:

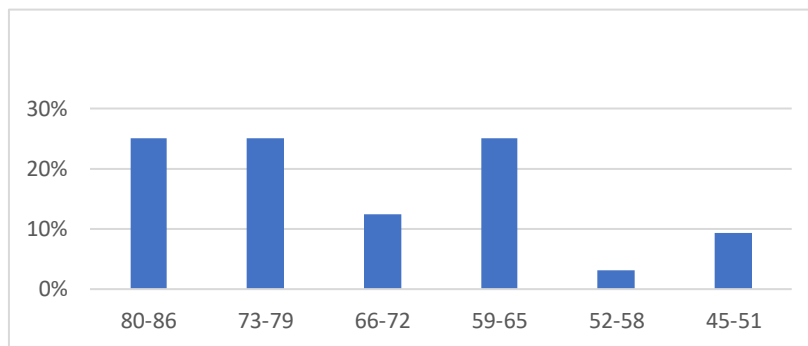
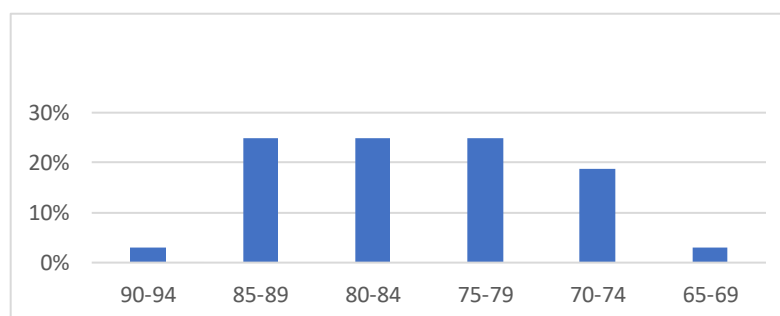


Figure 4.1 The Bar Chart of The Vocabulary Mastery in Seventh Graders of SMPN 2 Kudus Before Being Taught by Using Hidden Words Game Application

According to the pre-test calculation result, the maximum score is 85 and the minimum score is 45 with the mean is 70.1 and the standard deviation is 7.85. It means that the English vocabulary mastery of the seventh graders of SMPN 2 Kudus before being taught by using hidden words game application is sufficient.

After giving the treatment, i.e. teaching vocabulary by using hidden words game, the post-test was conducted and the data showed that the maximum score is 90 and the minimum score is 65. The mean score is 80 with the standard deviation is 6.1. Therefore, the vocabulary mastery of the seventh grade students is categorized good. The data can be seen in the following bar chart:



**Figure 4.2 The Bar Chart of The Vocabulary Mastery in Seventh
Graders of SMPN 2 Kudus After Being Taught by Using
Hidden Words Game Application**

To find out the effectiveness of hidden word game on the students' vocabulary mastery, the t-test analysis was conducted. The data analysis showed that $t_0 = 6.58$ with t-critical 2.042 ($\alpha = 0.05$ (two tailed) and with degree of freedom ($df = 31$). So, H_0 was rejected and H_a was accepted because t_0 falls into the critical region. It means that there is a significant difference between the English vocabulary mastery of the seventh grade students of SMPN 2 Kudus before being taught by using hidden words game and that after being taught by using hidden words game.

Teaching vocabulary to EFL students needs an interesting way in order not only to catch the students' attention, but also help to increase their vocabulary mastery. Before implementing the game, most seventh grade students of SMPN 2 Kudus learned vocabulary by memorizing words they read in dictionary. It makes the students feel difficult to remember the vocabulary especially when they leave the class. Moreover, it makes the students feel bored. Fudhla (2013) suggests that "the teacher should provide vocabulary which avoiding vocabulary list memorization" (p.102).

The use of hidden words game to teach vocabulary can be an interesting alternative way as Silsupur (2017) notes that "games can help teachers to create contexts in which language is meaningful. Games can help teachers to make input comprehensible." (p. 84). In addition, Gozcu and Caganaga (2016) explain that game can reduce the students' anxiety towards language learning, increase positive feelings, and improve self-confidence of students. Games also enable the language learners to participate actively and at the same time acquire the target language unconsciously. The use of game specifically in teaching vocabulary will make the students remember the new vocabulary in the target language easily (Fudhla, 2013).

Hidden word game is a kind of jumbled-letter game application which requires the player to find the words on a board that contain some letters. The players are required to guess the possible words that make the game more challenging. Moreover, this game is very simple but fun because the player can swipe up the letters in vertical, horizontal, diagonal, and even backwards to have a correct word. This game has more than 400 words to find, enjoyable graphics, the various levels from easy to hard, bonus coins, time records, simple rules, no time limit, and hints to help the player. Hidden Words game is easily downloaded in play store in the smartphone.

With such features, hidden words has already firstly attracted the EFL students in the seventh grade to learn vocabulary. In addition, the seventh grader students are the millennial generation that are familiar with the use of technology like smartphone. The game itself offers a fun and interesting way for them to learn vocabulary that keeps away boredom. This condition could grow their motivation and interest in learning vocabulary. Finally, this will enhance their vocabulary.

The result of this present study reveals that hidden word game application is effective in increasing the seventh grade students' vocabulary mastery. This is in line with Orawiwatnakul (2013) who explains that the language game is the best way to increase students' vocabulary mastery. It provides the students a real world context into the classroom as well as a flexible communicative way in learning vocabulary (Derakhsan & Khatir, 2015). Hidden words game helps EFL students to memorize vocabulary in an easy way. Furthermore,

they do such activity in a fun and interesting way. Hidden words game, thus, offers a suitable teaching media to teach vocabulary to EFL students in this millennial era.

CONCLUSION AND SUGGESTION

The research result shows that there is significant difference between the English vocabulary mastery in seventh graders of SMPN 2 Kudus before being taught by using hidden words game application and that after being taught by using hidden words game application. Therefore, hidden words game application is an effective teaching media to increase the English vocabulary mastery of seventh graders. Some benefits of the use of language game makes the students learn vocabulary easily and in a fun way. As a result, they can improve their vocabulary mastery.

Based on the findings, teachers are suggested to use language game like hidden words game application to teach vocabulary to EFL students. The characteristics of EFL students in this millennial era will fit the use of language game in the form of game application so that they will master vocabulary as expected. Hidden words game is also recommended for students who feel difficult to master the vocabulary, because it can help the students to increase their score in vocabulary test. Moreover, hidden words game application consists of vocabulary which is needed by the students. Hidden words game has many levels that can be used for all levels of students. Hence, hidden words game is appropriate media for EFL students to improve their vocabulary mastery.

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**INDONESIA GOVERNMENT'S PREVENTION OF COVID-19:
CRITICAL DISCOURSE ANALYSIS STUDY**

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Abstract: COVID-19 information is massively reported by media and social network focus not only on the spreading and infection but also on the government's prevention in handling the pandemic. Thus this study, under Fairclough's critical discourse analysis (CDA) and by using Appraisal System as a tool for textual analysis, is aimed to gain insight and understanding regarding how Indonesia government's prevention of COVID-19 in the beginning of pandemic crisis are presented in media, specifically *The Jakarta Post*. The result shows to some extents. Firstly Appraisal System used in the text analysis level presents that the news report published by *The Jakarta Post* is overridden by the voice placing the government as the target of negative JUDGMENT. Secondly, Appraisal System analysis leads to explanatory critique of the news text regarding reader positioning. The lack of representations of other choice positively or neutrally on the text strongly give the dynamic-negative meaning to the target audience..

Keywords: *Critical Discourse Analysis (CDA), Appraisal System, Reader Positioning.*

INTRODUCTION

The World Health Organization (WHO) declared SARS-CoV-2 virus (known as COVID-19) outbreak as a severe global threat, a pandemic on 11th of March 2020. In Indonesia, the President Joko Widodo confirmed the first COVID-19 case in his territory on 2nd March 2020 and confirmed first death cases of 4 positive patients on 6th March 2020. Since then, until the end of March, the cases were increased rapidly. As of 26 March, on WHO first Situation Report, the Government of Indonesia reported a total of 893 confirmed cases with 78 deaths and 35 recoveries from across 27 provinces (WHO, 2020a). This COVID-19 information massively reported by media and social network focus not only on the spreading and infection but also on the government's prevention in handling the pandemic.

Those media and social network provide information that shapes the general public's discourse, especially news report which provides a means of social critiques. Social critiques can be explored by showing how influential texts such as news reports may influence and shape the valuational viewpoints of their readers, and the micro-to-macro analytical framework of Critical Discourse Analysis (e.g. Fairclough, 2001). Since the important goal of Critical Discourse Analysis (CDA) is to reveal the way in which language of a text positions readers to view and evaluate social and political reality in particular ways. CDA readers positioning analysis can be seen from the dynamic reader positioning. The readers may be dynamically positioned as a result of textual patterning. The textual patterning can be analyzed by using Appraisal System as under the framework of Systemic Functional Linguistics (SFL). It is used

as a tool to perform a systematic analysis of dynamic reader positioning (Coffin & O'Halloran, 2005; Simpson, 2010).

In this study, thus, Appraisal System was used systematically to trace the build-up of reader positioning through evaluative meaning of a text and to show how such meaning positions readers to evaluate seemingly neutral sentences in a new report text and affect to particular interpretation led by the author's stance.

Critical Discourse Analysis (Fairclough)

Fairclough (1995) created a framework for the analysis of discourse as social practice which contains a range of different concepts that are interconnected in a complex three-dimensional model. Fairclough's central framework is that discourse is in a dialectical relationship with other social dimensions in which reproduces and changes knowledge, identities and social relations (including power relations), and at the same time is also shaped by other social practices and structures. Thus, discourse is seen as both constitutive and constituted.

Fairclough's approach is a text-oriented form of discourse analysis which stresses the importance of doing systematic analyses of spoken and written language. This approach also covers three traditions of discourse analysis: (1) Detailed textual analysis within the field of linguistics; (2) Macro-sociological analysis of social practice; and (3) The micro-sociological, interpretative tradition within sociology (including ethnomethodology and conversation analysis).

In discourse analysis, there are two important dimensions of discourse. They are the communicative event (an instance of language use) and the order of discourse (the configuration of discourses and genres). Communicative event consists three dimensions: (1) language is a text; (2) language is a discursive practice; and (3) language is a social practice. These are the three-dimensional model in an analysis for empirical research of communication and society. The analysis should focus on (1) the linguistic features of the text (text), (2) processes relating to the production and consumption of the text (discursive practice); and (3) the wider social practice to which the communicative event belongs (social practice).

From the three-dimension of discourse above, therefore, the analysis of a communicative event includes: (1) analysis of the discourses and genres which is discursive practice level; (2) analysis of the linguistic structure which is text level; (3) considerations about whether the discursive practice reproduces or, instead, restructures the existing order of discourse and about what consequences this has for the broader social practice which is social practice level of analysis. The main purpose of critical discourse analysis is to explore the links between language use and social practice while the focus is the role of discursive practices in the maintenance of the social order and in social change (Jørgensen & Phillips, 2002; Fairclough, 1995)

Appraisal System

Appraisal system is under the notion of SFL, particularly the development of interpersonal meanings. It concerns with social relationship of tenor. When people talk, they negotiate not only their relation with others but also emotions, judgments and valuation towards something/someone or phenomenon through their linguistics choice called appraisal.

Martin & White (2005) defines appraisal as semantic resource used to negotiate emotions, judgments and valuations, alongside resource for amplifying and engaging with these evaluations. In other words, appraisal system is a systematic linguistic theory of emotion in text. It is used by speakers to express their emotion, judgment and valuation.

The key functions of appraisal system in language are to express the speaker's or writers' opinion and, in doing so to reflect the value system of that person and their community; to construct and maintain relations between the speakers or writers and hearers or readers; and to organize the discourse. In addition, they also state that instead of examining the clause level of interpersonal system such as mood and modality, appraisal system examines valuative lexis expressing the speakers' or writers' opinion on good or bad parameter. It determines how speakers or writers should express themselves in relation to their interlocutor or audience and the topic they talk.

Evaluative lexis can be a word of any word-classes, a word group/phrase, or even a clause. It is not limited on adjective as our simply thought. In other words, emotions, judgments, valuation and those resources can be encoded with a single word, a group of words/phrase, or even a clause. According to Martin and White (2005), appraisal theory concerns on three points: (1) the way speakers/writers approve and disapprove; (2) the way text can produce feeling, values and the linguistic mechanism share emotions, taste and normative; and (3) the way speakers/writers construe their particular authorial identities or personae. In addition, Martin and Rose (2007) state that appraisal theory is concerned with evaluation-the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned". In conclusion, appraisal is a theory that concerns with evaluation of certain thing or phenomena. Then, the tenor either the speakers or the writers use the language to show their feelings based on their evaluations. Through Appraisal, the relationship between speaker and the listener or writers and reader is also shown. Appraisal System proposes three linguistic resources to express emotions: attitude, engagement, and graduation.

1. Engagement Subsystem

Engagement subsystem deals with the interpersonal negation of the source of attitudes. It responds to a social dialogic perspective developed by White (2000, 2003). It comprises semantic resources for positioning speakers' voice to another voice. According to Martin and White (2005), engagement is "direct towards identifying the particular dialogic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed."

There are two regions of engagement. Those are monogloss and heterogloss. Monogloss deals with 'bare-assertion' in which there is no reference to another voice (Martin & White, 2005). In contrast, heterogloss deals with the reference to another voice. Heterogloss is determined by dialogic perspective, whether it is dialogic construction or dialogic expansion.

2. Graduation Subsystem

The second subsystem of appraisal system is graduation. It concerns with the fact that the value of attitudes can be raised or lowered in the discourse, semantics of sealing. It deals with "grading phenomena whereby feelings are amplified and categories blurred" (Martin & White, 2005). It measures the strength and the weakness of a feeling. In addition, Martin and White (2005) define the graduation value concerns on two scalability systems: grading intensity or amount (force) and grading the preciseness (focus) of

something. There are two types of graduation: Force and Focus. If we make a message of the text more or less intense, we are modifying the force of the message. In other words, when we sharpen or blur the message, we are modifying the focus of the message.

3. Attitudinal Subsystem

Attitudinal subsystem covers feelings. According to Martin & White (2005), attitude is “concerned with our feelings, including emotional reactions, judgments of behavior and evaluation of things”. There are three categories of attitude: affect, judgment and appreciation. It depends on different values—emotional, ethical and aesthetic. Affect is based on emotion while judgment is based on ethics. Appreciation is based on aesthetic. Martin and White (2005: p35-36) state:

Attitude is divided into three regions of feeling, ‘affect’, ‘judgment’, and ‘appreciation’. Affect deals with resources for construing emotional reactions; Judgment is concerned with resources for assessing behavior according to various normative principles; Appreciation looks at resources for construing the value of things, including natural phenomena and semiosis.

Since attitudinal subsystem is linguistic elements that realize speakers’ or writers’ attitudes, each region of them are labeled into two types whether it is positive or negative. In addition, the negative feeling is differentiated from the negation of positive feeling and vice versa. This is because the two are different, although on certain contexts they may seem similar. For example sad (which is a negative attitude) is differentiated from happy (which is a negated positive attitude) since to name a simple fact, a person can be not happy without being sad (Martin & White, 2005). The region of attitudinal; subsystem are figured along with its classification.

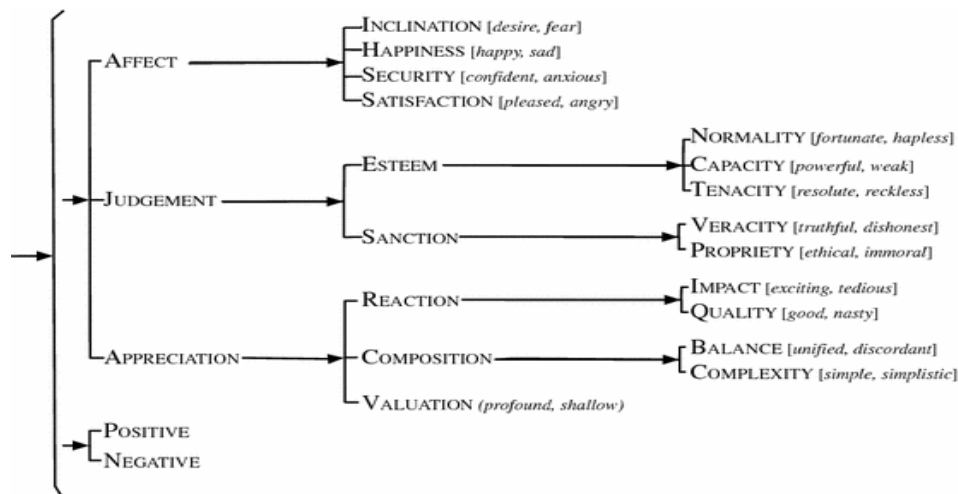


Figure 1. The region of attitudinal subsystem (Martin & White, 2005)

RESEARCH METHODOLOGY

Data were collated from eight news articles published in *The Jakarta Post* on March, the month of the beginning dissemination of COVID-19 in Indonesia. The purpose of analyzing the articles published on March is to depict the picture of the representation of Indonesia Government’s preparation on handling COVID-19 which had finally set foot in Indonesia by *The Jakarta Post*. Each article was purposely selected based on significance and relevancy of its content to the topic of this study, Indonesia Government’s prevention and preparation of

handling COVID-19 represented by *The Jakarta Post*. *The Jakarta Post* was chosen because it is the largest and daily English language newspaper in Indonesia (Alfajri, 2018) which its main target reader is educated Indonesians and foreigners. The data were analyzed by using Appraisal System (Martin & White, 2005; Martin & Rose, 2007) to explore the discourse semantic resources used by *The Jakarta Post* in reporting Indonesia Government handling COVID-19 and to investigate the dynamic reader positioning. Appraisal System is a useful tool for critical discourse analysis (CDA) in identifying how positioning is built up as reader progresses through a text (Coffin & O'Halloran, 2005). Appraisal System is concerned with interpersonal function of discourse to get clues on the authors' attitudes that are negotiated in a text, with the strength of feelings involved and the ways in which values are sourced and the readers are aligned (Hutiu, 2019; Deocampo, 2015; Coffin & O'Halloran, 2005). In other words, the author/text producer uses the resources of appraisal, evaluative lexical, to negotiate social relationship, to tell the readers/listeners how they feel about things or people and their evaluation of people characters or things' characteristics.

With those keys analysis of Appraisal System to identify and analyze evaluation within language through semantic resources (Martin & Rose, 2005) it becomes possible to examine the stance of *The Jakarta Post* as construed in the articles published and how it positions readers to interpret the news report text. In this study, thus, Appraisal System was used systematically to trace the build-up of reader positioning through evaluative meaning of a text and to show how such meaning positions readers to evaluate seemingly neutral sentences in a new report text and affect to particular interpretation led by the author's stance.

RESULT AND DISCUSSION

From the Appraisal Analysis, it can be seen the evaluative meaning built-up through the news texts published by *The Jakarta Post*. The text analysis and will be presented before the explanatory critique, description and interpretation stage of CDA defined by Fairclough's model (1995). The Appraisal analysis which describes the texts and goes some way to grounding this analysis in terms of context of the target readership, it can be drawn the effect working with the description and interpretation stages of CDA and furthermore to the stage of explanation in which critiques the relationship between the texts and the context occurs (Jorgense & Philips, 2002; Fairclough, 1995).

Text Analysis

The result the news report text analyzed from the perspective of JUDGMENT, GRADUATION and AFFECT is presented in this section. The samples of representative Appraisal Analysis applied are presented systematically.

1. “[UPDATED] Explainer: How bad is the COVID-19 situation in Indonesia?”

The sentence above is the title of one article published on 8th march 2020 in *The Jakarta Post*. Beyond the attitudinal resources, the title of the news employs heteroglossic ENGAGEMENT through explanatory question as mean opening the proposition to the answer. However, the presence negative JUDGMENT inscribed on *how bad* is meant of presenting JUDGMENT that leads to the answer predicted and inscribed in the JUDGMENT on the question itself.

2. “After weeks of claiming to have zero cases of the coronavirus disease 2019 (COVID-19), a claim that **befuddled** many and led to **suspicion** that the country is either **unable** to detect cases or **covering** them up, the country finally announced that citizens within its borders had also contracted the virus.”

There are many direct JUDGMENTS on the sentence above addressed to the Government. First, a claim made by government about having zero cases of COVID-19 is judge negatively by a direct JUDGMENT inscribed by *befuddled*. It refers to the government’s deeply perplexed act of claiming. The author uses it as a critique on how the government’s action which results to *suspicion*. The suspicion of the claim prompts the reader to judge government action as socially irresponsible. It is supported by the next direct negative JUDGMENT on *unable* and *covering them up*. The government ability to detect cases is clearly and negatively inscribed on *unable* and furthermore it is followed by the socially-irresponsible action inscribed on *covering the up*. The action *covering them up* refers to the action of hiding fact or lie about the cases to public.

3. “The country announced two more cases linked to the first two patients on Friday. Details about these new patients are still sketchy. The government has been extra cautious in providing information on the cases. One of the first two confirmed patients claimed to have suffered mentally after her private information had been disclosed by the authorities and later exposed by the mainstream media and Internet users”

GRADUATION is employed with the inscribed AFFECT of *cautious* through the sub-modifying adverb *extra* to add emphasis to the AFFECT. Insecurity AFFECT of government’s action is inscribed with regard to the adjective *cautious*. Furthermore, it is then followed by the AFFECT of disinclination (*suffered* mentally) resulted from irresponsible action done by government. The author implicitly creates the condition for the reader to make a particular JUDGMENT about what the government had done (disclosed the information and made the media exposed it) with the two first cases which is claimed to have suffered mentally. Thus, the author has left the JUDGMENT as indirect in the text.

4. “The ministry said on March 5 that it had tested samples from 388 suspected patients, including 188 from the World Dream cruise ship. It is *unclear*, however, how many suspected patients are currently being treated in hospitals across the country.”

The author attributes The Health Ministry to the acknowledgment which refers to the samples of 388 suspected patients. It is seen on the ENGAGEMENT on the box. It places the author to be distance with the statement. In addition, the negative appreciation of AFFECT is deployed by the adjective *unclear* about the exact number of suspected patients who were being treated in the hospital across the country.

5. “Indonesia does not have an independent centers for disease control and prevention. The Health Ministry is now leading the management of the health crisis, with its secretary, Achmad Yurianto, being recently appointed as its sole spokesman.”

The use of monoglossic ENGAGEMENT indicates that there is no other proposition about Indonesia which does not have an independent center for disease control and prevention and it absolutely declared. There is no other alternatives but the Health Ministry itself who leads the management for crisis.

6. “Some experts, including those leading the fight against the bird flu outbreak between 2006 and 2010, have called for the creation of a special committee similar to the now-defunct National Commission for Avian Influenza to lead the battle against the virus. The ministry, however, insisted that such an agency was not needed.”

The author employs heteroglossic ENGAGEMENT in word *however* to expand the possibility for another view point against the Ministry’s decision who didn’t need the agency leading the fight against the outbreak.

7. “The country once had a national committee for zoonosis tasked with handling virus outbreaks. It was **disbanded** by President Joko “Jokowi” Widodo in 2016.”

A contradiction is established through the AFFECT which in this occasion leads to implicit signals of indirect JUDGMENT. The disinclination is likely to prompt readers to judge Jokowi’s action as mistake without giving further information what Jokowi would do after disbanding the committee for handling virus outbreak.

8. “The government claimed to have used a polymerase chain reaction (PCR) and a gene sequencing analysis to test specimens from suspected patients as per WHO standards”

The author deploys *claimed*, dialogic expansion of ENGAGEMENT as one possibility among other possibilities that the government had used PCR which met WHO standards or other possibilities which invite alternatives from anyone beside the government’s claim.

9. “Why has Indonesia only recorded *few* cases?”

Question form as ENGAGEMENT inclusively involves GRADUATION and AFFECT of appreciation in which the author opens up the dialogic space and entertains the possibility for other alternatives propositions for the answer. The GRADUATION inscribed on word *only* gives force on the appreciation *few* cases. However, the author directly provides the answer right after the question, by the following sentences:

10. “Some scientists believe that the government might have **under-reported** cases, saying that, given the large number of visitors not only from China but also from other affected countries, it is **hard** to believe that Indonesia only had four cases. They have called on the government to be more transparent in the handling of the outbreak by involving more scientists in its work.”

The author deploys heteroglossic ENGAGEMENT through the acknowledgement of scientists. By attributing a view point to scientists through the use *believe*, the author represents it as one of many potential truth since it is explicitly grounded in the individual subjecthood of one speakers (Ross & Caldwell, 2020) answering the question which author put about the few cases in Indonesia. The possibility acknowledged by the scientists as the answer contains another resource of attribute, *might*, entailed to the JUDGMENT which inscribes the government doing dishonesty, negative veracity, by using *under-reported*.

Another ENGAGEMENT of acknowledgment involving AFFECT and GRADUATION commonly used in news report texts (Coffin & O’Halloran, 2005) in the excerpt above leads to indirect JUDGMENT in the text. The value of AFFECT is negatively inscribed by the emphasis of GRADUATION *only*, force intensity scale of amount. It is likely to makes the readers to be less inclined to pass the JUDGMENT on the next sentence. The GRADUATION sharpens the author’s intensity level on the ENAGEMENT *hard to believe*.

Appraisal-informed explanatory critique

The Appraisal analysis which describes the texts and goes some way to grounding this analysis in terms of context of the target readership, it can be drawn the effect working with the description and interpretation stages of CDA and furthermore to the stage of explanation in which critiques the relationship between the texts and the context occurs (Jorgense & Philips, 2002). Fairclough and Chouliarki (1999) said that explanatory critique takes the general form of showing a problem which may be cognitive misrepresentation. Thus, in this section, the explanatory of cognitive problem from misrepresentation will be elaborated.

The ENGAGEMENT used representing expert voices are dominantly negative and there is lack of positive and neutral opposing expert voice which might set out potentially positive representation of government’s preparation on handling COVID-19 on the UPDATED news report text, reviewing COVID-19 situation in Indonesia handled by government. The credible status of expert presented as scientists who are considered to acknowledge the outbreak and its nature as disease points out ‘the evaluation of the Sayer as reliable’ (Coffin & O’Halloran, 2005). This can propagates to increase the evaluation in the projected proposition (projected evaluation). It would be more dynamic if the text be more balanced by providing a neutral or positive expert voice. In fact, the placement of expert voice who represent negatively the government in handling COVID-19 in Indonesia in the end of the text, alongside the negative voices of Indonesia government efforts of prevention the outbreak strongly give the dynamic-negative meaning to the target audience. Indeed, even the positive voice occur, it is still less competing with the negative effects construed by the negative voice of the experts since the positive ones come from the government itself as a claim which instantiates another possibility. Thus, the major cognitive problem with the news report text published by *The Jakarta Post* is that there is lack of representations of other choice positively or neutrally – which has to do with the dynamic reader positioning (Coffin & O’Halloran, 2005).

CONCLUSION

Under the study of Fairclough’s Critical Discourse Analysis and by using Appraisal System this study is aimed to trace the build-up of reader positioning through evaluative meaning of a text and to show how such meaning positions readers to evaluate seemingly neutral sentences in a new report text and affect to particular interpretation led by the author’s stance. The result shows to some extents. Firstly Appraisal System used in the text analysis level presents that the news report published by *The Jakarta Post* in the beginning of pandemic in Indonesia uses variety of Appraisal resources. In addition the text is overridden by the voice placing the government as the target of negative JUDGMENT. Secondly, Appraisal System analysis leads to explanatory critique of the news text regarding reader positioning. The lack of representations of other choice positively or neutrally on the text strongly give the dynamic-negative meaning to the target audience.

Appendix. Appraisal System Coding

<i>italic</i>	AFFECT
bold	JUDGMENT
box	ENGAGEMENT

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EXPLORING SHARING TIME INTEGRATION IN EFL CLASSROOM FOR YOUNG LEARNERS

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Abstract: There are still many schools in Indonesia that use the one-way communication learning system. It made students feel bored and monitored. Therefore teachers need a pleasant learning atmosphere and a learning system that can build interactive relationships between teachers and students. One of them is by doing sharing time activities in the learning process. This research is conducted to determine the purpose, benefits, and scope of sharing time using a quantitative descriptive approach—the data collected by conducting informal observations and interviews. Validity and reliability observed several times. The technique used to analyze is Miles and Huberman's model. From this study, it was found that the purpose of sharing time is to see the students' understanding of a topic, and to practice the ability of students speaking in front of the audience. Benefits for students, (1) Trained to express ideas or experiences. (2) Improve student vocabulary. (3) Learn to compose correct sentences. Benefits for teachers, (1) Build communication between teachers and students. (2) Make the teacher able to know the abilities of the students. (3) The teacher gets exciting ideas from students. (4) Helping teachers to have a closer relationship with students. Constraints (1). Topics that are not yet familiar make students hesitate. (2). Limited Time.

Keywords: Sharing time, Young learners, activity

INTRODUCTION

In the world of education, there are generally two factors that influence student success in the learning process 1. internal factors, which originate from oneself, including the ability of talent, motivation, intelligence, confidence, and so forth. 2. external factors, considerations are arising from the surrounding environment, such as the family environment of the community and the school where the teacher and learning methods are inside. Both of these factors can be a barrier and support the success of students in learning (Budiningsih.C., 2005)

Reforming and improving the education system is one of the government policies contained in the National Education Policy Direction for Basic and Secondary Education in

2001/2004. It is to improve the quality of education so that teachers and students get optimal results in the process of implementing learning activities in schools (Rahina, 2007). Lack of educator awareness of the importance of strategic renewal in the teaching process is one of the causes of the lack of education in Indonesia to realize quality human resources who can compete in the current era.

Most primary schools in Indonesia still emphasize the one-way communication learning system. This system makes the teacher the sole speaker in the learning process. So that many students feel bored and monitored. Because it is necessary for the efforts of the teachers to create a learning atmosphere that is more fun and not dull, a pleasant atmosphere will make the teaching and learning process more effective (Dryden, 1999). An interactive relationship between the teacher and the rest also supports the learning process in the teaching and learning process. It is necessary to have a new learning system to create both of these things one of them by doing sharing time activities in the teaching and learning process.

Sharing Time is an activity that is carried out routinely by sitting together between the teacher and students, providing opportunities for students to express ideas or opinions, share feelings and experiences, which they have experienced. Students can convey it by standing in front of the teacher, their friends, or sitting in her/his place. Sometimes the topic students will share also determined by the teacher so that what they convey will still be of value to the listener, and sometimes the topic will be free. Students will get the confidence to be the centre of attention of the group when they share something about themselves and about what they know. They feel good because of it (Spence Rogers & Lisa Renard, 1999). When one student shares, it makes motivation for other students and wants to do the same thing. They will also be more courageous and confident in sharing time activities. This sharing time activity is an acknowledgement if students can evaluate their lives, where their experiences are full of culture and cognitive resources (Hannah, 2015).

Initially, this sharing time activity was chosen by the teacher to help students deal with the problems and difficulties experienced (Kelly, 1999). By the Time, sharing time has been researched and become activities that have many advantages, some of them are, Teachers social skills, Promotes effective communication, to build self-confidence in students and for fun (Yazigi & Seedhouse, 2005a). From the research conducted by (Dewi, 2014) by conducting Classroom Action Research (CAR) on the use of sharing Time in class, where she found that in the purpose of sharing time on the second day, students' confidence was more visible than the use of sharing time on the first day.

Sharing time is also known as 'circle time' or 'show and tell' is widely practised in elementary schools in the western world (Yazigi & Seedhouse, 2005a). This technique began to develop rapidly around 1990 (Lown, 2002)). Whereas in Indonesia, until now, only a few elementary schools carry out this activity in the classroom, even though this activity is very supportive of student character, and Promotes effective communication by teachers and students, so It can help teachers to have a closer relationship with students. It all is an internal and external factor in students who can support their learning outcomes.

The purpose of this study is to determine the purpose, benefits, and scope of sharing Time. We Hoped that this sharing time activity could become a preferred activity for teachers to apply in the learning process in primary schools in Indonesia. So that young learners can get

optimal results and learning, and realize the goals of Indonesian education to create resources quality human being.

RESEARCH METHODOLOGY

This study uses a quantitative descriptive approach. According to (T soendari, 2012) descriptive research is a method to describe a situation or activity. And in this study. Its approach represents and discusses the case. In an elementary school in the city of Bogor, the school has been implementing many years sharing activity in the learning process.

This study's data is the form of views, opinions, and actions related to the sharing time activity. This data was collected by conducting informal observations and interviews with two teachers at the school. The teachers already have long experience in carrying out sharing time activities. Teacher A (pseudonym) has five years of experience, and teacher B (pseudonym) has three years of experience where the two teachers are female and teach the same class, with 17 students aged between 7-9 years.

This interview conducted in Indonesian through social media (WhatsApp) the question and answer activities carried out in the form of text. So that information and data obtained were not lost. The data collected is then translated into English. For validity and reliability, the author does observations several times. (Ufie et al., 2014) mentioned that observation as a powerful tool to test truth. The technique used to analyze the data in this study is the Miles and Huberman model. This data analysis has three components, namely: 1. Data reduction, 2. Data presentation, 3. Conclusion drawing/verification (Ufie et al., 2014)

RESULT AND DISCUSSION

The results of this study are the presentation of the exploring sharing time activities in the form of objectives, benefits, and Coverage as follows.

1.1.1 The purpose of applying the sharing time

Based on the results of interviews with the two teachers, about the purpose of applying the sharing time activities in the learning process.

Teacher A said:

"The purpose of sharing Time is to see students' understanding of a topic or experience."

Teacher B said:

"The purpose of sharing Time is to practice the ability of students to speak and express opinions in front of the audience."

From these statements can be concluded if sharing time activities carried out in an elementary school in the Bogor city aims to see the students' understanding of a topic or experience and also to practice the ability of students to speak and issue opinions in front of the audience.

1.1.2 The Benefits of sharing Time

Based on the observations of the writer and teacher as executing sharing time activities. Several benefits of sharing Time have found for students, including: (1) Trained to dare to express ideas or experiences with this sharing time activity, where this activity is carried out and continuously every day. It will make the students be trained and accustomed to speak in front of the audience. So they don't feel nervous, awkward, and afraid to express their feelings or ideas anymore. (2) Improve student vocabulary. For students who are listeners, they will hear new words addressed by the student who is presenter, and when they don't know the meaning of the word, the students will ask the presenter or the teacher. It will improve their vocabulary. Not only listeners, but vocabulary reinforcement also can be obtained by the presenter. When she express their ideas, thoughts, or opinions, but they don't know the word in English, then they will ask the teacher, so he presenters get their additional vocabulary. (3) Learn to compose correct sentences. They depicted the following excerpts. With this sharing time activity, students try to be excellent presenters, and they hope their friends and teachers can understand what they are saying. They also try to arrange and use correct sentences. The teachers also will guide and remind students how to arrange correct sentences too.

Excerpts1 :

"The benefit of sharing Time is that students become trained to dare to express ideas or experiences in front of the teacher and his friends." (Teacher A)

Excerpts2 :

"Students will get used to talking and expressing ideas or opinions in front of others. Besides that, sharing time activities will train students' courage to speak in public." (Teacher B)

Excerpts 3:

"Another benefit of sharing time activity is that it can improve vocabulary and learn to use good sentences." (Teacher B)

Besides being beneficial for students, sharing time also has several benefits for teachers, including (1) Build communication between teachers and students. By allowing students to express their ideas, opinions, and experiences, and the teacher is happy to listen to what the student said. It will build excellent communication between students and teachers. (2) Make the teacher able to know the ability of the students. By seeing, hearing, and paying attention, how students convey their views and opinions, the teacher can understand the skills of the students. So that the teacher will guide and direct students who have not been able to do it well, and continue to provide support to students who can do it well, so their abilities do not decrease. (3) The teacher gets exciting ideas from students. Thoughts, opinions, and experiences conveyed by students during sharing time will add new knowledge and information to the listeners. So teachers can get interesting ideas from what students have expressed. (4) Helping teachers to have a closer relationship with students. In sharing time activities, the teacher will get an overview of the feelings and thoughts of students. It will make the teacher's relationship with students will be closer, so the teacher can better know the character, abilities, strengths, and weaknesses of the students.

Excerpts 4:

"The benefits of sharing time for teachers, building communication with students." (Teacher A)

Excerpts 5:

"Teachers will be able to classify which students have been able to speak and issue opinions in public, and which students still need help and guidance." (Teacher B)

Excerpts 6:

"The teacher will also get interesting ideas from the students." (Teacher B)

Excerpts 7:

"Also, the teacher will get a description of what students are feeling and thinking about so that they can psychologically help the teacher to have a closer relationship with students." (Teacher B)

These quotations explain that sharing Time activities have many benefits for teachers and students in the process of teaching and learning activities. So this time sharing activity can also be integrated into other things, such as to teach character values to children and to teach children public speaking.

This is the format of table, no vertical line used:

1.1.3 The constraints of sharing Time

Not only get many benefits from sharing time, but Some teachers also encounter several obstacles, based on the results of their evaluation. Some of these obstacles are: (1). Topics that are not yet familiar make students hesitate. Where the issue usually based on the theme of learning. (2). Limited Time. It makes some students cannot share every day. This sharing time activity is around 15-20 minutes every day, and there are 17 students in the class. So that not all students cannot share their stories every day. Its constraints from the following excerpts.

Excerpts 8.

"When the topic of sharing is still unfamiliar to students, sometimes students feel hesitant or ashamed to issue opinions. In selecting the problem itself, we do provide questions based on learning themes such as the habit of empowerment or learner outcome." (Teacher B)

Excerpts 9.

"There are topics that might be difficult for students to understand if they are related to the habit of empowerment or learner outcomes." (Teacher A)

Excerpts 10.

"Time is also a problem because sharing time does not have a lot of time, so not all children can share and only a few." (Teacher B)

Excerpts 11.

"The teacher will guide and invite students to participate during sharing time."

Excerpts 12.

"There is a need for scheduling or assignments for students to share daily; we will also stress to provide opportunities for students who have not shared."

Based on excerpts 11-12. To overcome these obstacles, the teachers make some efforts to overcome them. For Topics constraints that are not yet familiar, make students hesitate. Teachers provide examples, motivation, and invite students to share their experiences, ideas, and opinions, according to the topics that have determined. For constraints due to limited Time, the teachers try to provide opportunities in advance for students who have not shared in one week. So that all students have the same opportunity to share their opinions, experiences, and ideas.

Regarding the purpose of doing sharing time activities at the school, it is to see students' understanding of a topic, and also to train students' ability in giving a speech in front of the audience. From the sharing time activities also found benefits by these objectives that students become trained to speak in public. By teaching and familiarizing students in public speaking can build student confidence. It is also in line with the results of research conducted by (Latifah et al., 2018) that planting to dare to express a public opinion that is carried out by the teacher gets outstanding results, So She concludes if they dare to express her opinion and public speaking affects the self-confidence in students. Research from (Wahyuni, 2014) also confirmed that the ability to speaking in public has a significant relationship with confidence. If someone has an excellent public speaking ability, then that person also has good selfconfidence. High or Low student confidence can affect students' academic and non-academic fields. In academic midwives, including academic performance, and academic achievement (Stankov et al., 2014) while the impact on non-academic areas includes increased anxiety in conducting intrapersonal communication (Purnamaningsih, 2003)

Another benefit gained by implementing this sharing time activity is to increase vocabulary. It conveyed a resource, person who has been observing the development and benefits of sharing Time for years mentioned in the exerpts3. In a study conducted by (Yazigi & Seedhouse, 2005a) by giving questionnaires to 21 students and 20 of them answered that in sharing Time they learned new words' justifying what their friends said about their felling experient idea and opinion. Also, from the results of the questionnaire given to 9 teachers, 6 of them answered that from the sharing time activities, the students gained significant development. So based on the results, these studies can be concluded if this activity can improve vocabulary for students, in another context found if from sharing Time, students learn to compose correct sentences. The cognitive abilities of students can be developed by exploring and encouraging their narrative and narrative abilities (Yazigi & Seedhouse, 2005b) One form of cognitive development is that students can arrange the correct sentences when becoming an excellent presenter in sharing time activity. Based on the benefits obtained by the teacher from this sharing time activity, it can help teachers to have a closer relationship with students. It found in research conducted by (Yazigi & Seedhouse, 2005a) that with this sharing time activity, the relationship between students and teachers can be well. Teachers also get to know their students well, even better than their peers. That way, the teacher knows the strengths and

weaknesses of their students. So that they are easier to help and guide students in teaching and learning. (Cook-Gumperz, 1986)) states that the functional relationship between teachers and students affects communication and learning outcomes. Another thing that can be obtained by the teacher is an idea, where students are free to express their opinions, ideas, and ideas in this activity, and often teachers also accommodate, develop and use their ideas as supporting learning.

The obstacles experienced by the teacher when doing sharing time activities are students who are hesitant to share if the topic for discussion given by the teacher is not yet familiar to them. Issues that are not relevant to children's knowledge can be a limiting factor for them to tell stories (Fitriani1 et al., 2019) So there needs to be support or motivation provided to overcome them. Motivation has a positive and significant effect on learning achievement (Kiswoyowati, 2011). The next obstacle is limited time. When teaching time limited is a burden for many teachers (Meister & Melnick, 2003). For that, we need efficient time management. One of them is by allowing other students the next day to share their ideas and opinions because teacher time management has an impact on student performance outcomes.

CONCLUSION AND SUGGESTION

Conclusion

From the results of the discussion above, regarding the effects of exploring sharing time activities, information about the objectives, benefits, and constraints of sharing Time was found. By knowing the goals and limitations of sharing time activities will make it easier for teachers to plan and do time-sharing activities well. So students and teachers can feel the benefits of sharing Time. Where the profits are several supporting factors for students and teachers, to get good results in the learning process. That way, quality human resources will be created by the objectives of Education in Indonesia.

Suggestion

The many benefits that can obtain from sharing time activities, which can support the results of learning in young learners. It is hoped that this activity could be integrated into other subjects, especially in English language lessons, to improve students' abilities in speaking and listening aspects. Because the scope of this research is only at EFL classroom at the elementary school level and exclusively focuses on some of the benefits of sharing time activities. It hoped that subsequent research could develop it, with more significant respondents at junior high, high school and university levels. So that the quality of education in Indonesia can increase.

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