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SYMBOLISM IN HEMINGWAY'S THE SHORT HAPPY LIFE OF FRANCIS MACOMBER

Adaninggar Septi Subekti
Universitas Kristen Duta Wacana
adaninggar@staff.ukdw.ac.id

Aprilia Kristiana Tri Wahyuni
Universitas Atma Jaya Yogyakarta
aprilia.kristiana@uajy.ac.id

Corresponding Author:
Adaninggar Septi Subekti
adaninggar@staff.ukdw.ac.id

Abstract: This paper analysed Ernest Hemingway's *The Short Happy Life of Francis Macomber* using New Criticism framework on symbolism. Comparisons of drinks, clothes, and colours paralleled the difference between Francis, a wealthy yet unconfident man, and Wilson, a man of masculinity. The next was the sitting positions of the characters in the car in which front seat symbolised authority and power whereas back seat symbolised inferiority and lack of confidence. Car symbolised protection, segregation, and power for Margot, whereas camp, and savannah foresaw Francis' transformation from a wealthy person of comfort (camp) to a man of manly conviction signified with savannah offering wilderness. This transformation was also attributed to Francis' overcoming obstacles symbolised with a lion and buffalos. Guns and rifles possessed by male characters indicated their dominance with Margot, the only female, practically left-out, except by the end of the story when she wielded a rifle shooting Francis dead.

Keywords: *Ernest Hemingway, short stories, symbolism, New Criticism*

INTRODUCTION

Literature has been an integral component of English as Foreign Language (EFL) as well as English Language Education Programmes (ELEP) in many universities in Indonesia regardless of the proportion (Subekti, 2017). ELEP programmes typically have such courses as Introduction to Literature, Prose, and Poetry (Subekti, 2017). Even non-English department students learn English literature in an EFL context (e.g.: Crumbley & Smith, 2010; Dwiyanti, Yufrizal, & Sukirlan, 2013; Fernandes & Alsaed, 2014; Ruder, 2010). Crumbley and Smith (2010) and Ruder (2010), for examples, even reported the use of English short stories to teach economic students about the economy. Besides, as Allington and Swann (2009) pointed out, there have been numerous literary studies offering an interpretative analysis of various literary texts (e.g.: Alnajm, 2015; Levitt, 2011; Subekti, 2017; Subekti et al., 2020), perhaps suggesting the prominence of literary works in academia. This prominence could be attributed to several advantages of studying literature. Literature enables unique interactions between readers, learners, and literary texts (Gibson, 2012). Studying literature enables learners to learn various interesting characters (Van, 2009) through whom they obtain a broad view of society and human beings' personalities in general (Culler, 1997; Law, 2012); which in turn can facilitate learners to have more empathy, tolerance, and understanding (Gibson, 2012; Law, 2012). For this reason, pre-service teachers, who will likely face a diverse classroom population, will benefit much from studying literary works (Gibson, 2012). Learners can feel the stories narrated in literary works through the experiences of the characters on what these could have been like and this allows them to understand the impacts of certain events on people, further enabling self-growth (Law, 2012).

Besides giving reflections of people and society (Law, 2012; Van, 2009), literature at the same time entertains the uses of literary devices, vivid styles, and language aspects (Crumbley & Smith, 2010; Sandamali, 2015). To achieve beauty as well as depth in their creations, authors often use symbolism in their works (Sandamali, 2015). Symbolism refers to a technique used by authors in the literature to convey certain messages through the uses of symbols (Bai, 2015), in the forms of words, images, objects, or actions representing something more than the literal meaning (Yoanna, 2018). For example, depending on the context in the literary texts, 'mountain' could signify power, nature, or obstacles, whereas the sea could signify peace or destructive force (Yoanna, 2018). Symbolism in the world of literary studies may be one of the most popular fields of interest seen from various studies of symbolism in various literary works, for examples in poetry (e.g.: Bai, 2015; Buana, 2017; Hidayat, 2009), in novels (Alnajm, 2015; Fadaee, 2011; Levitt, 2011), and in short stories (e.g.: Arianto, 2018; Ilgo, 2010; Yoanna, 2018).

Among authors often using symbolism in their works, Ernest Hemingway, despite having long gone, has been a prominent figure in American literature for his mastery of using symbols in his works (Sandamali, 2015). There have been many literary studies investigating his works from various perspectives and frameworks from as early as the 1970s to recently (e.g.: Brandt & Renfoe, 2015; Gaillard, 1971; S. K. Harris, 2016; Kawentar, 2013; Peirce, 2016) and even there is a journal, the *Hemingway Review*, dedicated to analyse his works, strongly suggesting his prominent role in the literature field to this day.

Hemingway (1899-1961) had published numerous works in the form of novels and short stories. Winning the Pulitzer Prize for Fiction in 1953 for his novel *The Old Man and the Sea* and the Nobel Prize in Literature in 1954 for his art of narrative mastery and for his influence on contemporary style (*The Nobel Prize*, 2019), he further strengthened his position in field of American literature, a fame lingering to the present day. One of Hemingway's most notable shorter pieces of writing is *The Short Happy Life of Francis Macomber*, first published in 1936. It tells a story about Francis Macomber, a wealthy American, Margot Macomber, his wife, and Wilson, an English hunting guide, during a two-day animal hunt in Kenya Africa, ending with Francis' death in the hands of Margot, his wife, when the former was in his peak of excitement, whilst also facing danger, of being face-to-face with a charging buffalo (see Hemingway, 1946).

Seen from the importance of studying literary works more specifically on the symbolism aspects which are rich in messages as mentioned earlier as well as Hemingway's prominence along with his works up to the present, it is deemed necessary to review one of his works and *The Short Happy Life of Francis Macomber* could be a good choice considering it is one of the most famous of his short stories.

To be more specific, this study intends to investigate the use of symbolism in Hemingway's (1946) *The Short Happy Life of Francis Macomber* using New Criticism framework on the aspect of symbolism.

RESEARCH METHODOLOGY

The present study uses New Criticism as the framework of analysis. Meaning is sought within the literary text (Van, 2009). Hence, analysis or interpreting literary works using this framework should exercise objectivity (Van, 2009). Though it is fully acknowledged that to obtain total objectivity may be difficult, to attain this, interpretations of meanings on symbolism in Hemingway's (1946) *The Short Happy Life of Francis Macomber* were based on literature studies on related symbols.

As for the presentation of analysis, the findings will be followed with relevant direct quotations suggesting the findings from the story. It is then followed with discussions or analyses of findings in relation to literature. The copies of this short story have been now widely available online. However, for consistent reference tracing, Hemingway's (1946) printed version of the book *The First Forty-Nine Stories* within which the short story was published is used as the direct quotation source throughout this paper.

RESULTS AND DISCUSSION

Gimlet and Lime Juice/Lemon Squash

Gimlet and lemon squash were introduced early in the story. It was when Francis Macomber offered Robert Wilson, a hunter and tour guide accompanying the safari journey of Francis and his wife, Margot, in Kenya, a drink in his dining tent at lunchtime.

'Will you have lime juice or lemon squash?' Macomber asked.

'I'll have a gimlet,' Robert Wilson told him.

'I'll have a gimlet too. I need something,' Macomber's wife said.

'I suppose it's the thing to do,' Macomber agreed. 'Tell him to make three gimlets.'

(Hemingway, 1946, p. 9)

Gimlet, a drink made with the combination of vodka or gin and lime juice, here, was contrasted to lemon squash. Francis offered Wilson either lime juice or lemon squash, probably signifying his drinking preference. Wilson, however, said that he would rather drink gimlet, which was not initially offered. Interestingly, Margot seemed to echo Wilson's preference for gimlet. Francis, in the end, also ordered gimlet.

Though not specifically mentioned in journal articles on literacy studies, in several articles on alcohol studies, consumption of alcohol, including gimlet, among some men has been associated with attractive masculinity and courage compared to the consumption of non-alcoholic beverages (e.g.: Eriksen, 1999; Jellinek, 1977). In an old, yet possibly relevant publication, Jellinek (1977) even mentioned that alcoholic beverages have been seen as one symbol of power, resulting in incredible prestige attached to it. Whereas among some forward-looking women, alcohol consumption could also symbolise freedom and strength (Eriksen, 1999). Hence, Wilson's preference for drinking gimlet may symbolise his manly courage, whereas Margot's reiterated position as a strong woman in her marriage. Francis finally ordering gimlet could indicate that at that point in the story Francis did not possess strength and courage Wilson possessed yet he wished he had. It could also signify that Francis wanted to level his position with that of Margot in their marriage. Francis finally ordering gimlet could also foresee his later transformation in which he assumed more confidence and courage as a man in the later part of their safari.

Old and New Safari Clothes

Hemingway briefly contrasted safari clothes that Francis and Wilson wore when Hemingway described Francis' physical characteristics.

... He was dressed in the same sort of safari clothes that Wilson wore except that his were new... (Hemingway, 1946, p. 10)

Despite mentioned only briefly in the story, the difference between Francis' and Wilson's clothes symbolised something much deeper. Clothes, Akdemir (2018) stated, could show social and self-identity. For example, safari clothes are clothes worn when the wearers are having an adventure, for example, hunting or being in the wilderness. The old safari clothes Wilson wore, then, could indicate that Wilson was an experienced adventurer and had accustomed to doing wild animal hunting. In comparison, Francis wore new safari clothes indicated that Francis was new to the wild animal hunting experience. Interestingly, Francis wore safari clothes could also be interpreted that he tried so hard to look masculine and strong before Margot, his wife. However, that the clothes were new could not hide his lack of experience in dealing with the wilderness.

Francis' and Wilson's Red Faces

Margot's comparing Francis' and Wilson's red faces also further implied the difference between these two men.

'You know you have a very red face, Mr. Wilson.' She told him and smiled again.

'Drink,' said Wilson.

'I don't think so,' she said 'Francis drinks a great deal, but his face is never red.'

'It's red to-day,' Macomber tried a joke.

'No,' said Margaret. 'It's mine that's red today. But Mr. Wilson's is always red.'

(Hemingway, 1946, p. 11)

Though at glance, the excerpt merely shows Margot's addressing Wilson's particularly red face, it conveyed multiple possible interpretations of a red face as a symbol. First, that Wilson had a red face and that Wilson denied it was because of the drink could be interpreted that the red colour of his face was attributed to sunburn due to outdoor activities. Hence, red face signified he was a seasoned adventurer. Seemingly wanting to catch Margot's attention, Francis claimed that his face was red that day. Francis' claiming to also have a red face meant that having a red face might have a deeper meaning, such as masculinity and authority, which Francis claimed to have. To this claim, Margot replied that it was her face that was red (indicating embarrassment), meaning disapproval of the claim. Margot's saying her face was red out of embarrassment indicated conflicts within Francis' and Margot's marriage in which Margot verbally harassed Francis further bringing down his confidence as a husband and as a man.

Front Seat and Back Seat of the Car

In a quite old, yet still relevant publication, H. Harris and Lipman (1980) mentioned the significance of space in our daily life, such as seating, in indicating social identity. They further mentioned people's tendency "to differentiate themselves and to be differentiated from their fellows, by their use of space" (p. 417). Regarding that, the positions Francis, Margot, and Wilson took in the car could be considered another symbol in the story. At the beginning of the safari, before the lion incident where Francis cowardly ran away from the hunting group out of fear, Francis sat on the front seat.

He turned back to where Wilson sat in the rear seat of the doorless, box-bodied motor car beside his wife, them both grinning with excitement, and Wilson leaned forward and whispered, "See the birds dropping. Means the old boy has left his kill." (Hemingway, 1946, p. 20)

That Francis occupied front seat position symbolised the authority he had for the whole safari as he was the one paying for it. Doing so, he was also seen as trying to show his masculinity to his wife as the front seat could indicate courage and the role of a leader, in this case within their marriage life.

However, after the lion incident where Francis ran away from the wounded lion out of fear, he sat in the back seat while Wilson sat in the front seat on their way back to the camp.

Macomber's wife had not looked at him nor him at her and he had sat by her in the back seat with Wilson sitting in the front seat. Once he had reached over and taken his wife's hand without looking at her and she had removed her hand from his ... While they sat there his wife had reached forward and put her hand on Wilson's shoulder. He turned and she had leaned forward over the low seat and kissed him on the mouth. (Hemingway, 1946, p. 26)

In comparison to the front seat, Francis sat on earlier, which indicated authority, the back seat he sat on after the lion incident symbolised inferiority. Everybody in the safari already knew what had happened to Francis and he could no longer act almighty despite that he was the "boss" of the safari. At that point, being the boss of the safari could no longer count much as fear and inferiority had consumed him. It was worsened with Margot's reaction to the event in which rather than comforting his husband at such a difficult time, she seemed to mock what had just happened to her husband by kissing Wilson right before him. On the second day in the journey to buffalo hunting, Francis also sat in the back seat.

'The boy has it,' Wilson told her. He climbed into the front with the driver and Francis Macomber and his wife sat, not speaking, in the back seat. (Hemingway, 1946, p. 31)

That Francis sat in the back seat in this journey indicated that he was seemingly no longer interested to sit in front. This might be caused by his inability to prove his courage so far. Interestingly, this could also mean that he was no longer interested to impress Margot.

The back seat also contributed to the moment in which Margot, perhaps for the first time in her marriage life, felt inferior to her husband, who had begun to muster courage and manly excitement after a successful buffalo hunting experience.

'You've gotten awfully brave, awfully suddenly,' his wife said contemptuously, but her contempt was not secure. She was very afraid of something.

Macomber laughed, a very natural hearty laugh. 'You know I have,' he said. 'I really have.'

Isn't it sort of late?' Margot said bitterly...

'Not for me,' said Macomber.

Margot said nothing but sat back in the corner of the seat.

(Hemingway, 1946, p. 31)

In the excerpt, the corner of the [back] seat symbolised Margot's loss of control over her husband and, at the same time, the threatened feeling towards his husband's transformation into manhood.

Car, Camp, and Savannah

The next symbols were the car, camp, and the Africa savannah in which safari took place.

In the story, whilst the positions of the characters in the car conveyed certain messages as explained earlier, the car itself symbolised several different things depending on who was in the car. For Margot, car symbolised safety, as when the men went hunting, she stayed in the car, as well as symbolised her being left-out or isolated in every hunting time. However, by the end of the story, she took a 6.5 Mannlicher rifle by her side in the car and shot at the buffalo and hit Francis instead.

... Mrs Macomber in the car, had shot at the buffalo with the 6.5 Mannlicher as it seemed about to gore Macomber and had hit her husband about two inches up and a little to one side of the base of his skull. (Hemingway, 1946, p. 42)

Here, the car, which had been the symbol of protection, became a symbol of power as the car became her "hunting stand" from which she fired the rifle, resulting in her husband's "accidental" death.

The next symbols were the camp and the savannah, operating as the symbols foreseeing the transformation of Francis to manhood. Francis was a very wealthy man and as such he was accustomed to luxury and comfort, symbolised with the camp. However, during the safari, he would leave the camp, or his comfort zone, and entered the African savannah representing wilderness and obstacles he needed to overcome to gain manhood. Hence, the overall safari journey narrated in the story in which Francis left the camp for the savannah told Francis' transformation from a wealthy, yet inferior man into a strong-willed, confident man with conviction.

Lion and Buffalos

There were two wild animals repeatedly mentioned in the story, a lion, and three buffalos. In general, wild animals symbolise power and strength as well as big challenges. In this story, Francis failed when he ran away out of fear in the lion hunting on the first day of safari, which meant that Francis had yet to overcome the barrier of his lack of confidence and conviction. He, however, succeeded in the buffalo hunt, which earned him courage, confidence as a man. It could be seen in the excerpt.

Macomber aimed carefully at the centre of the huge, jerking, rage-driven neck and shot. At the shot, the head dropped forward.

'That does it,' said Wilson. 'Got the spine. They're a hell of a looking thing, aren't they?'

'Let's get the drink,' said Macomber. In his life, he had never felt so good. (Hemingway, 1946, p. 35)

The excerpt captures Francis' delight after he could take down one of the buffalos. From this point onward, Francis had transformed into a man of courage and confidence, though this “happy life” was cut short within a day.

Guns and Rifles

The next symbol was guns and rifles. The word “gun” was understandably mentioned forty times throughout the story as it narrated a hunting journey. Hemingway might have purposefully used the word to convey some underlying messages.

As to who held the guns gave the message of who took charge throughout the hunting journey. The male members of the hunting group, Francis, Wilson, and several gun-bearers, were noted to bear the guns, leaving Margot as the only person in the group not to bear any rifle, except towards the end of the story where she took a rifle by her side, fired it towards Francis and the buffalo he was aiming to take down, resulting in Francis' death. As guns or rifles have been attributed to masculinity image as they provide attained expression of immediate power (Cooke & Puddifoot, 2010; Yamane, 2017), Margot's late bearing rifles could be seen as her being psychologically side-lined during the whole hunting journey, which was then inverted as she asserted her “power” by the end of the story by actually firing a rifle.

Secondly, Hemingway detailed Francis' and Wilson's abilities in actually using their rifles for hunting. As guns also symbolises physical representation of power and autonomy (Mencken & Froese, 2018), in the story, Wilson who was able to operate a rifle properly to survive in the wilderness, as seen in the lion hunting on the first day, was pictured to be a stronger and more autonomous man than Francis. It could be seen when Francis, with his loaded gun, ran away once he sensed the lion they were hunting was approaching them, leaving his hunting group for life.

Macomber close to Wilson, his rifle cocked, they had just moved into the grass when Macomber heard the blood-choked coughing grunt, and saw the swishing rush in the grass. The next thing he knew he was running; running wildly, in panic in the open, running toward the stream. He heard the ca-ra-wong! of Wilson's big rifle... Macomber, standing by himself in the clearing where he had run, holding a loaded rifle, while two black men and a white man looked back at him in contempt, knew the lion was dead. (Hemingway, 1946, pp. 25-26)

That Francis started to compose himself and could use his rifle better on the second day implied that he steadily gained his confidence, courage, and strength. It could be seen from this excerpt.

... Macomber, as he fired, unhearing his shot in the roaring of Wilson's gun, saw fragments like slate burst from the huge boss of the horns, and the head jerked; he shot again at the wide nostrils and saw the horns jolt again and fragments fly, and

he did not see Wilson now and, aiming carefully, shot again with the buffalo's huge bulk almost on him and his rifle almost level with the oncoming head, nose out, and he could see the little wicked eyes and the head started to lower, and he felt a sudden white-hot, blinding flash explode inside his head and that was all he ever felt. (Hemingway, 1946, pp. 41-42)

Here, Francis' multiple shots did hit the buffalo, suggesting the better handling of his rifle, which also implied his transition towards a more courageous and assertive man. He would have probably succeeded in taking down the buffalo had he not been shot by Margot in the head, thus killing him. The gunshot killing Francis could also be interpreted that his pursuit of finding his courage finally got him killed.

Interestingly, that Hemingway gave this story its title *The Short Happy Life of Francis Macomber* could also imply that rifles, in contrast to its general symbolism meaning of power, also symbolised Francis' happiness itself. The brief moment of buffalo hunting before his death by a gunshot wound inflicted by Margot, when Francis could finally muster his courage, firing his rifle with such a conviction towards the buffalo, was perhaps the happiest in his life.

CONCLUSION AND SUGGESTION

Hemingway's *The Short Happy Life of Francis Macomber* provides various implicit matters conveyed through seemingly simple literal sequences of events. The story is rich with symbols signifying much deeper messages and importance. Many of these symbols are related to the binary differences between Francis Macomber and Robert Wilson in terms of masculinity, Francis' transformation towards manhood, as well as a power relation between Francis and Margot, his wife, within their marriage.

Though the short story has been analysed in many literary studies, it is still appealing to further study this short story, especially in the context of English literature teaching. For example, teacher researchers could ask learner participants to read the short story and ask them to report their subjective analysis and interpretations using Reader Response framework (Van, 2009) on certain elements such as symbols, characters, and conflicts. The reported findings on learners' subjective interpretation on the text could offer more flexibility in that it can help demystify literary texts and connect them to individual reader's experiences (Mart, 2019).

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PROS AND CONS OF LEARNING STYLE: AN IMPLICATION FOR ENGLISH LANGUAGE TEACHERS

Aji Budi Rinekso
Universitas Pendidikan Indonesia
ajibudirinekso@upi.edu

Abstract: Learning style becomes a familiar theory for many English language teachers. With the hypothesis of matching instructions and learning styles resulting on an effective learning, many of the English language teachers apply the learning style theory within their teaching practices. However, recent studies found that learning style is a myth since there were flaws appeared in the learning style instruments and hypothesis. This study presents in-depth discussions about the pros and cons of learning styles. Detailed descriptions about the implication for English language teachers entailed in the end of the discussions. This study concluded that English language teachers may focus on (1) assessing students' background knowledge and interests, (2) identifying students' lacks and necessities, (3) provide more engaged teaching media and learning materials, (4) boosting students' autonomy rather than merely getting involved in the raging debates of learning style.

Keywords: Pros and cons of learning style, pedagogical implication, English language teachers

INTRODUCTION

Teaching English is not merely about the matter of how teachers create learning materials and explain them to students. More than that, teachers have to face various ways of their students in learning English. Some students may be active to listen any audios given by the teacher. However, the other students learn best through visualization and movements. This issue refers to the term 'learning style' which is defined as the most preferable way of learning in which the learners feel comfortable to perceive, remember, and use information or knowledge (Ortega, 2009). In this case, teachers have to explore, identify and recognize the students' learning style in order to provide the most suitable way of teaching (Oxford & Anderson, 1995). Thus, teaching media and learning materials that suit to the students' learning styles is assumed to result on an effective language learning.

Over the past two decades, many studies have discussed learning style in educational context (Oxford, Holloway & Horton-Murilo, 1992; Reid, 1995; Peacock, 2001; Zhou, 2011; Gilakjani, 2012) and confirmed that learning style is an important aspect to be obeyed by all teachers including English language teachers. Knowing that learning style plays a vital role in instructional processes, language teachers are encouraged to master the concept of learning style as well as to practice identifying their students' learning styles. Likewise, various instruments for assessing learning styles have emerged and some of the popular instruments include the Felder-Silverman Index of Learning Styles, the Gregorc Style Delineator, Kolb Learning Style Indicator, Dunn & Dunn Productivity Environmental Preference Survey and the VARK Questionnaire (Hawk, 2007). These instruments help teachers to identify their students' learning preferences.

Although learning style is believed as one of the important aspects in instructional process, some studies conversely challenge this idea (Dembo & Howard, 2007; Riener & Willingham, 2010; Newton, 2015; Kirschner, 2017). These studies claimed that there were no strong evidence-based reports showing the significant correlation between learning style, way of teaching and students' achievement. The viewpoint of learning style highlights that teachers should provide multiple ways of teaching including the various teaching and materials in order to match with the preferred style. However, there are some criticisms against the idea of learning style such as (1) students' can learn better when they can relate what they are learning with their prior experiences, knowledge and interest, not because of their learning preferences (2) students may learn based on their preferences – for example, they may choose to learn by watching video, but this does not give impact on how well they learn, and (3) using audio-visual media may work but this is not because of addressing the students' learning style, instead the students are engaged with that media (Westby, 2019).

Responding to the different point of views towards the position of learning style and its impact for instructional context, this study provides: (1) general overview of learning style, (2) pros of considering learning style for language learning, (3) cons of considering learning style for language learning and (4) pedagogical implications for language teachers. The discussion results over the pros and cons issues of learning style and the implication for language teaching are expected to be beneficial for ELT teachers, educators and practitioners in considering the employment of learning style in their instructions.

DISCUSSIONS

General overview of learning style

1. Definitions of learning style

What makes learners easy to learn may refer to the concept of learning style since commonly people know learning style as the preferred way of learning. Since 1980s many experts already studied the concept of learning style. They came up with various definitions in accordance with their perspectives. Gregorc (1979) defines learning styles as distinctive and observable behaviors that show some clues of how the people's minds learn or process information. Through the clues, teachers can identify their learners' preferred way of learning. For example, when students show high engagement and motivation in learning English with some visual aid, this indicated that the students are visual learners. Likewise, Dunn & Dunn (1993) defined learning style as an individual way to concentrate, process and retain new information. The way may vary for each individual and it is influenced by various stimuli such as environments, emotions, social, physic and psychology.

Different from Dunn & Dunn who rely the concept of learning style based on stimulation, Kolb (1984) defined learning style as the individual orientations in learning regarding to the four basic learning modes in experiential learning theory, namely concrete experience, reflective observation, abstract conceptualization and active experimentation. The experiential theory which refers to an individual learning stages becomes the base of Kolb's learning style model. Moreover, Oxford, Ehrman and Lavine (1991) defined learning style as the learners' general approaches that are used to gain new knowledge or information

as well as solving new problems. In this case, cognitive, affective, physiological and behavioral aspects contribute to the theoretical base of learning style concept (Wallace & Oxford, 1992).

The idea of learning style also influences the field of second language learning. Likewise, some second language acquisition (SLA) experts give ideas about learning style. Dornyei (2005) argues that learning style becomes the representation of our students' learning profile. It can be seen from how our students perceive, interact with and respond to learning materials. It is relevant to the second language learning where different types of learners perform different approaches/ways of learning to achieve the same goal, acquiring a language effectively. This idea is supported by Selinker and Gass (2008) who agree that learning style refers to ones' preferences in obtaining, processing and retaining information. In connection to this, language acquisition is successful when learners can easily and quickly understand the target language with the most comfortable way of learning.

Actually, there are others definitions of learning styles proposed by experts which are not listed here. However, (Pritchard, 2009) summarizes how learning style is defined variously by some experts. Generally, learning style is known as:

- a. A specific way in which an individual employ to learn
- b. Learning modes – the most preferred way for thinking and processing information during the learning process.
- c. Ones' preferred way for acquiring knowledge and skills.
- d. Behavioral actions or habits that an individual employs for learning.

In summary, learning style can be defined as a particular way of learning that the learners prefer to use in order to maximize their learning performance including obtaining, processing and retaining information/knowledge.

2. Models of learning style

Some models of learning style have been introduced by experts. The models reflect on humans' brains activity (cognitive), humans' senses, and humans 'emotions. In the beginning era of learning style popularization, Briggs and Myers (1975) introduced a model of learning style, namely The Myers-Briggs Type Indicator (MBTI). This model classifies learning style into some types based on the derivation of some psychological theories. Eight types of learning preferences are presented as follows:

1. Extroverts – refers to learners who like to try new things and love to make relationships/friendships/group work with many people.
2. Introverts – refers to learners who are often quiet, thoughtful and not willing to get involved in social communities. This is the opposite of extroverts.
3. Sensors – refers to learners who have strong senses ability. They tend to be always practical, detailed-person, and mostly focus on facts or procedures.
4. Intuitors – refers to learners who tend to be concept-oriented and imaginative. They like to find the connection of ideas and meaning.
5. Thinkers – refers to learners who have high curiosity and tend to make decision based on logic and rules.
6. Feelers – refers to learners who have strong feelings and they tend to make decision based on their personal considerations.

7. Judgers – refers to learners who like to follow plan and rules strictly. They are also decisive and task-oriented.
8. Perceivers – refers to learners who are adaptable to any situations. They are easily to adjust with the changes of their environment.

Different from MBTI which is designed on the basis of psychological theories, Kolb (1984) classified learning style based on the cyclical process of learning, namely experiential learning. As shown in figure 1. there are four stages of learning:

1. Concrete experience – when learners do or experience something.
2. Reflective observation – when learners think about the connection between their ideas and experiences.
3. Abstract conceptualization – when learners conclude what they are learning based in accordance with their ideas and abstract concepts.
4. Active experimentation – when learners apply what they get from learning process.

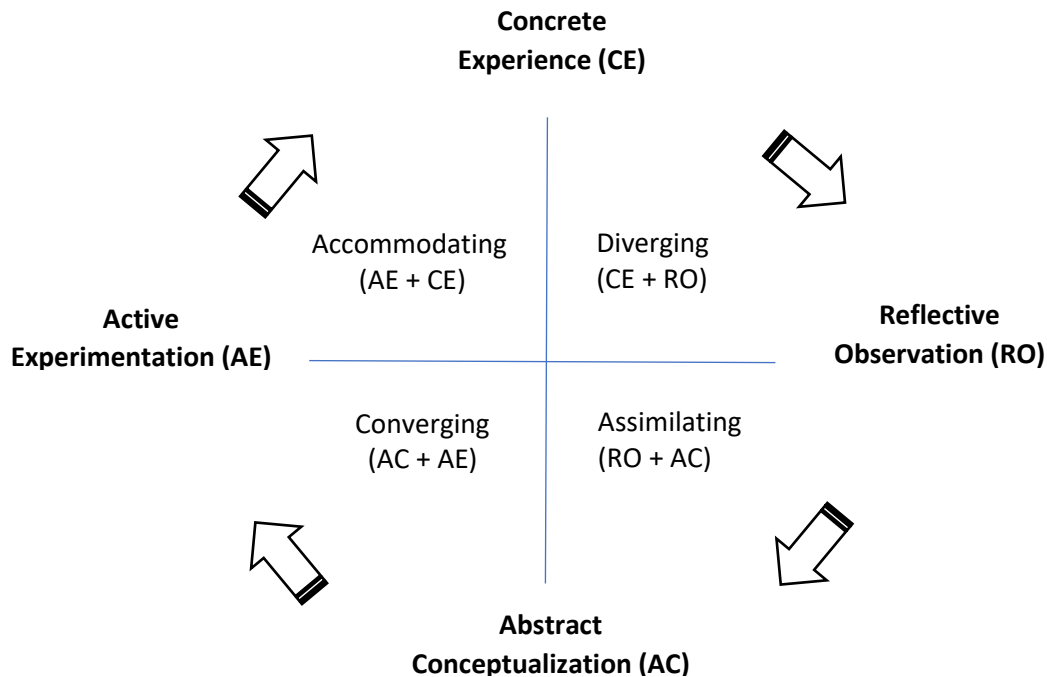


Figure 1. Kolb's learning style model

Derived from those stages of learning, there are four types of learning style generated by Kolb.

Table 1. The four types of learners based on Kolb' learning style model

Types of learning styles	Description
Diverging (concrete, reflective)	Diverging learners prefer to learn by observing, brainstorming, gathering information. Imaginative and sensitive are their characteristics.
Assimilating (abstract, reflective)	Assimilating learners learn best with well-organized and logical concepts.

Converging (abstract, active)	Converging learners are very concrete. They are best at assembling the practical use of theories and ideas. They may prefer to work alone.
Accommodating (concrete, active)	Accommodating learners learn best by doing. They like practical and experiential learning process. Mostly they rely on feelings rather than logic.

Continuing the idea of Kolb’s experiential learning, Honey and Mumford (1986) generated another model of learning style which was designed on the basis of people’s natural tendency of learning. The model consists of four distinctive types of learners, namely activists, reflectors, theorists, and pragmatists.

1. Activists – learners who prefer to learn by doing and experiencing. They like to try new challenges in learning. They avoid learning with full of theories, analysis, and reading.
2. Reflectors – learners who love to learn by doing observation and then making reflections. They process knowledge by considering multi perspectives.
3. Theorists – learners who like to think deeply when learning. They enjoy data analysis, concepts, and facts. They involve less feelings in learning and they do not like ambiguous instructions.
4. Pragmatists – learners who learn based on practicality. They always see the application of what they are learning. They do not like too much theories and abstract concepts.

Moreover, Dunn & Dunn (1993) designed a model of learning style based on the five learning stimuli, namely environmental, emotional, sociological, physical and psychological. The model confirms that the stimuli reflect on learners’ preferences for retaining and absorbing information.

Table 2. Dunn & Dunn learning style model

Types of stimuli	Elements	Descriptions
Environmental	Sound, light, temperature, design	Learners learn best based on the environmental situation. E.g. Prefer to learn in quiet or with music/noise, in cool or warm temperature.
Emotional	Motivation, persistence, responsibility, structure	Learners learn best based on emotional attributes. E.g. they persist in doing task or not, they need lots of structure or needs lots of emotional support.
Sociological	Colleagues, self, pair, team, authority, varied	They learn best based on social effects. E.g. they like to learn alone or in group/pair.
Physical	Perceptual, intake, time, mobility	They learn best through their physical aspects. E.g. they may prefer to learn by visual/audio/read/write/movements.
Psychological	Analytic-global, cerebral-preference, reflective-impulsive	They learn based on how they think about information. E.g. they love to think globally or analytically, like to

have more reflection or just think rapidly.

Next, Gardner (1993) proposed a model of learning style based on humans' intelligences. The model categorized 8 types of learners based on their intelligences into.

1. Linguistic – learners who love to gain information through verbal expressions such as texts and conversations.
2. Logical/mathematical – learners who like learning materials related to quantifying things, creating as well as proving hypothesis.
3. Musical – learners who have high ability to gain information in form of sounds or audios. They are good at identifying pitch, tone and rhythm.
4. Spatial/visual – learners who prefer to learn learning materials in form of 3D visualization.
5. Kinesthetic – learners who learn best by involving body movements. They are good at coordinating their body and minds.
6. Interpersonal – learners who have good ability in understanding other people feelings, desires, motivation and intentions.
7. Intrapersonal – learners who have good capacity for self-management. They really know who they are.
8. Naturalistic – learners who love to learn learning materials related to natural such as flora, fauna and natural phenomena.

Lastly, Fleming (2001) introduced simpler model of learning style, namely V-A-R-K model. VARK stands for visual, auditory, reading and kinesthetic. The model classifies learners based on how they perceive information optimally.

1. Visual learners – they learn best through the aid of visual media such as pictures, graphic and illustrations.
2. Auditory learners – they like to listen to audio such as listening to music, recordings, and oral explanations.
3. Reading learners – they process materials optimally by reading. Therefore, the materials should be in form of texts.
4. Kinesthetic learners – they love movements. They are so energetic. The learning activities should be attractive involving body movements.

As a simple learning style model, VARK is mostly recognized by many teachers. Moreover, due to some limitations, this study only reviews the most frequently used learning style models while other learning style models can be found and explored freely through online resources.

Pros of considering learning style for language learning

Many studies have been conducted to explore the role of identifying students' learning style for optimizing the learning effectiveness. Most of the research results show that matching learning styles and teaching methods/styles gave positive effects in learning process including higher motivation, engagement and achievement. Peacock (2001) examined the Reid's hypothesis (1987) that a mismatch between learning style and teaching style may result on failure of learning, frustration and demotivation. He invited 206 EFL students and 46 EFL teachers to participate in his study. Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) was employed to identify students' learning style and teachers' teaching style. The

results of his study supported the Reid's hypothesis that a mismatch between learning style and teaching style gave negative effects on learning. As a result, he suggested that EFL teachers should balance their teaching styles in order to accommodate all of their students' learning styles.

Next, Damrongpanit and Reungtragul (2013) conducted experimental study to see the effects of matching learning styles and teaching styles on students' academic achievement among four subjects, namely Mathematics, Science, English and Thai Language. There were 3.382 ninth-grade students and 440 teachers (110 teachers for each subject) who are participated in this study. Honey and Mumford's The Learning Style Questionnaire (LSQ) and Grasha's Teaching Style Inventory were used as the instruments. The data showed that matching learning style and teaching style resulted variously for each subject. The main value is that the match between learning style and teaching style causes positive impact on students' learning progress.

Moreover, Akbarzadeh and Fatemipour (2014) examined the match/mismatch between teaching style and learning style preferences of EFL learners. They involved 725 EFL students and 10 English language teachers. The Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) was employed as the instrument of this study. The results showed that teachers already knew theories about teaching style preferences but they did not apply them to their teaching practices. Based on teaching performances, the teachers neglected their students' learning style. They used fixed teaching style instead of varying the teaching styles in order to accommodate different learning styles. In this case, Akbarzadeh and Fatemipour reminded other English language teachers to be aware of students' learning styles issues and to teach based on students' learning styles.

Another study comes from Karabuga (2015). He investigated the match/mismatch of learning styles between Prep-Class EFL students and EFL teachers. There were 132 prep-class EFL students and 15 English language teachers participated in his study. For the instrument, he used the Grasha-Riechmann Learning Style Survey and the Grasha Teaching Style Survey. The findings confirms that there should be a match between learning style and teaching style for the sake of accommodating our students' different learning preferences.

Lastly, Toyama and Yamazaki (2020) investigated the effects of matching learning style and teaching style on students' English proficiency and learning motivation. Nine EFL teachers and 331 students participated in their study. Meanwhile, the Kolb Learning Style Inventory and the Kolb Educator Role Profile were used as the instruments. The study confirms that matching learning style and teaching style affects on students' English proficiency and learning motivation. Some of the matched groups shows significant effects on proficiency while the others affect on motivation. For example, Accommodating style and Coach role significantly increased English proficiency while Accommodating – Diverging style and Coach – Facilitator roles However, the matching effect depends not only on the matched groups but also on the student variables (proficiency and motivation).

Actually, there are still many studies supporting the issue of matching learning style and teaching style. This indicates that learning style concepts and theories are already accepted by many people especially language researchers and teachers. It is crystal clear that the concept of learning style looks logical to be applied in educational context. When students learn through the way that they really like, it makes their learning performance optimal and it results on

higher achievement. Moreover, clear definitions, frameworks, and instruments make learning style to be looked as a strong and valid theory amidst educational research.

Cons of considering learning style for language learning

When the idea of matching learning style and teaching style is getting popular, some studies appear to criticize the concept of learning style, especially the hypothesis of matching instructions and learning style for an effective learning. The critics mainly focus on two issues namely the validity and reliability of learning style instruments and evidence-based or empirical study proving the learning style hypothesis. Firstly, talking about instruments for assessing students' learning styles, it is an obligatory for every instrument to meet the standard of validity and reliability. Coffield, Moseley, Hall and Ecclestone (2004b) conducted a systematic review on 13 most popular learning style models. The review process was based on psychometric criteria including internal consistency, test-retest reliability, construct validity, and predictive validity. The results showed that only one instrument which met the four criteria (Allinson & Hayes cognitive style indicator). In fact, this instrument focused on assessing cognitive style not learning style. Meanwhile, two of the models met three criteria (Vermunt; Apter), three met two criteria (Herrmann; Myers-Briggs personality type indicator; Entwistle), four met just one criterion (Gregorc; Dunn & Dunn; Kolb; Honey & Mumford) and the last three models did not meet any of the four criteria (Stenberg's multiple intelligences; Riding; Jackson). With thorough review, this study confirmed that the concept of learning style was vulnerable since most of the instruments were doubtful. Besides, too many theoretical perspectives among those instruments led to the low of construct validity (Coffield, et al., 2004a).

Another study investigated the questionnaire items of learning style instruments (Stahl, 1999). The results showed that forced-choices in some instruments lead learners/participants to make the same choices. Everybody prefers to join demonstration in science class not because of they are visual learners, but that good demonstrations are quite proper for explaining the materials. Similarly, when students want to learn how to play basketball, it is better to directly practice playing basketball rather than watching the videos of playing basketball. This is not because the students are kinesthetic but learning sports require practices (Stahl, 1999). To put in language learning context, for example, students prefer to read letters/email rather than listening to the story of sending letters/email. This is not because they are linguistic or read/write learners but letters are in form of texts and therefore students learn it by reading or writing letters. Likewise, ones' learning styles may change and this cause problems related to the reliability of the instruments (Stahl, 1999). As there are lots of problems found in the learning style measurement (Kirschner, 2017) and it makes the instruments were questionable (Dembo & Howard, 2007), teachers should consider the idea of identifying students' learning styles. Reading more studies examining the validity and reliability of learning style instruments is totally recommended.

The second issue relates to the idea of matching instructional methods and learning style for achieving an effective learning. This idea is supported by Reid's hypothesis (1987) stating that a mismatch between learning style and teaching style may result on failure of learning, frustration and demotivation. However, many studies criticize that there is no strong evidence

or empirical study supporting the idea of matching instructions and learning style. Matching instructional methods and learning style is just a belief without any strong scientific evidence (Kirschner, 2017). A study conducted by Clark (1982) found that low ability students prefer to learn using permissive instructional methods because they want their failures are not too visible. In fact, low ability students need structured instructional methods where more directions and attentions will help them to achieve learning objectives. Meanwhile, high ability students prefer to learn with structural instructional methods since they believe that it will make their efforts more efficient. As a matter of fact, high ability students actually need permissive instructional methods where they will be more active, autonomous and independent in learning. This findings indicated that learning preferences are not always guiding students to what they really need in learning. Learning preferences are just the students' beliefs and it does not automatically reflect on effective learning when the instructions are matched with their preferences. Likewise, Smith, Sekar & Townsend (2002, p. 411) stated "For each research study supporting the principle of matching instructional style and learning style, there is a study rejecting the matching hypothesis".

Furthermore, some factors may cause bias in the idea of matching learning style and teaching style for an effective learning. Students' background knowledge, ability, and interests can interfere the results of matching learning style and teaching style hypothesis (Riener & Willingham, 2010). Having a large of vocabulary mastery will make a student to read wider variety of books. Similarly, prior knowledge of some topics of stories results on better performances in reading and understanding the stories. In this case, having good performances in reading are not because the student is a read/write or linguistic learners. In fact, it happens because of their prior knowledge. Likewise, it happens for students' ability and interests. Although dyslexia students learn with matched teaching style and learning style, their achievement results might be not better than other non-disability students with mismatched teaching style and learning style. Similarly, for example, a student is interested in technological topics, fortunately, he/she is identified as a read/write learner, then he/she easily understands texts presenting issue about computer. He/she comprehends the texts easily not because he/she is a read/write learner but rather he/she loves technological issues. Besides, another study conducted by Husmann & O'Loughlin (2018) found that there is no correlation between study strategies, student performance and VARK questionnaire results. Lastly, to sum up the rejection of learning style concept, table 4. shows a list of the researchers, years of research publication and their criticism towards the concept of learning style.

Table 3. Studies rejecting the concept of learning style.

Researcher (s)	Year	Criticisms
Clark	1982	<ul style="list-style-type: none"> • Low ability students prefer permissive instructional method, in fact they really need more direction and attention • High ability students prefer structured instructional methods, in fact they are actually better to learn with permissive methods.
Stahl	1999	<ul style="list-style-type: none"> • Forced-choices in learning questionnaire lead learners to tend to make the same choices. • The level of reading skills may cause bias in the learning style identification.

Smith, Sekar & Townsend	2002 p. 411	<ul style="list-style-type: none"> • “For each research study supporting the principle of matching instructional style and learning style, there is a study rejecting the matching hypothesis”
Coffield, Moseley, Hall & Ecclestone	2004a 2004b	<ul style="list-style-type: none"> • Too many different theoretical perspectives in learning style instruments lead to decrease of construct validity. • The hypothesis of matching learning style and teaching style seems equivocal.
Dembo & Howard	2007	<ul style="list-style-type: none"> • Validity and reliability of learning style instruments are questionable • No evidence-based of getting benefits from matching learning style and teaching style/instructions
Riener & Willingham	2010	<ul style="list-style-type: none"> • Background knowledge, ability and interest become bias within the hypothesis that matching learning style and teaching style leads to an effective learning.
Kirschner	2017	<ul style="list-style-type: none"> • Matching instructions and learning styles is just a belief without strong scientific evidence. • Lots of problems appear in the learning style measurements. • Limited theoretical base supporting the interactions between instructions methods and learning styles. • No significant empirical evidence for supporting the learning style hypothesis.
Husmann & O’Loughlin	2018	<ul style="list-style-type: none"> • There is no correlation between study strategies, student performance and VARK questionnaire results.

Pedagogical implication for English language teachers

A theory is always being valid as long as there are no other studies proving the flaws of the theory along with the official acceptance of many research communities. Similarly, it happens for learning style. Now, learning style becomes a controversy where two sides of researchers are debating the idea of matching learning style with instructional methods for raising an effective learning. One side believes that identifying students’ learning preferences is significantly important because it helps teachers to navigate their teaching styles in accordance with students’ preferred way of learning. Many instruments for assessing learning styles are also introduced. Logically, when students are taught with methods that match to their learning preferences, it will increase their learning performances and result on higher achievement (Gilakjani, 2012). Conversely, the other side claims that lots of learning style instruments are not valid and reliable. Forced-choices in questionnaires may lead learners to make the same choices. Likewise, learners preferred way of learning may change over a period of time (Stahl, 1999). Besides, background knowledge, ability and interests interfere the results of learning style hypothesis testing (Riener & Willingham, 2010).

As many of our English language teachers are already familiar with learning style and applying learning style to their teaching practices, while learning style is still debatable, we cannot force English language teachers to solely remove learning style from their part of teaching practices. Believing as well as applying the theory of learning style are absolutely their rights. Similarly, Newton & Miah (2017) reported that 32% of their participants (UK higher education academicians) were still willingly continuing to use learning style despite of

the controversial issues hitting the learning style theory. However, it is suggested for English language teachers to widen their view points towards the practical use of learning style. English language teachers might focus on other issues contributing the effective learning instead of merely getting involved in the raging debates of learning style. Firstly, assessing students' background knowledge and interests are more valuable than devoting lots of time to assess learning styles (Riener & Willingham, 2010). As the effect of matching instructions and learning styles is still debatable, recognizing students level of prior knowledge as well as their interests for navigating teaching strategies is more feasible and promising to achieve an effective learning. Secondly, related to the previous point, identifying students' lacks and necessities can be very useful for designing more strategic lesson plans. Thirdly, it does not matter whether your students are auditory, visual, kinesthetic, or any other styles, the more important thing that should be done is providing them with more engaged teaching media and learning materials. Once they are interested and engaged with your teaching, an affective learning process and higher achievement will be obtained not matter what learning styles they belong to. Lastly, an effective learning can also be achieved by pushing your students to be more autonomous. Practicing more learner-centered approach encourages students to more autonomous. Likewise, employing ICT is also relevant for promoting autonomous learning (Rinekso & Kurniawan, 2020). In conclusion, English language teachers have to be wiser for achieving effective learning.

CONCLUSION AND SUGGESTION

This study concluded that English language teachers have to be more focus on creating an effective learning rather than devoting time and energy for merely debating the pros and cons of learning style. Four points are suggested to be done by English teachers including (1) assessing students' background knowledge and interests, (2) identifying their lacks and necessities, (3) providing them with more engaged teaching media and learning materials and (4) pushing them to be autonomous learner. Moreover, further research focusing on investigating English language teachers' awareness of the controversial issue of learning style and their plans for effective learning ought to be carried out.

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BEST PRACTICE: A VIDEO MEDIATED TEACHING OF PHONOLOGY

Drs. Musta'in, M.Pd
Universitas Islam Kediri
mustain@fkipuniska.ac.id

Wildan Isna Asyhar, M.Pd
Universitas Islam Kediri
wildan@fkipuniska.ac.id

Abstract: A narrative inquiry as the approach of qualitative research is conducted in this research to know how the implementation of a video as a teaching media of Phonology and what the problems that the students face in using a video as the learning media of Phonology. This research involves 28 students of the second grade. The subject of research is the students of an English department in Education of UNISKA Kediri. The result is that there are four categorized problems that students face. Students felt that; (1) a native speaker in the video speaks too fast; (2) the pronunciation is unclear; (3) there are some new words or terms; (4) it is difficult to imitate the intonation and stressing of a word and sentence. However, the students can solve problems. Besides that, they get some advantages their ability in some aspects and are aware of the current issue; (1) the first is that the video is easy accessible; (2) the second one is that the video also is appropriate with the current issue so the students, beside learn about phonology, also aware of the current issue; (3) the other one is the students can learn and practice whenever with (out) the guidance of the lecturer; (4) the last advantage that we can offer is the students can listen the native speaker easily because they can play back the video when they cannot catch the word or meaning.

Keywords: *a video, teaching, a phonology*

INTRODUCTION

The high tension of global competition has insisted society across the world to be capable of speaking another foreign language in order to widen their communication target. In line with Kanno & Varghese (2010) states (2010) that promoting communication is the prior goal of a language. Considering that demand of rapid worldwide connection, a language must be standardized as an international language due to the language diversity belonged to each country. English has firmly been acknowledged as the most important and influential universal language. English spreading is much more globally admitted than other spoken languages even though England does not have the biggest number of native speakers. In the year 2000, Mandarin speaks by approximately 874 million native speaker; Hindi, 366 million; and English, 341 million. Besides 341 million native speakers, there are 150 to 300 million people who deliver English as a second language and 100 to 1000 million speakers using it as a foreign

language. (Crystal,1997). English also dominates the means of both the most official written and spoken information globally. Crystal (2000) stated that 85% of worldwide organizations set up their official administration in English nowadays. Those facts lead learning English to be a subject which is obligated in most countries in the world including Indonesia which has active participation in global trading.

Simatupang (1999:66-69) asserted that the number of various parent speeches consisting of local dialogues such as Javanese, Batak or Balinese has led Indonesian to speak English in less effective way. English learners in Indonesia do not only rely on schools which provide English teaching but also the studying sources that they find out independently, so to minimize the matter of mother tongues they should deal with, most of the learners are expected to speak in similar ability of a native speaker. In short, having a standard of learning English will eliminate the obstacles of the learners.

In Indonesia, as an English foreign learner expects to have the native speaker's ability to look like. The target of building foreign language skill using native speaking ability as standard makes more subjects of language are researched to find the proper pattern of study. Many studies found out that foreign language learners should learn linguistics defining as a language study to master a language. As Wilkin (1972: 229) confirms that linguistics has shown a significant contribution to gain students' nature of language understanding. It is in line with Pit Corder (1973:30). He states that the part of linguistics is to offer the most detailed and exhaustive view of language. It is obviously clear that studying linguistics gives deeper insights to master foreign language especially English. Linguistics consists of seven fundamental study features: language form, language meaning and pragmatic context (language context), semantics (meaning), syntax (sentence structure), morphology (word structure), phonology (sound pattern), and phonetics (speech sound production, acoustics and hearing).

Phonology as the Target Language

Phonology is one of linguistics aspects which are often ignored during the language learning due to the prioritizing of semantics, syntax, and morphology. However, the foreign language learners face some learning difficulties from several sides, including pronouncing the foreign words. Lanteigne (2006) affirms that the absence of some English sounds in learners' local language has surely participated in their difficulties of learning English. Odden (2006) links pronunciation to phonology as the base part of linguistics that scientifically studies about the language structure. Phonology explains various aspects for instance kinds of language sound, the word sound combination, and the importance of certain phonetic features in a word identification (University of Sheffield 2012). These various aspects cause the learners face problems in identifying and producing the foreign sounds. The foreign sounds involve not only sounds in isolation but also sounds occurring in a connected speech. The learners should be able to join each sound in a sequence to the next sound without difficulty. The familiarity with phonetic symbols is very important since they represent more consistently than letters. Another problem is concerning with the production of supra-segmental features like stress, length, pitch, and intonation. Ramelan (2003) adds that the speech organs of foreign language learners have been set to produce the speech sounds of their own language. It makes them difficult to change their speech organs in producing the foreign sounds. It is clear that learning problems encountered by foreign language learner are caused by differences between learner's language

and the target language. These differences may be in the individual sounds, in the phonetic features of similar sounds, and the distribution of equivalent sounds. Through imitation, much practice, and repetition, however, the learner will succeed in producing the foreign sound correctly in the same way as the native speaker. To deal with the issues, studying phonology is considered to maintain students in better pronunciation.

Students who have learned phonology are expected to actively communicate using well-pronounced vocabularies although those words do not exist in their mother tongue. They will be able to articulate accurately some sound variations appearing in their foreign language speaking as students are targeted to speak as natives.

Behaviorism

Among the studies conducted on language learning involves the perspectives of the learners themselves (Carson, 2004; Fong, 2005; Narayanan et al., 2008; Matsuzaki, 2006). After considering more aspects that come up to build up English ability such as phonology and phonetics, the learners have turned to be a research object to gain the appropriate language teaching and learning methods for them. Some studies conducted examine the language experience and perspective of the students. Indeed, taking into consideration the learners' perspective is a useful tool to understand the factors that contribute to effective language learning (Matsuda, 2004; Matsumoto, 1996). Involving the students in the research will provide more considerations in arranging effective strategies for teachers and students in learning language process.

Language learning systematically consists of four significant studies and close theories of language acquisition and learning; behaviorism, cognitivism, humanism, and constructivism (Fauziati, 2016). From those theories, behaviorism is regarded as the foundation of effective learning strategies. Behaviorism presents the change of students' behavior as the sign of successful learning. Therefore, students who have learned the lesson well are considered to act differently to create a new positive habit as the learning result. Skinner (1976) affirms that learning is an accustoming process of adaptation using both simulation and understanding in the fundamental parts of cognition stimulation. It means language learners are given a stimulus in several ways to get them adapted in new behavior leading to language mastery. Drilling and imitating are techniques which are often taken to do language learning conditioning, yet those still need support of teaching and learning media in order to boost the target. Media of teaching and learning can be various depending on the needs and situation also condition especially from students.

Video as Teaching/Learning Media

A number of studies approves that an instructional media can create an amusing collaboration among teachers and students since it will facilitate the learning process well. Scanlan (2004) defines instructional media as all instruments which the teachers use to teach and help students in achieving instructional assessment. A media required is surely developed based on the needs of today's learners which actively use technology in their daily base. More teaching media is designed using technology to create an active and innovative learning.

The media frequently used nowadays is moving images or what is usually called as video. The creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself (Allam, 2006). Video as a teaching and learning media provides a clear and interesting presentation of any teaching materials. It portrays the information for the students through illustrations of real condition which can help the students to relate easily. By utilizing a video in teaching, many concepts and descriptions can be learnt clearly and interestingly; in addition, it helps students to achieve cognitive, psychomotor, and affective goals in the learning process (Putri, Titin, & Santoso, 2019).

In this research, the researchers, therefore, want to know the application of the technique to the students of UNISKA in using a video as a teaching media to teaching phonology. This research is necessary a direct observation to know how this technique works in UNISKA Kediri for one semester. Based on the introduction and the aim of the research above, the researchers take the research entitle “Best Practice: a Video Mediated Teaching of Phonology”.

RESEARCH METHODOLOGY

Like as the background of the study above, the lecturer uses some techniques in the media. The video is the media selected to engage the students in the teaching and learning process. The researchers want to identify with the following research questions:

1. How is video used for students to teach phonology?
2. What kinds of problems are faced by students when using the video?

A qualitative method is selected in this research because the researchers want to know the issue in depth with data collection. It is in line with Patton (2002) who states that qualitative methods allow the researcher to study issues in depth with data collection often occurring through open-ended questions permitting “one to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories”. Based on approaches of qualitative, at least 5 kinds of qualitative research; ethnography, grounded theory, narrative, case study, and phenomenology.

Here, the researchers use narrative inquiry as the approach of qualitative research. Bleakley (as cited in Michelle, 2015:190) stated that Narrative research is a part of qualitative research where the stories of the researcher become the rude data. In this research the main data is the story of the researcher as the participant in the research also, although, interview and document exist. It makes the data have deep understanding because the researchers apply triangulation. In line with Patton (1999) declares that triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.

The use of story telling method is to present the data collection in this study in which the data is from the students of semester 4. Moreover, 28 students were involved in this research. It was done during pandemic of covid-19. In narrative research, the inquiries that tell their stories are particular rather than representative of the population (Cohen, et al., 2001).

Because the participant and the researcher are the same person, we do not use direct interview to avoid direct interaction with the researcher and participant related the data. For the validity, the researchers ensured as follows:

1. The researchers uses peer discussion to gain the sensibility of the account (Cresswell, 2003:196)
2. After ‘restorying’ the stories of others, the researchers took them back to story owner in order to confirm accuracy (Elçi and Devran, 2017:40)
3. The researchers also used triangulation to help in gaining greater rigor and more in-depth understanding of the issues of phenomena in question (Given, et al., 2008:254)

RESULT AND DISCUSSION

The purpose of this research is to debrief and share the experiences in integrating a video as the media in teaching of phonology. A chosen video is a native speaker video that tells about the current issue. Besides the students learn about Phonology, with the video, they also learn and aware of the current issue. Here the students learn about the intonation, pronunciation, and phonological rules of the words and sentence.

Because of a Corona pandemic situation, the learning should be e-learning in the process of teaching. The students started with the understanding of the material that lecturer has delivered about phonology. It needed little time to deliver the material, but they should spend much more time in discussion session. The lecturer delivered the references that should be read to the students through Google classroom. The next meeting, the lecturer used zoom application to explain about the material. Here, the lecturer gave the discussion session for a week through Google classroom. The lecturer would give the confirmation in the last day of the discussion week. If a meeting was needed to give the direct confirmation, the lecturer used zoom meeting application.

That technique was done in 6 meetings. The first meeting was for the introduction using zoom meeting application. The second meeting was for delivering the material. The next day after delivering the material was a discussion session that needed one week. The last day of a discussion session, the third meeting, the lecturer gave the confirmation through the Google classroom or zoom meeting application. The next material came to the fourth meeting. The discussion session belonged to the day after for one week.

The practice session came for the next of mid-semester. The lecturer gave instruction to the students to listen, analyze, write/transcript, and repeat the native speaker said in a video that was shared before. The first was the students asked to listen carefully. The second time, the students should analyze the intonation, pronunciation, and phonological rules of the words and sentence. It spent much more time because they should play back many times. Besides that, the students were also asked to transcript or write what they were hearing from the video. In the process of transcription, Bahasa subtitle helped them. Here, the lecturer guided the students in every step. From the guidance the lecturer got the data of the problems that the

students faced. The lecturer categorized to four problems that students were faced. The problems were presented in the table below. The students felt:

No.	The Problems
1.	The native speaker in the video speaks too fast.
2.	The pronunciation is unclear, so it is difficult to catch every single word.
3.	There are some new words or terms, so that it is difficult to understand the meaning.
4.	It is difficult to imitate the intonation and stressing of a word and sentence.

Table 1. The Problems of the Students Faced

From the table above it can be concluded that the students felt challenging to follow the native speaker because they cannot catch up words and phrase uttered by the natives in the video. The students considered that the sounds were unclear due to the connected speech of natives. Also, the students assumed that the native speaker used some new words or terms. The students had to check the dictionary to confirm what they listened. It caused the students often misunderstanding the information that the speaker delivered. Moreover, the students felt that they were less accustomed to listening to the supra-segmental features of sounds such as stress, length, pitch, and intonation of word, phrase, or sentences made by a native speaker. Therefore, they found difficulty to imitate the utterances of native speakers in the video.

The last step of a practice session was rewinding the video by reading their transcription or directly repeated the native speaker in the video. The students submitted the task to the lecturer that would be scored through the audio or video recording platform. The scoring process was based on the accuracy and the appropriateness with the original video. Despite all the challenges, the lecturer observed that the students had done the test well.

CONCLUSION AND SUGGESTION

Conclusion

1. There are some advantages of using this way; (1) the first is that the video is easy accessible; (2) the second one is that the video also is appropriate with the current issue so the students, beside learn about phonology, also aware of the current issue; (3) the other one is the students can learn and practice whenever with (out) the guidance of the lecturer; (4) the last advantage that we can offer is the students can listen the native speaker easily because they can play back the video anytime when they cannot catch the word or meaning.
2. The problems that students face in using of a video as the teaching media in Phonology arise in four categories. The students felt that the native speaker spook too fast. Besides that, they also felt that the pronunciation was not clear, so that it made difficult to catch every single word. The next problem is that there were some new terms. The final problem that students face is that they were difficult to imitate the video, especially on the intonation and stressing of a word or a sentence.

Suggestion

There are many teaching techniques that can be applied in teaching of phonology. Even more, there are many teaching medium that can be used in teaching of phonology. Although, it is

difficult to say that one technique and media are the best way in teaching of phonology. We suggest that: (1) Teacher should adjust with the situation and condition of the field. Here we try to confirm that this technique and media are appropriate with the situation and condition; (2) it needs the depth-inquiry about the effect of the media in teaching of phonology, teaching techniques can be applied in the media so the next researcher can extend this research; (4) it can be different result to the other research based on the situation and condition of the field.

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**STUDENTS' PERCEPTIONS TOWARDS THE IMPLEMENTATION OF
ROBERT FROST' POETRY IN WRITING CLASS AT MUSAMUS UNIVERSITY**

Natalia Manuhutu
Musamus University
manuhutu_fkip@unmus.ac.id

Abstract: This study investigated the students' perceptions concerning the use of Robert Frost's poetry in writing class at English Literature Department of Musamus University which was obtained through a survey. A total of 17 undergraduate students taking writing class participated in this study. The participants responded to a questionnaire and an open-ended questions concerning the two focal points: (1) how the students perceived the use of Robert Frost's poetry in teaching writing, (2) the implementation of Frost's poetry in improving students' writing short story. The results of the study revealed that the implementation of Frost's poetry helped them to be easier in writing short story. Most of the participants gave positive response to the use of Frost's poetry in teaching them to write a short story. In addition, they seemed to prefer learning writing short story by using English poetry in writing classes. The concluding discussion addresses suggestion about the need to consider students' wants and needs by gauging their perceptions as the student evaluation of teaching in order to keep up the better improvement to the teaching writing the texts and the using of authentic material or media in English Literature Department at Musamus University.

Keywords: *Robert Frost's poetry, Writing, Students' perceptions*

INTRODUCTION

Language as a tool of communication absolutely has a system, norms, and a set of rules that is important to be known by the users. In spite of the system is difficult for the learners, especially in learning a new language that is completely different with their own languages, but the system itself is needed by them to convey the ideas, feelings, and wishes. Lapalombara (1976) states that a language must be a system which is agreed upon by all members of a particular speech community, since everyone has to use the same set of signals. The system of language must contain grammar rules-devices for signaling meaning and meaningful relationship.

The different system both of the languages like Indonesia and English makes it become a big problem for Indonesian who wants to learn English. Even though it is one of the international languages which is used throughout the world and also used in many fields of life such as: political, economics social, and education, but it is still considered as a difficult subject in Indonesia because Indonesian is not the native speaker of English. Harmer (2007) defines native speaker is someone who learns English in childhood and continues to use it as his or her dominant language and has reached a certain level of fluency.

As a tool of communication, language also can be used in teaching and learning process where it has to be created through the way of teaching and exchanging the message or

information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message of information. One way to exchange the message or information is through writing. Brown (2007) states that writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader. Having realized the importance of English as one of the international language in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication. By means of writing English, language learners are able to convey messages to the readers across places and time. Similarly, Hermaningsih (2013) states that we can be vehicle to communicate our ideas and thought to other people by writing. Thus, the skill of writing is very important for everyone who wants to interact to others and make them understand his purpose.

Generally, writing course is taught for five semesters in some universities especially for teacher training and education faculty. In English Literature Department of Musamus University, writing course is studied for three semesters. Writing one is taught in the second semester, it is called basic writing skills, writing two is about paragraph writing, writing three is about creative writing. This condition makes the students have low ability in writing skill. By conducting research about writing, the students' ability in writing is hoped can be enhanced and it is very important to be learnt by the learners because writing can be seen as a more standardized system which must be acquired through special instruction.

There are four types of writing in creative writing class and one of them is short story and it must be mastered and learnt by the English learners especially for the students of English Literature Department of Musamus University who still get difficulties in mastering this skill especially in producing a good piece of writing a short story which it also can help them to write the script for their drama class. The researcher herself tries to conduct her research in university level by considering that the students' ability in writing skill is still low.

Based on the result of the previous semester in writing class that conducted by the researcher, the researcher found that English learners of English Literature Department in Musamus University still lack of writing skill. Furthermore, the problems that the learners found are caused of weaknesses in grammar and vocabulary. Another problem, the students have a lot of ideas in their minds but they worry to start and even they do not know how to develop the ideas.

To find solution from the problems that have been explained, the English teacher as a practitioner should be more creative to find solution by providing interested and appropriate materials or topics based on the students' needs to achieve learning goals by creating material that can make the class more interesting, exciting, and enjoyable and it is the teacher's responsible to find the best media besides the method to the students especially in writing a short story.

Furthermore, the teacher also should notice the students' interest in order to mind their attention. If the English teacher does not provide interesting material and does not concern in selecting it, the students will passively not pay much attention to the lesson because there is evidence that the students' motivation in studying is greater when the material or topic interest them.

There are some materials that are relevant to the purpose of teaching and learning writing text like novel, short story, English poetry and many others where the languages that they use can be connected with the students' experience real life and engage in deep thought. Besides, they can stimulate the students to be creative in writing, increase the students' motivation and also increase the students' vocabulary.

In this research, the researcher used one of the teaching materials that had been mentioned above and one of them was English poetry by considering that it is not just can be connected with the students' experience real life but also it is related with their study program of English Literature Department. Besides, poetry also can facilitate the students to be creative in writing. Maher (1986) states that poetry provides a stimulus and can serve as a good model for creative writing. As Kirkgoz (2008) has pointed out using poetry contributes far more to the development of language skills in real contexts than a total concentration on the presentation and the practice of language items.

In this research, the researcher provided some themes or topics of poetry that are written by Robert Frost. Some reasons of the researcher chooses Robert Frost's poetry because he is one of the most widely celebrated of American poets who writes modern or modernistic poetries. Besides, the researcher believes that the language of poetry by Robert Frost is easy to understand. McGlenn (2010) explained Frost experienced times of intense hardship and grief in his personal life, and echoes of his grief and the wisdom he learnt about the hard truths of life can be found in his poetry. He also states that Frost was particularly skilled at representing a wide range of human experienced in his poems.

Refers to the explanation above, the researcher used some themes or topics of Frost's poetry in which, the students can relate them based on the topics and also the keywords of Frost's poetry to the students' own experience real life where the topics and the keywords of Frost's poetry can be an inspiration of the students in writing a short story or it can be a foundation to develop their creative writing. There were eight different themes or topics that had been provided in their writing class, namely: *The Road not Take*, *A Prayer in Spring*, *Ghost House*, *Bond and Free*, *The Flower Boat*, *Acquainted with the Night*, *A Minor Bird*, and *A Time to Talk*.

Much has been written on the problem of poetry teaching. Poetry means the student more than other genres. Often language teachers report that they are uncomfortable teaching poetry, either because they are unsure how to teach effectively (because of a lack of pedagogical role models) or because they find it difficult to achieve it themselves. The prevailing model for teaching poetry, especially for adult learners, has been teaching poetry through printed text and the focus on finding meaning for analysis. In contrast, Marnina et.al (2020) emphasize that the importance of reading a poem out loud (by lifting the poem off the page), interacting with it, and exploring a deeper meaning through discussion with others. If we want our students to understand how literature, and especially poetry, will help them gain a deeper understanding of life, we must find effective ways to include them in poetry.

Hughes (2007) argues that poetry is a powerful vehicle for developing learners' knowledge and for connecting and connecting with themselves, others and the world, since poetry promotes the expression of emotions and can help increase higher order thinking skills develop. Her research also suggests that poetry awakens our emotions, helps us connect with others, and makes us think in synthetic ways that the use of metaphors requires. Paying attention to the language and rhythm of the poetry can improve your speaking skills. In addition, children with well-developed speaking skills are more likely to achieve better reading and writing skills. In addition, creative uses of new media that build on literacy students have developed outside of school can help teachers harness the literacy-enhancing power of poetry.

Stephanie and Jamila (2003) argue that poetry is perceived as fiction, uses a special language, in many cases has no pragmatic function and is also ambiguous. In addition, there are a number of external signs that denote a poem: It is most obvious that individual lines of text in verse do not take up the entire width of the page. In this way, even before the readers of

the poems actually begin reading, they get an immediate indication that what they are about to read is likely to be a poem. As a result, the reader's attention is likely to focus on the poetic properties of the text.

Poetry is often associated not only with a technical language, but also with the very frequent use of such technical language. Poems usually try to express their meaning in a much smaller space than, say, a novel or even a story. Some people associate poetry with subjectivity and the expression of deep personal experiences. While this is true of some verses, especially lyrical ones, there are a large number of verses where this is not the case; For example narrative poetry or didactic and philosophical poetry. Just as it is often wrong to identify the author of a novel with its narrator, one should not assume that the author of a poem is the same as its narrator, and therefore even lyrical poems cannot be viewed as the author's subjective expressions. The two levels of author and speaker should always be separated. The communication situation in poetry is very similar to that in prose, except that very often poetry does not involve dialogue. In addition, Hanauer (2004) argues that when studying poetry it is useful to first look at the subject and the general development of the subject in the poem. How development progresses depends to a large extent on the type of poem we are dealing with.

The present study was conducted to investigate the students' perceptions toward the implementation of Robert Frost's poetry in improving the students' skill in writing short story. In addition, the present study conducted her research to find out how the students perceived the use of Frost's poetry in teaching writing short story.

RESEARCH METHODOLOGY

The study was mainly quantitative in design. In quantitative approach, numerical data was sought and was also gained through administered questionnaire. The method used to carry out the study was Survey Research. In order to survey the students' perceptions, questionnaire was the instrument used to gather data from the subject about their perceptions regarding the implementation of Robert Frost's poetry in improving students' writing skill at the second semester students in English Literature Department of Musamus University. To calculate the data, a percentage formula was used in which number of frequency was divided 17, as the total number of the students and then multiplied to 100%. The students' responses were analyzed per statement and represented through diagram. Moreover, due to its purpose is to describe something, i.e., a phenomenon of teaching and learning grammar, and then descriptive research will be also used for analyzing data. Johnson and Christensen (2008) affirmed that descriptive research focuses on describing the characteristics of a situation or phenomenon accurately. Thus, the result of this research will be elaborated descriptively.

RESULT AND DISCUSSION

The result of the research concerning the students' perceptions on the use of Robert Frost' poetry in improving the students writing short story would be explained in the analysis below. In order to investigate the students' perceptions on the implementation of Frost's poetry in teaching writing short story, the questionnaire with 13 items. The questionnaire focused on 2 main points, they are about the implementation of Frost's poetry in improving students writing short story. By using Likert Scale, the students were asked to respond whether they are strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SA) with the statements. Also, to getting know how the students perceived the use of Robert Frost's poetry in teaching writing.

Scale Type

1. Statement Number 1: By using Robert Frost’s poetry, I become more motivated to write.

Table 1
Frequency of Statement 1

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
15 (88.24)	2 (11.76)	0 (0)	0 (0)	0 (0)

The table shows that majority of the students strongly agree with the statement in which they become more motivated to write through Robert Frost’s poetry. Out of the total 17 students, 15 students (88.24%) claimed that they strongly agree and 2 students (11.76%) agree.

2. Statement Number 2: The use of Robert Frost’ poetry makes me easier to write short story.

Table 2
Frequency of Statement 2

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
4 (23.53)	13 (76.47)	0 (0)	0 (0)	0 (0)

It is shown in the table above that there were 4 students (23.53%) claimed that they strongly agree and 13 students (76.47%) agree. It can be said that mostly students agree with the statement that the use of Robert Frost’s poetry makes them easier to write their own short story.

3. Statement Number 3: The activities in writing class by using Robert Frost’s poetry help me to
improve my writing short story.

Table 3
Frequency of Statement 3

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
11 (64.71)	6 (35.29)	0 (0)	0 (0)	0 (0)

The above table represents the number of 11 (64.71%) who confirmed strongly agree and 6 students (35.29%) confirmed agree and 6 students (35.29%) confirmed agree that the activities in writing class by using Robert Frost’s poetry help them to improve their short story.

4. Statement Number 4: The used of Robert Frost’s Poetry makes me enjoy writing my own short story.

Table 4
Frequency of Statement 4

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
14 (82.35)	3 (17.65)	0 (0)	0 (0)	0 (0)

To respond the statement 4, there were 14 students (82.35%) confirmed strongly agree, 3 students (17.65%) claimed agree. It is clearly seen in the table that majority of the students claimed strongly agree that the used of Robert Frost's poetry makes them enjoy writing short story.

5. Statement Number 5: By using Robert Frost's poetry, learning writing is integrated with other language skills.

Table 5
Frequency of Statement 5

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
17 (100)	0 (0)	0 (0)	0 (0)	0 (0)

The table indicates that 17 students (100%) strongly agree. In other words, all of students strongly agree that learning writing is integrated with other language skills by using Robert Frost's poetry.

6. Statement Number 6: Integrated learning in writing class by using Robert Frost's poetry provides me with more ideas to write.

Table 6
Frequency of Statement 6

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
11 (64.71)	6 (35.29)	0 (0)	0 (0)	0 (0)

It is indicated in the table that out of 17 students, 11 students (64.71%) confirmed strongly agree, 6 students (35.29%) claimed agree. It is concluded that mostly students strongly agree that integrated learning in writing class by using Robert Frost's poetry provides them with more ideas to write.

7. Statement Number 7: Integrated learning in writing class by using Robert Frost's poetry helps me improve my writing.

Table 7
Frequency of Statement 7

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
13 (76.47)	4 (23.53)	0 (0)	0 (0)	0 (0)

The table presents that mostly students strongly agree with the statement 7 in which integrated learning in writing class by using Robert Frost's poetry helps them improve their writing skill. It can be seen from the percentage where 13 students (76.47%) stated strongly agree and 4 (23.53%) confirmed agree.

8. Statement Number 8: By using Robert Frost's poetry, I can practice my English in outside the classroom.

Table 8
Frequency of Statement 8

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
0 (0)	13 (76.47)	4 (23.53)	0 (0)	0 (0)

The students' responses to statement 8 consist of agree with 13 students (76.47%), and undecided with 4 students (23.53%). It is clearly justified that mostly students claimed agree that the Robert Frost's poetry can practice their English in outside the classroom.

9. Statement Number 9: Themes or topics have been discussed are interested.

Table 9
Frequency of Statement 9

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
17 (100)	0 (0)	0 (0)	0 (0)	0 (0)

The table above shows that all of the students strongly agree that themes or topics that had been discussed in their writing class are interested. It can be seen from the percentage where 17 students (100%) stated strongly agree.

10. Statement Number 10: Themes or topics have been discussed suit my language proficiency level.

Table 10
Frequency of Statement 10

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
0 (0)	14 (82.35)	1 (5.58)	2 (11.76)	0 (0)

From the table above, it can be seen that there were 14 students (82.35%) chose agree, 1 student (5.88%) marked undecided and 2 students (11.76%) stated disagree. Considering its highest percentage, it is said that the majority of the students agree that themes or topics had been discussed suit their language proficiency level.

11. Statement Number 11: Themes or topics have been discussed are easy to compose a writing short story.

Table 11
Frequency of Statement 11

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
8 (47.06)	9 (52.94)	0 (0)	0 (0)	0 (0)

It is shown in the table that the option for strongly agree was chosen by 8 students (47.06%), and the option for agree was marked by 9 students (52.94%). In other words, statement number 11 in which themes or topics that had been discussed were easy to compose a writing short story.

12. Statement Number 12: Themes or topics have been discussed are related to the skill that I want to improve.

Table 12
Frequency of Statement 12

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
15 (88.24)	2 (11.76)	0 (0)	0 (0)	0 (0)

Considering its greatest frequency, the table above indicates that option for strongly agree was mostly stated by the students. There were 15 students (88.24%) confirmed strongly agree, and 2 students (11.76%) confirmed agree. It is clear that most students strongly agree with the statement in which themes or topics had been discussed were related to the skill that they want to improve.

13. Statement Number 13: Activities employed in classroom are relevant to the purpose of learning.

Table 13
Frequency of Statement 13

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f)
15 (88.24)	2 (11.76)	0 (0)	0 (0)	0 (0)

From the table above, it can be concluded that majority of the students strongly agree that the activities employed in the classroom were relevant to the purpose of learning. It is supported by the students' options where 15 students (88.24%) claimed strongly agree, and 2 students (11.76%) agree.

Open-ended Questionnaire

Other than the scale, this questionnaire was also assisted with open-ended questions. The aim of designing the questions was to justify the previous questionnaire and to get more insight into the students' perception toward the applying of Robert Frost's poetry in teaching writing. In addition, it is worth to note all the abbreviations indicated in each questions below stood for students' initial names.

Question Number 1: Do you prefer learning writing short story by using Robert Frost's poetry?
Why?

For this question, all students answered "yes" and the reasons why they prefer learning writing short story by using Robert Frost's story are mostly same. Most students declared that Frost's poetry can help them improve their writing short story. In addition, they can improve their English vocabulary because the difficult words of Frost's poetry as a challenge for them to understand the text meaning. Some of students' answers are shown below.

- IM : Yes, I do. Because Frost's poetry is very interesting to be studied. Even the text meaning of the poem is very difficult to be understood with its difficult vocabularies but I think it is a big challenge for me and it can improve my English writing skill.
- RM : Yes, I do. Because I am not bored to write and I get many new vocabularies from the activities and it makes my writing skill is getting better.
- CY : I think my ability in writing is quite improved because by using media of Frost's poetry that I studied in writing class make my writing skill is better.
- BK : Yes, I do. My ability in writing improve because by using Frost's poetry I can write my own experience related to the text of Frost's poetry and it was our activity in every meeting.

Question Number 2: Do topics/themes make you interested? Why?

All of the students indicated that the topics or themes make them interested because all of Robert Frost's poetries that were provided by the researcher in writing class related with the students' life experiences. Here are some examples of students' responses.

- MN : Yes, I do. By using Frost's poetry in our writing class actually is very interesting. The topics or themes provided many experiences that related to my own experience like sadness and happiness life and many others.

- KU : Yes, I do. The themes are very interesting because the author of the poems has the same experience in my life.
- JI : Yes, I do. The topics are interesting. The poem tells about the author's experience and I have the same experiences with the author.
- FM : Yes, I do. The themes that were given to us related to my own life experience.
- TS : Yes, I do. It is very interesting because the author's experiences is same with my experience and we were asked to write our experience into short story which is related to the author's experience.

Question Number 3: Does the activity by using Robert Frost's poetry make you to be interested and motivated to write short story? Why?

For this question, all of the students answered "yes" and their answer are mostly same. They think that the activity in writing class by using Robert Frost's poetry make them to be interested and motivated to write short story because they were provided various activities in the class where the students were asked to read and understand the text meaning, they discussed the topic in their own groups, tell the class orally in English about the result of their discussions in their groups, after that, they started to writing activity. The students were motivated to write short story in the class because they were asked to write their own experience related to the story of Frost's poetry that was discussed in their writing class. The following descriptions are some of the students' responses.

- ST : Yes, I do. Because there were some steps that we did in our writing class by using Frost's poetry. The first step, we read the poem and understood it, after that we practiced to speak and then we expressed our idea in writing activity by writing our experience related to the poem that we had discussed in our group.
- DT : Yes, I do. Because in our class, we did many activities such as reading and interpreting of Frost's poetry. After that, we explained it orally to the class before we expressed our idea in writing activity by writing our own experience.
- WG : Yes, I do. Because we had many activities in our writing class. Before we were asked to read and understand the poem, we were divided into some groups and then every group was asked to discuss of what the poem tells about. After that we explained the class about our interpretation of the poem and the last activity, we were asked to write our own experience related to the poem, and I think that it is good for us to improve our vocabulary, reading, speaking, and writing skill.

Question Number 4: Do you think your writing short story text performance improve by using Robert Frost's poetry?

Similarly, all of the students' responses for this question is "yes". They claimed that their writing short story text improve by using Frost's poetry because the topics those were provided by the researcher related to their own experience. Besides, they also got more amount of times to practice their writing since at the end of every meeting in writing class where they were asked to write their own experience. Here are some students' answer.

- AT : I think my writing ability is quite improved because by using media of Robert Frost's poetry which is in English that I studied in writing class make my writing skill is getting better.
- RM : Yes, I do. My ability in writing short story improve by using Frost's poetry. I get many vocabularies from that media and I have knowledge about how to write my experience.
- DL : Yes, I do. My ability in writing improve because by using Frost's poetry I can write my own experience related to the text of Frost's poetry and it was our activity in every meeting.

Question Number 5: Does Robert Frost's poetry in writing activity integrated all your language skill? Please elaborate!

To respond this question, all of the students answered "yes" even all of them stated only writing, reading, and speaking skill. Listening skill itself was not stated by the students. They did not think that Frost's poetry can improve their listening skill. However, all of the students think that Frost's poetry in writing activity integrated their language skill. They thought also that Frost's poetry can improve their English vocabulary because their writing class by using Frost's poetry which in English forced them to know the meaning of the text. Some of their answers are presented below.

- SA : Yes, I do. I think it can improve other skills like reading, speaking and also my English vocabulary.
- ST : Yes. Robert Frost's poetry as a teaching media can improve my other skills. My reading skill can improve because we were asked to read and understand the text meaning before we write our own experience. So, it can improve my vocabulary where we must find the meaning of the text. Besides, my speaking skill also can improve because we were asked to tell the class orally about the text meaning.
- NP : By using Frost's poetry, my English can be improved. It is not only in writing but also in reading and speaking skill because were asked to read and understand the text meaning and then we explained it orally to the class by using Frost's poetry before writing our own experience related to the text.
- ME : By using Frost's poetry, I can improve my writing skill and also my other skills like reading, speaking and I learnt many vocabulary for the first time.

Question Number 6: Describe your impression about Robert Frost's poetry that is provided for your writing subject!

The students' impression toward the implementation of Frost's poetry is good. They declared that the applying of Frost's poetry is interesting, and they were enthusiastic to study it. The students also get new knowledge from the activities that can improve their skill in writing short story. Besides, they can improve their others knowledge.

- ES : By using Frost's poetry in writing class makes my ability in writing short story more better. The activity in the class forces the students to practice their writing especially in writing short story because many Frost's poetry tells about the author's experience

and

it facilitates the students in writing their experience.

HK : I was exciting to study English by using Frost's poetry because the title of the poems are

interesting. The story tells us about his sadness, happiness, decision, loneliness, the values of friendship, the expression of God's love, and many more.

After reviewing the students' answer to the questionnaire, both in scale type and open-ended questions, it can be said that the implementation of Robert Frost's poetry in writing class gained positive perception of the students.

Students' Perception on the Implementation of Robert Frost's Poetry

This section is as a description toward the research questions of this current research. The positive result from the questionnaire indicated that the students are mostly likely supporting the use of Frost's poetries in writing class. With respect to their preference, all students claimed that they prefer learning writing through Robert's poetries. They found this approach is interesting and good and that activities employed during the treatment was helpful for them. Furthermore, they argue that their writing has improved due to the implementation of Robert's poetries. This has been represented through the result of their post-test score which has significantly improved after undertaking class with Frost's poetries.

In this study, the researcher provided some activities namely group and individual task. Group task provided group discussion while individual task provided writing activity, where the students were asked to write their own experience. It means that, the English teacher has the important role in designing class activity based on the students' needs. It is argued also by Stange (2008) it is important to recognize the significant role teachers play in literacy learning and addressing students' needs. Furthermore, they maintain that teachers do more than teaching and their roles educators may change as student need arise.

The questionnaire also showed the students agreed that the use of Frost's poetries helped them to improve their creative writing. Besides, they were enjoyable in their writing class. The activities in writing class also can improve their others skills like reading, speaking and also vocabulary. Kirkgoz (2008) describe about the benefit of Frost's poetries where it provides students with opportunity to enrich their vocabulary by presenting words not included in textbooks. Besides, it can foster their creative writing. In many language classes, students are generally asked to learn vocabulary through mere memorization and transition. Furthermore, Maher (1986) states that poem provides a stimulus and it can serve as a good model for creative writing.

The other questionnaire also shows that most of them were agree that the themes or topic had been discussed were interested and suit their language proficiency level and they were related to the skill that they want to improve. The other words, themes or topic that had been discussed were relevant to the purpose of learning goals. To sum up, the researcher concluded that the findings indicate that implementation of Frost' poetry in writing class positively responded by the students and improved the students' writing skill, and for that Frost's poetry is highly recommended.

CONCLUSION AND SUGGESTION

Conclusion

The present research has explored the implementation of Robert Frost's poetries in improving the students' writing short story. Based on the findings, several conclusions can be drawn as follows. First, Frost' poetry as a teaching media can be an alternative and effective way in teaching writing class where the students can relate the topics and also the keywords of Frost's poetry to the students' own experience real life in which the topics and the keywords of Frost's poetry can be an inspiration of the students in writing short story or it can be a foundation to develop their writing short story. Also, the present study indicates that the implementation of Frost's poetry in writing class positively responded by the students. Most of them agreed that the implementation of Frost's poetry can improve the students' writing short story. Furthermore, the present study supports the previous related research on English poetry and provides empirical evidence particularly in English language class as to improve students writing the text in foreign language context.

Suggestion

Even though the findings of this study shows the positive contribution in conducting this research in which the use of Robert Frost's poetry improved the students writing short story, but this study still has some limitation. Therefore, further research is still needed to be conducted. The researcher hopes that the next researchers who want to conduct their research in different level to notice the selection of themes based on their level, age, and interest. Also, the researcher hopes the next researcher can apply the other writers of English poetry as a media in foreign language learning but in different skill or it can be used in improving the students writing skill but different types of writing.

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IMPLEMENTATION OF TASK-BASED LEARNING IN TEACHING ENGLISH IN INDONESIA: BENEFITS AND PROBLEMS

Muhammad Badrus Sholeh
Universitas Negeri Makassar
badrus2011@gmail.com

Abstract: A variety of approaches exist in foreign language teaching and learning; Task-based Learning (TBL) is one of them. It is an innovative approach that is developed from the Communicative Approach. The concepts of TBL have proven successful in classrooms. In this study, the writer conducted a literature review of task-based learning in teaching English dealing with the benefits and problems in implementing this approach in Indonesia. This paper seeks to review Task-based Learning (TBL), covering the definition of 'task' and Task-based Learning (TBL), the characteristics and stages of TBL, the teacher and students' roles in Task-based Learning, and also the advantages and disadvantages of Task-based Learning. It also addresses the application, the benefits and problems of Task-based Learning in the sense of Indonesian EFL context. This will help educators and language teachers in Indonesia to attach more importance to the contextual differences when applying Task-based Learning in Indonesia.

Keywords: *task-based learning, teaching English, Indonesia, benefits, problems*

INTRODUCTION

Appropriate teaching methods influence successful learning in foreign languages. The 20th century saw a series of approaches and methods, such as the Grammar-Translation Method, Direct Method, Communicative Approach, etc. Such methodologies and methods have variously influenced the teaching of foreign languages. Task-based Learning (TBL) started to gain a growing interest in the late 20th century to promote communicative skills growth. Some contemporary work, such as the studies by Long and Crookes (1991), and Skehan and Foster (1999), also reflect Task-based Learning's focus. Task-based learning (TBL) aims at using authentic language across practical activities. This approach promotes meaningful and student-centered communication. Students can use terms in their tasks freely and creatively.

Prabhu (1987) first introduced the idea of TBL in his Bangalore project that centered on communication through the participation of students in doing "task." They were provided clearly with a set of problems and information/opinion gaps addressed through the English medium under the guidance of teachers. Prabhu said that the focus of language was inhibiting language learning. Language development has been seen as a result of natural processes. Tasks are done daily, such as writing a letter or reporting or talking to someone over the phone. TBL seeks to develop inter-language students through the provision of a task and, after that, language to solve it (Skehan, 1998). TBL tasks enable students to engage and improve their language skills considerably. Tasks assisted in Task-based Learning are seen as resources that teachers and learners can use to meet clear language goals and objectives (Samuda and Bygate, 2008).

This approach encourages the actual use of language, which facilitates the effective integration of skills. Nunan (1999) endorsed this concept by explaining that TBL requires listening, speaking, reading, and writing to complete the question presented by the same exercise challenge. As a result, TBL facilitates and encourages incorporating skills by undertaking daily-life activities that develop communicative skills for students as it provides students the chance to learn the language target continuously. Students see learning as a way to explore constructive class activities that establish real dialogue in which problems are solved, and ingenuity displayed. Implementing this approach in class typically leads to real-life activities that allow all the language skills to be practiced. It helps students discover various communicative opportunities inside and outside the classroom that support language practice by performing near or related activities to everyday life.

Students play central roles in Task-based Learning. They have the amount of opportunity and duty to negotiate course content, select language forms from his / her linguistic repertoire, and explore different options for task performance and task results (Breen & Candlin, 1980). Task-based Learning incorporates the best ideas from communication language instruction to shift the traditional learning method, where students may not have learned to communicate. It establishes a specific language use objective and provides a natural language analysis context. Tasks in language classrooms are a central component of Task-based Learning because they provide a framework that stimulates learning processes and facilitates second language acquisition. Consequently, one of the factors determining the task's complexity will be the cognitive demands placed upon the learner in a task-based approach (Robinson, 2001).

The paper seeks first to review Task-based Learning literature on the concept of Task-based Learning (TBL), the characteristics and stages of TBL, teacher and student roles in Task-based Learning, and the advantages and disadvantages of Task-based Learning. It also discusses the implementation, benefits, and challenges of Task-based Learning in the Indonesian EFL context.

DISCUSSION

Definition of Task and Task-based Learning

Within the 1980s and 1990s, the term "task-based" was built up as an approach that was recognized as development in teaching as individuals got to be cognizant that the learner had to be at the center of consideration. Task-based Learning is a critical topic within the SLA area in case of advancing process-based syllabi and creating communicative tasks to increase the actual language use by learners after the introduction of CLT in the beginning 1980s and emphasizes the communication skills of learners during the past two decades (Jeon & Hahn, 2006). A task is crucial for the current Second Language Acquisition (SLA) work and language instructional method (Ellis, 2003).

The definition of the "task" has been described in many ways. Nunan (1989:10) said that task is a bit of classroom research involving the students to comprehend, manipulate, and interact in the target language whereas focusing their consideration more on meanings than on forms. Skehan (1998: 95) explains the characteristics of a task as (a) the purpose is essential; there are a few communication issues to be solved; (b) there are a few kinds of relationship to connect the activities in the real-life; (c) the completion of tasks has a few significance, and (d) the evaluation of task is results-oriented. Willis (1996:53) describes the task as a goal-oriented project where the students use language to realize a particular outcome. While Ellis (2003:4) says, an assignment is basically to center on the useful setting. The effect is plain, non-linguistic.

Harmer (1998: 71) said Task-based Learning puts the focus of learning on the progress of specific tasks. Task-based Learning is an approach aimed at encouraging students to act at their speed and for processing and reorganizing their inter-language within their degree and field of interest. Meanwhile, Richards and Rodgers (2001: 223) identify Task-based Learning as an approach that focused on using tasks as the center planning units and language teaching. TBL is a framework for language teaching that concentrated on the students' allocated tasks. It is the focal point of language teaching activities that tasks are given. Generally, Students' tasks can be assumed to be TBL's basic principles. For this situation, however, the students' task toward the beginning of the material/meeting turns into this approach's sign. When a new type of material is given, the teacher can create a great deal of elaboration from various interactions that teachers sometimes insert an idea in the students' minds. In TBL, students will be expected to get a handle on the information to be transmitted initially in any case. Afterward, the teacher's draft will be restricted to false or true conclusions or maybe pure improvement. This approach will more enhance the role of teachers as supervisors.

From the definitions above, it could be inferred that Task-based Learning is an approach that expects students to execute the task and utilize the task as the basis of unit preparation, preparing and executing practical activities that are essential to the learning process. Task-based Learning promotes the role of tasks as a significant element of the language classroom, as it gives a superior explanation for initiating learner acquisition processes and encouraging foreign language learning. Hence, TBL depends on a language learning theory rather than a language structure theory.

The objective of Task-based Learning is to enhance the activities of language students rather than the activities of teachers. It is up to the teacher to perform various tasks that help learners experience the target language spontaneously, individually, and initially (Willis, 1996: 25). Each task will give students new personal knowledge of the target language, and at this point, the teacher plays a significant role. The teacher must be responsible for the awareness-raising process that must be followed by the experimental task.

Simple pair work and group work are frequently used in Task-based Learning to promote student engagement and collaboration. Even more formal cooperative learning models can be used in Task-based Learning. Task-based Learning applies to all levels of language ability, but the activity's essence varies from level to level. Another essential feature of Task-based Learning is that it is not intended to dictate or control the learners' language forms. However, as they talk, learners will make some mistakes, but they must see their mistakes as a nominal part of learning. Learners must feel free to experiment for themselves and risk-taking with the target language. Therefore, the teacher should encourage them not to say anything but to take the risk of doing something wrong.

Characteristics of Task-based Learning

According to Swan (2005), there are some characteristics of Task-based Learning. *First*, real-world language. Task-based Learning (TBL) is a teaching approach that fundamentally handles language as a communication device instead of a study or subject. TBL relies on real-world language use. It underscores the activities of the real world. It means that TBL concentrates on communication and interaction between the students who perform the task at the correct time using the appropriate language. Task-based Learning also offers students chances to talk in the target language and also the opportunity to rehearse the language before using it outside the classroom in a real circumstance. *Second*, learner-centered. TBL allows the teaching-learning cycle to be more learner-centered. The teacher opens up the possibility for the students to

prepare and track their own learning by utilizing task as the essential unit of learning. It is up to the teacher to create and give various tasks that will allow the students to practice the foreign language naturally, independently, and originally. *Third*, focus on meaning. Task-based Learning is an approach that emphasizes on meaning rather than form. That is, instead of doing discrete form-based exercises, students perform a group of communication tasks. Students are encouraged to convey their thoughts on the lesson's theme, both orally and written. Such ideas should be the basis of a meaning analysis from a communication operation. *Last*, completion of the task. Task-based Learning lets students complete a task. The emphasis of the classroom activities is the task. Language is the tool that students use to achieve to accomplish the task. The task is an activity that uses language to get a specific result.

Besides, Nunan (2004) proposes the following Task-based Learning principles: (a) scaffolding: students should get support from the lessons and materials, (b) task chains: every activity and task will build on the previous task, (c) recycling: the language recycling will maximize the learning opportunities, (d) organic learning: language skills gradually "grow.", (e) active learning: students learn best through the constructive use of the language they are using, (f) integration: the teachers will explain the grammatical structure and how to the fabric for communication purposes, (g) reflection: students should have the ability to reflect on what they know and how well they do, and (h) copying to creation: students should not only learn and practice what was written for them, but they should also be able to use their imagination and creativity to solve real-world problems.

Stages of Task-based Learning

Task-based Learning provides teachers an alternate teaching approach. The teacher does not describe which language to study in a task-based lesson. The lesson is based on a specific task being performed. The language being learned is decided at the same time because the students accomplish the task. Frost (2004) reveals the following stages:

Pre-task. Teachers start the topic and provide detailed guidance to the students about what to do at the task level, and may support the students to remember some vocabulary that may help do the task. The pre-task stage can involve playing a video of people doing the task. It offers students a detailed outline of what to expect. The students should set aside notes and require the effort to plan for the task. Ellis (2006) notes that the initial step is to pre-task the different activities that teachers and students may conduct before beginning the task. The pre-task method aims to train students to fulfill the task of promoting learning.

Task. Students do a task in pairs or groups while the teacher supervises and provide guidance. The second steps include a conversational lecture, mainly in nature, and offers opportunities for risk-taking students. The next step in this phase involves common expectations and successful scaffolding for the learners' communication activities.

Planning. Students formulate an oral or written report to explain what occurred in their task. Instead, in their classes, they practice what they would say. Meanwhile, the teacher is available to ask students for recommendations to clarify their language issues.

Report. Students present orally or read the written report back to class. The teachers choose the order of when the students should present their reports and may provide some immediate feedback about the material to the students. The teachers can also play a recording at this point in performing the same activity to compare the students. This process has some pedagogical objectives, such as providing consistent task results, promoting reflection on how the task was done, and finally promoting disturbing ways in the learner's task.

Analysis. Teacher points out the important components of the recording text for review by the students. They can be asked to note fascinating characteristics in this text. The teacher may also illustrate the vocabulary used for the student's interpretation during the study process.

Practice. Teacher chooses language fields to learn depending on the students' needs and what resulted from the phases of the challenge and study. Students then conduct activities to boost their self-confidence and valuable language notes.

Teacher and Students Roles in Task-based Learning

Richards and Rodgers (2001) suggest that the creation of classroom interaction is the responsibility of both teachers and students in Task-based Learning. Within a Task-based Learning, teachers and students' positions change as collaborative research TBL approaches learning and teaching. Through Task-based Learning, students and teachers have specific responsibilities. Richards and Rogers (2001) discuss the teachers and the student's roles in Task-based Learning, while far from being comprehensive.

Three main roles should be played by teachers implementing Task-based Learning in the foreign language classroom. First, selector and sequencer of tasks. Teachers have an important function in choosing, chancing, and making tasks and afterward shaping them according to students' needs, interests, and language skills. Second, getting ready students for tasks. Some pre-task preparation is significant for students. Such preparing activities can include introducing subjects, explaining task directions, helping students learn or remembering valuable words and phrases to promote the task easy to complete, and fractional presentation of the task process. Last, awareness-raising. The teacher utilizes a combination of shape-focusing strategies that incorporate care-focusing pre-task practices, the review of the provided text, controlled access to parallel tasks, and the utilization of featured materials.

While students in the foreign language classroom who incorporate Task-based Learning will play three key roles. The first role is as a participant group. Students perform several duties in pairs or small groups. For students who are increasingly acclimated with full-class activities and/or individual work, pair or group work can need some adjustment. The second role is a monitor. The tasks used in Task-based Learning are to promote learning. Classroom activities will help students learn how to use communication language. Students must "attend" the message in task work, yet in addition how normally such messages are stuffed. The last role is as a taker and innovator. Several tasks allow students to generate and interpret messages lacking complete linguistic resources and previous experience. The purpose of these tasks is said to be this. Students will need to acquire the abilities to guess from linguistic and contextual hints, ask for clarity, and communicate with other students.

Advantages and Disadvantages of Task-based Learning

Some experts have suggested some of the advantages of Task-based Learning, so the teachers can use them to enforce it. Firstly, Task-based Learning offers a clear setting for the use of language. The ordinary meaning can be achieved by providing a variety of tasks to the students. Hence the students directly study the language. The students must work together to complete the assignment assigned to the instructor. In a natural context, students have many opportunities to learn a language (Larsen, 2000:144). Second, Task-based Learning is student-centered. The teacher should only present the word in pre-task according to the teaching procedures in TBL. In the work cycle and language orientation, students may then use their language. It leads the students to become active learners.

Nevertheless, they track the students even while they do the job (Willis, 2006). Thirdly, the students participate in Task-based Learning. Therefore they are more likely to be associated with learning the target language (Willis, 2006). The teacher may use them as guides to choose Task-based Learning to teach English according to some of the advantages listed above.

In addition to some advantages, Task-based Learning also has weaknesses or disadvantages. Because there are many learning activities using Task-based Learning, students also spend plenty of time. The teacher would say this if they are going to apply Task-based Learning. Another disadvantage is that the teacher should clarify the task at the pre-task stage, so he or she has limited time to use the language or provide a role model.

Implementation of Task-based Learning in Teaching English in Indonesian

Several kinds of research have been conducted in Indonesia on Task-based Learning. These studies primarily analyzed the application of TBL on a tertiary level and in public school classrooms. They highlighted the factors that restricted TBL's introduction in classes, including the confidence of teachers and other contextual factors in Indonesia, such as the English exams program, availability of resources, students' different needs, and language skills levels.

Hutagulung (2004) performed the first empirical analysis. In her work, she used a descriptive qualitative design. It was also announced that Task-based Learning implementation runs effectively and adequately to Junior High School at the first-grade level. It shows that Task-based Learning is being introduced in Indonesia in many English classrooms. The English teacher of SMP Negeri 28 Surabaya is one of the teachers who introduce Task-based Learning. Wisnu researched in 2006. A vocational high school in Cimahi, West Java, undertook this research. It attempted to see the potential application in a local context of Task-based Learning in teaching speaking. This research also attempted to evaluate factors leading to the instruction implementation and clarify the importance of using qualitative data in exploring TBL implementation. It was stated in this study that TBL may be applied when the instructor (1) adjusts different task cycles; (2) prolongs other task cycles; and (3) adopts specific language teaching methodologies in the TBI setting.

The next research is carried out in SMAN 5 Bandarlampung by Desmayenni (2012). This research aimed to find out whether Task-based Learning (TBL) increases students' participation during the process of teaching and learning and the descriptive writing ability of students at SMAN 5 Bandarlampung's first-year students. The qualitative data was used by questionnaire and observation sheet to see students' involvement during the learning process. Meanwhile, quantitative data was used to know the students' ability to write descriptive text as the learning tool through the score of students. The first-year Action Research (CAR) was done in two stages. Ideally, if the teacher is actively engaged in the teaching-learning process with at least 75 percent of students and 75 percent of students, the indicators of this research success will earn 70 or more or better. It can be said that during the teaching-learning process, TBL will increase students' participation and the descriptive text writing skills of students.

The next study was conducted by Zahro (2005). The study's research question is "How can Task-based Learning enhance reading understanding of students at IBB 10th at the SMA Muhammadiyah 2 Gentengteaching-learning year 2014/2015?". And the research question aims to see how Task-based Learning can increase the understanding of reading among students. Task-based Learning has been applied in small groups or pairs in teaching and learning, 69,4 percent (20 students) in cycle 1, and 88 percent (26 students) in cycle 2. Task-based Learning has improved student comprehension in two cycles from the average student ratings (61.3) in cycle 1 to (72) in cycle 2. Based on the research findings, task-based education

will help enhance students' understanding of reading in the SMA Muhammadiyah 2 Genteng academic year 2014-2015.

Besides, a study was performed by Simamora (2018). In this work, the researcher used quantitative research methods because TBLT will enhance the student's ability to write a descriptive text. The study was designed in two groups before the post-test phase. Besides, the results indicated that there are significant differences between the pre- and post-test approaches and that the student writing ability was developed efficiently. The results from the research show that t-value was 6,441; the t-table is at least 2,145 and $0,00 < 0,05$. The null hypothesis is therefore dismissed for the experiment, and the test hypothesis is accepted. In short, TBLT can enhance the student's writing ability.

Task-based Learning is also explored through listening skills. A study was carried out by Arnoi (2018). The study aimed to determine the effect on the listening output of the first grade of SMA Al-Kautsar Bandar Lampung of the Task-Based Language Teaching (TBLT). This research was carried out using a quantitative methodology using a single pre-test design. Research findings found that there has been a statistically significant improvement in the listening performance of students at first-grade SMA Al-Kautsar Bandar Lampung with a sense level of 0.05 after being educated in Task-based Language Teaching (TBLT). The statistical result has shown that the t-value (9.523) was higher than the t-table (2.045), and the meaning value (0.00) was lower than (0.05). From the above findings, it may be inferred that TBLT has a positive influence on students' listening performance.

These studies indicate that TBL, given its positive effect, primarily has on schools in Indonesia's teaching and learning sense of foreign languages. The research discussed in this article thus contributes to TBL literature in Indonesian contexts.

Benefits of Task-based Learning in Teaching English in Indonesian

Task-based Learning provides many benefits as it is communication-based, allowing previously acquired information to be passed to current communicative contexts (Nunan, 2004). It aims to engage learners in practical language usage (Ellis, 2009).

Task-based Learning makes students connect precipitously

The students are allowed to use any vocabulary and grammar they learn. For example, a role-play needs the student openly uses words. It allows students to evaluate their vocabulary. It additionally allows students to learn and benefit from certain words, thereby increasing their trust level. The cognitive ability and communication skills of the learners are established in the course of a task. Students' attention is based on problem-solving rather than on individual language systems. It inspires more motivated students.

Automaticity

Automation for language learning is intended to improve efficiency, accuracy, and stability. (Rider I. et al, 2007). It is additionally recommended that automaticity is almost indigenous. Research into cognitive psychology and acquisition of a second language indicates that automaticity is accomplished in an authentic communication situation using creative language rules (Rider et al, 2007). Learning based on assignments makes ready for automaticity. Cognitive language theories recommend that real-life learning situations are useful for automatic language knowledge (Ellis, 2009).

Task-based learning allows language learners to master vocabulary

In general, teachers are responsible for teaching, and students do not participate. Words that are taught are quickly forgotten, and when the teacher considers creativity to involve students in the pre-task, it's beneficial to students. The alternatives suggested to increase vocabulary include predicting title- or subject-related terms and creating terms in a web word through brainstorm, cooperative dictionary search, and matching words with a meaning list (Newton, 2001). In the course of the assignment, it is found that a glossary allows the learner to acquire vocabulary, so these words are not preserved, but words extracted from active processing have been learned better (Newton, 2001). A better interactive glossary is helpful than a standard glossary. Interactive glossary is the place where students communicate. The instructor must make additional efforts to create an engaging glossary. It is also worth encouraging students to negotiate new definitions rather than relying on external sources. While the issue of vocabulary quality acquired through group work persists, learners make impressive progress. Vocabulary preparation is also said to occur naturally when students participate in collective task-based experiences. Completing the task if students are motivated to document new terms and rewrite them and if the original words are evaluated in various meanings and ways to boost their language comprehension. The teacher must guarantee that students can meet and investigate new vocabulary without direct teachers' assistance through training and use this vocabulary to accomplish significant task objectives (Newton, 2001).

Encouragement of knowledge and language resources

Task-based Learning forces students to utilize language in an engaged and community way. Students can discuss it turns to talk and also evaluate diverse correspondence methodologies. Task-based Learning makes conditions that naturally improve language learning. It gets ready for students to utilize their language in the real world.

Maximizes the communication scope.

Task-based Learning offers students the conditions to acclimatize what they feel and comprehend when carrying out the task. By completing the challenge, students buy new language items and use the language they have recently purchased. Tasks empower students to learn and acclimatize language components they effectively perceive and comprehend. They allow students to create their recently gained knowledge into new communications contexts creatively. They involve students in purposeful communication and provide students with opportunities to test diverse communication methods and equip them with vocabulary for their public use.

Experiential learning.

Experiential learning will build a critical conceptual foundation for Task-based Learning. The imminent personal knowledge of the students is the starting point for this approach. Intellectual development is claimed as students take part and focus on the task sequences. Active participation is viewed as fundamental to this approach; therefore, it centers on learners. This goes against the method of transmitting information in which the students passively gain teacher awareness. Experiential learning has different origins in various fields. Psychologist David Kolbe has brought together multiple aspects of social psychology, humanist education, developmental education, and cognitive theory (Nunan, 2004).

Problems of Implementing Task-based Learning in Teaching English in Indonesia

While Task-based Learning can lead to effective teaching-learning in Indonesia's EFL classroom, some school settings may still be some issues (Ismail, 2017). They are defined as follows.

Teachers with Limited Language Proficiency. When teachers want to integrate Task-based Learning in the EFL classroom, they should have sufficient language skills to guide and model student learning. Or on the other hand, they can have adequate language instruction to promote student language acquisition. Going to professional workshops or language events may help inspire teachers to develop their language skills.

Inadequate teacher training in TBL methodology. It could be an issue unless teachers are trained in Task-based Learning. In this case, teachers should follow TBL-designed textbook materials as it could be a simple route for teachers to figure out how to framework students adequately. Therefore, teachers must offer sufficient in-service training for teachers to rehearse TBL in their classrooms. Finally, teachers could join some development workshops in TBL aimed at gaining TBL professional knowledge. Teachers will feel more confident in implementing TBL in the teaching and learning process.

Traditional Examination-Based Syllabi. Numerous teachers are worried that TBL would sabotage students' opportunity of success in conventional examinations, particularly if they put more emphasis on grammar and consistency than on the ability to communicate appropriately. School tests or outer open tests are often essential motivators for students to study a language. Everything that does not directly relate to them is also considered a waste of time. If their tests do not assess oral communication, students frequently worry about the importance of oral participation.

Lack of Sufficient Resources. Resources can allude to time, location, technology tools, TBL supplementary materials, and so on. A few schools in rural areas, for instance, might not have the internet in the classroom. Therefore, teachers should consider these confinements when planning task-based lessons.

Linguistic insufficiency. Students who are beginners without linguistic resources find taking part in a challenge very challenging. It may be incredibly difficult and strenuous to continue the conversation while speaking about activities such as role-play or explaining the discrepancies learners can consider. They may not understand what the task needs and may find it difficult to be understood in the task. Students may eventually be unmotivated to do the task and will lose their self-confidence.

Various and different classes. A class of students with varying skills, styles of learning, and levels of motivation. Thus, the tasks endorsed might apply to a few students, and it might be so challenging for others, and it might be so simple for some others, and they might believe it is spending a lot of time to do the task. At the same time, it isn't easy to account for learners with specific previous knowledge levels. Students with insufficient knowledge may seem that the tasks so challenging, and high-understanding learners will find the tasks too straightforward and tedious simultaneously.

Large Class Sizes. Learning and teaching based on tasks may need some additional time to complete the tasks. In addition to big class size issues, teachers may not have sufficient opportunity to deal with each student and track their learning procedure or progress. In answer, teachers may pick and train some significant -level students. We will help other students teach, or model target skills and learn informative abilities all alone.

Class Room Condition. Suppose the classroom used in implementing Task-based Learning is too cramped (uncomfortable, overcrowded). In that case, the teachers should adjust the classroom or reduce energetic activity among the changes you need.

CONCLUSION AND SUGGESTIONS

With a view of the theoretical context and practical aspect of Task-based Learning, it appears that TBL is better than the conventional teaching approach because students are involved in the communicative classroom. The students can be shifted from passive to active using TBL implementation. Students will have the opportunity to learn a specific language with authentic materials. The language skills and communication skills of the learner will be built through task-based learning. TBL can help language students use their language skills to communicate their meaning fluently and accurately in a long-term project. Briefly, the TBL looks like a realistic approach to encouraging foreign language learning among L2 learners and improving their language skills and communication skills. It is recognized that it would be difficult and risky for teachers in a foreign language classroom to apply TBL, particularly in the secondary school context effectively. Nevertheless, its advantages could well outweigh its disadvantages.

In the background of Indonesian EFL, where there is little or no practical use of English outside the classroom, many students study English as a subject, not as a functional language, and their target is to achieve high scores in high-stakes testing. This condition seems to be incompatible with the communicative practices carried out in TBL. The pedagogical benefits of TBL are numerous: (1) helping learners to interact spontaneously, (2) leading automaticity, (3) giving language learners opportunity to learn vocabulary, (4) providing necessary conditions for language learning, (5) maximizing scope for communication, and (5) providing experiential learning.

There are also many problems in implementing TBL in the Indonesian EFL context, such as teachers with limited language proficiency, inadequate teacher training in TBL methodology, traditional examination-based Syllabi, lack of appropriate resources, linguistic deficiency, and diverse classes, large class sizes, and classroom condition. Task-based learning would be more feasible and effective if it can be modified to be a context-sensitive teaching method, teacher interests, values, and experiences align better with TBL concepts.

There are some proposed suggestions to solve the problems above. First, teachers often have to attend teacher training or workshop of teaching methods or strategies, especially Task-based Learning. Second, teachers need to develop their language proficiency. Teachers' language proficiency has an important role to improve the quality of teaching and learning outcomes. Third, teachers need to be innovative to prepare the Task-based Learning teaching process, such as syllabus, lesson plans, learning media, learning materials, and assessment. Forth, teachers are better to group students based on their English proficiency level. It is necessary to analyze the students' language proficiency before they join the class. Lastly, teachers must be able to manage the class as well as possible, particularly if they conduct task-based learning in broad and heterogeneous classes.

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TEACHERS AND STUDENTS' NET PROMOTER SCORE (NPS) ON THE CAMBRIDGE LEARNING MANAGEMENT SYSTEM (CLMS)

Emilius German 1
President University
germanexcellent@president.ac.id

Disa Evawani Lestari S.S., M.Sc2
President University
disa.silaen@president.ac.id

Abstract: Technology in Education has been widely used due to several reasons. Millennial students' characteristic, which is technology savvy, is one of them. The Covid-19 pandemic has also been leading us to use technology in managing the classroom massively. This study aims to identify teachers and students' Net Promoter Score (NPS) on the Cambridge Learning Management System (CLMS). Mixed methods and an online survey using Google platforms were used to collect both quantitative and qualitative data. Nine English lecturers and 69 university students who had used CLMS for teaching and learning English level B1 (CEFR) participated. The results show that the lecturers and students' NPS are 11 and 13, respectively. They imply that CLMS is considered good, resulting in the possibility for the users to reuse the LMS in the future. However, there is still room for improvement. Fixing technical problems is highly recommended to enhance the possibility for the user to use the installed LMS. Providing more training for teachers is also suggested.

Keywords: *Learning Management System, Reading skills, ESF Teaching and Learning.*

INTRODUCTION

One of the successful approaches to provide an effective learning process nowadays is to understand millennial students' characteristics. Based on the previous research, one of the characteristics is that they are confident because they are technologically savvy. It leads to classroom application in which variety of technology is included in teaching and assignments. The increase of E-learning or Learning management system (LMS) in higher education has been the consequences of that.

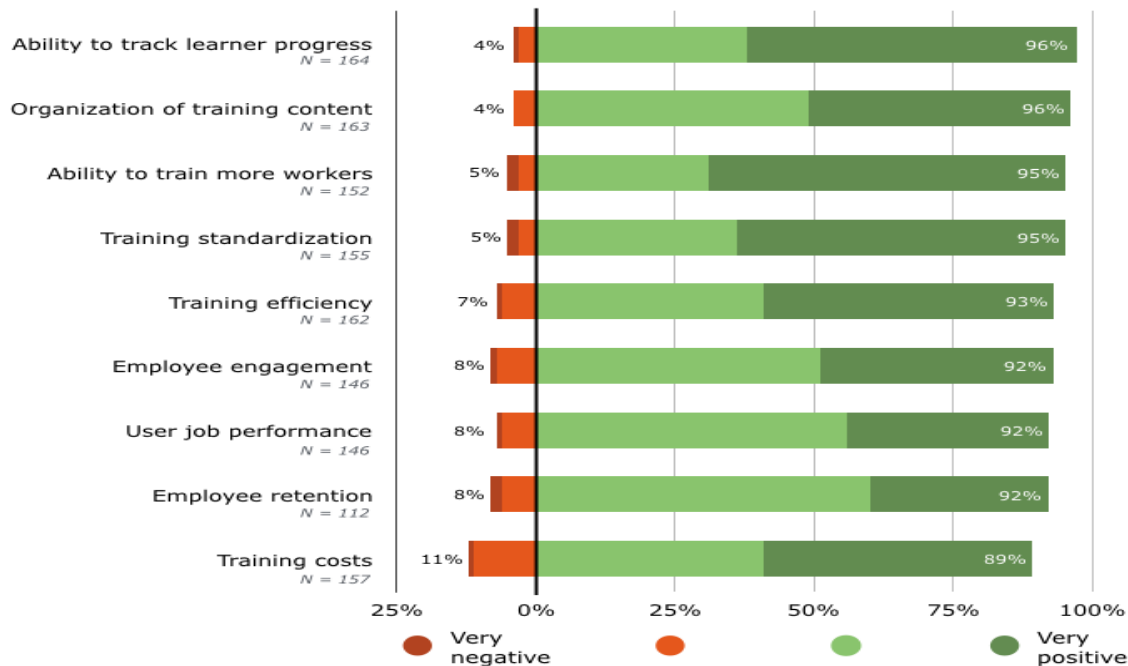
Learning Management System is an online learning platform that can be adopted by any institution to conduct online classes / training. It facilitates the learning process of users, by accessing e-learning content via any device. Rosenberg (2001) defines E-learning or LMS as the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. Nursalam (2008: 135) further points out some characteristics of E-learning. First, it utilizes electronic technology services and the advantages of computers (digital media and computer networks). It also incorporates teaching materials that are independent (self-learning materials) and then stored on a computer, so it can be accessed by lecturer and students anytime and anywhere. Finally it provides the learning schedule, curriculum, learning progress results, and matters relating to education administration can be seen at any time on the computer.

Previous research on learning management system (LMS)

Learning management system has been a trend recently. Westfall, B (2016) conducted a research and gathered 176 responses from random LMS users including 8% educational

organization within the United States. The results show that almost one hundred percent of the user respond that training content organization and their ability to track learner progress are positively influenced by LMS. Second, a web-based system is employed by more than fifty percent and almost seventy percent use a blended approach to employee training, combining instructor-led and self-administered lessons. Finally, more than fifty percent say that employee engagement, retention and job performance have been positively influenced by LMS.

The diagram below can clearly show it.



Furthermore, it is reported that “Blended learning” was found to improve students grade (Dziuban, Hartman, Moskal,2004)

The advantages of LMS

Bonk and Graham (2006) discussed the benefits of online learning which can be categorized into three aspects: First, pedagogical improvement which means they are created based on pedagogical strategies, or concepts of learning theories such as behaviourism, cognitive theory, and constructivism. Second, it has increased access and flexibility. It is Available 24 hours / day - 7 days / week, meaning that the mastery of the material depends on the enthusiasm and absorption of students, can be monitored, can be tested by e-test. Finally, it is Cost-Effectiveness which means there is no need for an instructor, no need for a minimum audience, can be anywhere, can be at any time.

Student Academic Performance in Higher Education

Student academic performance in higher education is influenced by various aspects such as socioeconomic, psychological, and environmental factors (Hijazi & Naqvi in Dhaqane & Afrah, 2016). For lecturers, students’ academic performance is one of the indicators of learning success. This allows them to evaluate not only the level of student knowledge but also the

effectiveness of their learning, including the level of student satisfaction. One effort that can be done to improve student academic performance is to create flexible learning, with the principle of learning anytime, anywhere, and through any device. This can be done with utilizing learning support platforms or applications, such as Learning Management Systems (LMS).

The Effectiveness of LMS in Improving Student Academic Performance

According to Degeng (1989), effectiveness is closely related to the level of achievement of goals. Learning outcomes can be said to be effective if the learning goals that have been set previously can be achieved properly. In this case, the use of LMS is said to be effective if proven able to improve students' academic performance. Bibi & Jati (2015) point out that using LMS can increase student motivation and understanding in A logarithm and programming subjects. It was stated that after the study there was a significant difference between the class using the blended learning model and the class using the conventional model in terms of both the motivation of learning, and the level of understanding. It is in line with what Melton, Bland, & Chopak-foss (2009) who found that the average learning outcomes and levels of student satisfaction using blended learning were higher than full face-to-face classes. Overall the level of satisfaction with blended learning is higher than traditional learning.

President University is one of the universities in Indonesia which has adopted LMS from other country to facilitate students in improving their skills in reading and writing as well as vocabulary since even semester 2019/2020 academic year. The LMS were expected to help students improve their skills in reading and vocabularies. However, there were also some problems.

Regarding the background above, the problems can be formulated below:

1. What are lecturers and student's feedback/opinion on Cambridge LMS after using it for one semester?
2. What main reasons do the students and lecturers have in supporting their answer?
3. What are the main problems do they have when using it?

RESEARCH METHODOLOGY

Design

Mixed method were employed in this study. Quantitative method was used to identify their general feedback. Meanwhile, quantitative method was used to support their responses on quantitative method.

Instruments

A questionnaire based on Net Promotor Score (NPS) was used to collect the data. It consists of closed ended questions and opened- ended questions. Closed- ended one requires the respondents to answer how likely they recommend the Cambridge LMS to their friends or colleagues and what CLMS features (Registration / Log in, Code activation, Help information, Loading speed, Ease of use and navigation, Quality of learning content, Features and

functionality) support their responses. Meanwhile, opened- ended questions require them to provide more feedback and suggestion to improve the CLMS.

Participants

The questionnaire was sent to 13 English teachers who had used the Cambridge LMS and more than 1000 students who had experienced using the LMS for one semester. 7 teachers and 69 students responded the questionnaire

Data Collection and Analysis

The questionnaire was provided through online platform, google form, and the link was sent to lecturers and students who had used it for one semester. After one month the link was closed for data collection. The quantitative data was then analyzed statistically based on NPS method. *“In order to calculate the NPS, the proportion of respondents who rated the company ≤ 6.0 (Detractors) is subtracted from the proportion of respondents who rated the company 9.0 or 10.0 (Promoters). The difference represents a company’s NPS. Respondents who rated the company 7.0 and 8.0 are called passively satisfied.”* (Korneta, 2018). In other words, Net Promoter score= %Promoters- % detractors. The result of the calculation is based on the description of this following NPS analysis

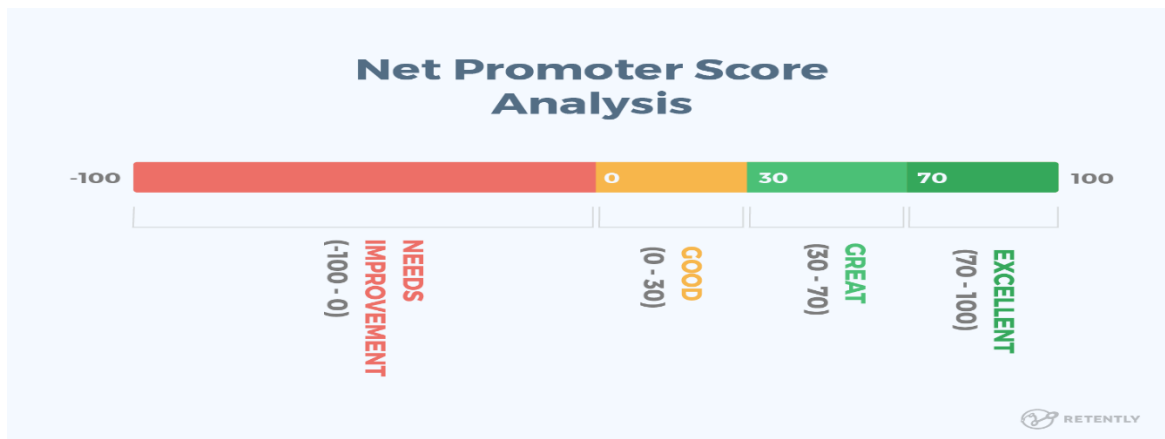


Image 1. NPS Analysis

If the NPS is between -100 and 0, it implies that the LMS needs improvement. It is considered good when the NPS is between 0-30, great when the NPS is 30-70 and excellent when the NPS is between 70 and 100. Meanwhile, qualitative data was analyzed using Nvivo software. The data was imported into Nvivo software in which it was analyzed based on the theme.

RESULT AND DISCUSSION

Teachers' NPS Score

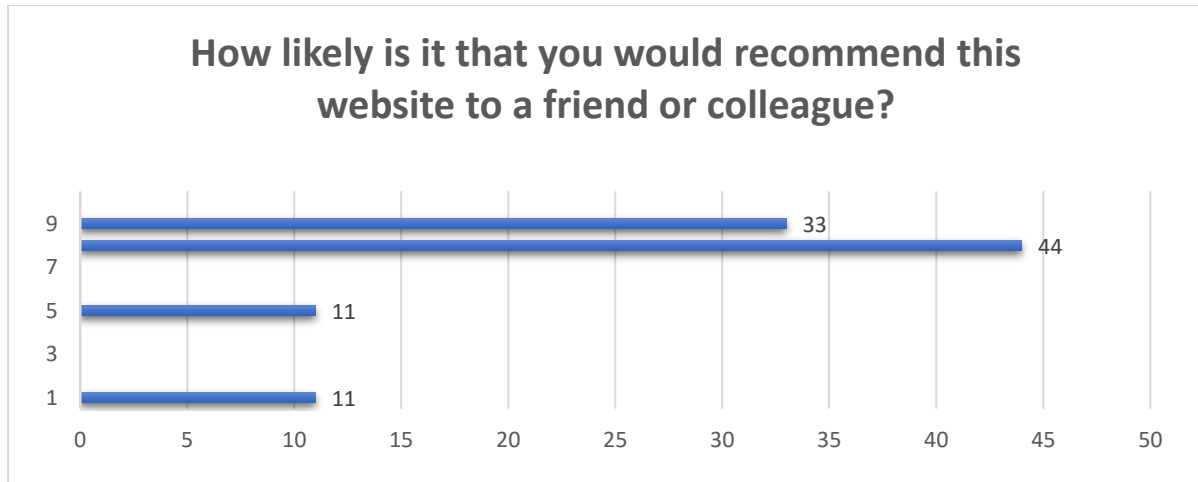


Table 1. Teachers' recommendation in percentage

The chart illustrates that the percentage of passive is the highest of all, 33 % followed by promoter, 33% while the lowest is detractors, 22%. Thus, Net Promoter Score (NPS) = %Promoters- % detractors= 33 %- 22%= 11 which means that Cambridge LMS is considered good.

Ease of use and navigation, features and functionality and the quality of learning content are the factors supporting the promoters. Quality of learning and help information are the main factors supporting passive participant. Meanwhile, registration and log in is the main leading factor for detractors.

The main problems facing the teachers who belong to passive participants is technical issues;

“Some progress of students' work weren't recorded correctly. Some students had finished answering the questions but no progress shown.

“Some students reported that they failed to answer the questions because the questions couldn't be filled”

Meanwhile detractors experienced more issues than the passive participants:

“Numerous problems with students not being able to log in, system failed to save scores for completed work thereby being penalized in their final score. Incompetence on the part of Cambridge help to resolve student issues. Some issues were not resolved in 2 months! To put it succinctly, I will never use a Cambridge product again unless someone puts a gun to my head!!!”

Students' NPS Score

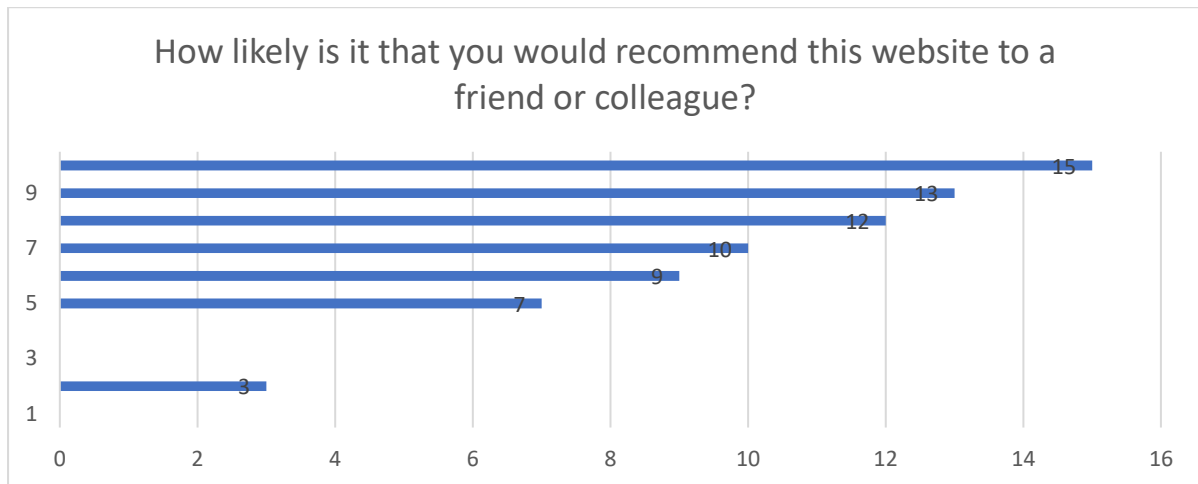


Table 1. Students' recommendation in percentage

The bar chart shows that the percentage of promoters is the highest of all, 41 % followed by passive participants, 33%, while the lowest is detractors, 28%. Thus, Net Promoter Score (NPS) = %Promoters- % detractors= 41 %- 28%= 13 which means that Cambridge LMS is considered good.



Image 2 PROMOTORS (9-10= 41%)

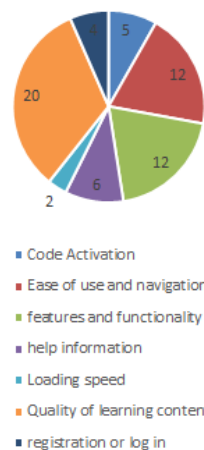


Image 2 passive (7-8= 32%)

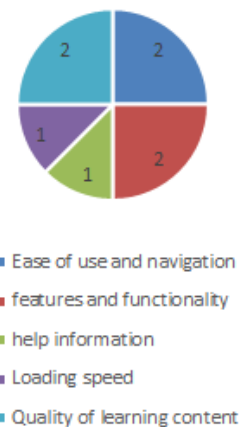


Image 3 detractors (1-6= 28%)

The pie charts above show that quality of learning, features and functionality, ease of use and navigation are leading factors for promoters and passive participants. Meanwhile features and functionality quality of learning content have led them to be detractors.

CONCLUSION AND SUGGESTION

Conclusion

The objectives of this study is to identify teachers and students' feedback on Cambridge Learning Management System. It also investigate factors supporting their responses and problems when using the LMS.

1. Teachers and students' net promotor score indicates that Cambridge LMS is good but needs much improvement to be considered great and excellent.
2. Based on teachers' perspective, ease of use and navigation, features and functionality and the quality of learning content are the factors supporting the promotors while registration and log in is the main leading factor for distractors.
3. Similar to teachers' perspective, students' perception shows that quality of learning, features and functionality, ease of use and navigation are leading factors for promotors. However, features and functionality quality of learning content have led them to be distractors.
4. The main problem facing the students are technical issues.

Suggestion

The limitation of this study is that the number of students' participants is less than 20%. Thus the future researchers are suggested to involve more participants. They are also recommended to investigate the impact of online activities on Cambridge LMS on their English skills. The result of this study suggest that the possibility for teachers and students to use the Cambridge LMS is considered low due to the existence of technical issues. Therefore, the schools are suggested to use the LMS for one class as a pilot project and make sure the providers have fixed issues found while testing before using it for all students in a school.

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A COMPARATIVE ANALYSIS BETWEEN ENGLISH AND ARABIC PHONEMIC SYSTEM IN "JUST MISSING YOU" SONG LYRICS

Nur Dina A.
Universitas PGRI Banyuwangi
nurdinaafbs16@gmail.com

Arin Inayah
Universitas PGRI Banyuwangi
arin.inayah90@gmail.com

Abstract: This research is a contrastive analysis of phonemic system between English and Arabic in “Just Missing You” song lyrics. The objectives of the research are finding similarities and differences of phonemes in song lyrics to help students learn to pronounce English with Arabic phonemes. This research focus on 24 consonant and 20 vowel phonemes in English and 28 consonant and 6 vowel phonemes in Arabic. The research method is descriptive contrastive with qualitative approach. The method design contrast the phoneme between English and Arabic in song lyrics based on the type of phonemes, they are articulatory phonetic for consonant and height, part of tongue, and shape of lips for vowel. The result of the research found the similarities between English and Arabic phonemic system in “Just missing you” song lyrics which consist of 18 consonant and 6 vowel phonemes. The differences between English and Arabic phonemic system in “Just Missing You” song lyrics consist of 8 consonants and one vowel.

Keywords: phonemic system in English, phonemic system in Arabic, song lyrics

INTRODUCTION

English is an international language. It is studied in many countries around the world including Indonesia. The primary reason for learning English is students have the ability to speak English and can access and obtain information in science, technology and international trade. Because of the reason, Sutiyono (2014: 1) said English as the first foreign language is learned as a compulsory subject from junior high school up to college. Pranowo (in Munif, 2015: 285) stated that learning language involves four skills such as listening, speaking, reading and writing.

Learning the pronunciation of language is learning the sound of language. The research of the sounds produced by human speech is called phonology. Phonemic is one part of the science, as Kridalaksana (in Setyadi, 2018: 527) the smallest unit of sound that can distinguish meaning. Each language has a number of different phonemes. These differences create problems for students in learning foreign languages.

Students were still very difficult to pronounce words in English. Even though, the word is in the simplest words. There are two reasons they difficult to pronounce words in English. The first reason is each letter in English has different pronunciation. The second, there are several sounds in English don't exist in Indonesian. The word "thanks", for instance, the phoneme / th / in "thanks" does not exist in the sounds of Indonesian. Because of this reason, many students said the word "thanks" incorrectly. They equate the sound with the

phoneme / t / so that it is pronounced "tengs". The researcher found phoneme / th / sound similarities in Arabic. Therefore, all students in Islamic school are Moslem and they are more familiar with the letter and sound of Arabic so it can be a bridge for students learning English. The more they experience phonemic sound similarities are found between English and Arabic phonemic, students find a lot of convenience in learning English pronunciation.

To know the similarities and differences of phonemic in those languages, the researcher focuses this research on comparing phonemes. A comparative analysis is a way of comparing between two languages to find out the similarities and differences of languages. To simplify the understanding of this research, the researcher used song lyrics "*Hanya Rindu*" from Andmesh which had been covered by Emma in English be "Just Missing You" and Syed in Arabic version. Researchers chose this song because the song is very emotional and has a very deep moral message, so this song is famous song in Indonesia and another country.

Phonemic System in English

The number of English phonemes varies from one variety to another. Bizzocchi (2017: 34) explained in British (BrE) language has 24 consonants, two semivowels, and 20 vowels. In American varieties (AmE), 15 to 19 vowels are usually considered. From this data shows that consonants are the foundation that has been approved by experts, while the amount of vowels is based on the interpretations of researchers.

It is generally agreed that there are about 44 phonemes in English with some variations accent and articulation. The phonemes are include / p /, / b /, / t /, / d /, / k /, / g /, / m /, / n /, / ŋ /, / l /, / r /, / f /, / v /, / θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / w /, / j /, / iː /, / ɪ /, / e /, / æ /, / ɑː /, / ɒ /, / ɔː /, / ʊ /, / uː /, / ʌ /, / ɜː /, / ə /, / eɪ /, / aɪ /, / əʊ /, / aʊ /, / ɔɪ /, / ɪə /, / eə /, and / ʊə /. The English phonemes are shown using 26 single alphabet letters or combination another. Those alphabet are a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, and z.

In English, there are two types of phonemes. They are segmental phonemes and supra-segmental phonemes. According to Nurhadi (in Suryatiningsih, 2015: 4), segmental phonemes consist of consonants and vowels, including diphthongs, whereas supra-segmental phonemes consist of stress, pitch, open transitions, and clause terminals are indicated in words or sentences. In this study, researchers focused on describing segmental phonemes.

Phonemic System in Arabic (فونولوجيا)

Phonemic system in Arabic is a study of sounds or phonemes in Arabic. Phonemes in Arabic are divided into vowels and consonants. The number of phonemes is contained dissent. Ali al-Khūli (in Khitam, 2015: 150) stated that the total number of Arabic phonemes is 34, consist of 28 consonant phonemes and 6 vowel phonemes. Shariq (2015: 147) defined, there are 28 consonant phonemes and 6 vowel phonemes consist of 3 short vowel sounds and 3 long vowel sounds. From the opinions, it can be concluded that the number of vowel phonemes is 6 and the number of phonemes 28 consonants.

The 28 consonant phonemes are أ, ب, ت, ث, ج, ح, خ, د, ذ, ر, ز, س, ش, ص, ض, ط, ظ, ف, غ, ق, ك, ل, م, ن, ه, و, ي. While the vowel phonemes involve "harakat" in Arabic, both long and short, they are short fathah / a /, long fathah / ā /, short dhammah / u /, long dhammah / ū /, short kasrah / i /, and long kasrah / ī /.

According to Nasution (2017: 93) in his book entitled “*Pengantar Linguistik Bahasa Arab*”, identification of phoneme is the process of knowing phonemes in a sound. This process is done with looking for a language unit (a word) that contains sounds, and then compare it with other similar language units with the first language unit. If both are different meaning, it can be determined that the sound is a phoneme.

In Arabic, for example, there is the word /فاتر/ which means ‘which is lukewarm’ and the word /فاطر/ which means ‘who created’. Both have a similar sound. The difference between the two is only between the sound /ت/ in the first word and the sound /ط/ in the second word. Second difference sound turns out to be able to distinguish meaning. Therefore, in Arabic, /ت/ and /ط/ are phonemes, because it functions in distinguishing meaning.

In phonemic, phonemes are classified into two, namely segmental and supra segmental phonemes. According to Kridalaksana (in Nasution, 2017), definition of segmental phonemes is consonants and vowels in phonology. While supra segmental is the arrangement of sounds can distinguish the meaning of a word in another.

RESEARCH METHODOLOGY

This research is descriptive qualitative research. Since the aim of this research was to analyze the similarities and differences of phonemic system between English and Arabic in "Just Missing You" song lyrics, the research used descriptive and comparative study. The data examined were song lyrics from Andmesh Kamaleng entitled “*Hanya Rindu*” which had been translated in English by Emma Heesters and Arabic by Syed Salahuddin. In order to collecting the data, the researcher uses three steps, they are: downloading, checking pronunciations, and listening. The researcher used three components in data analysis of Miles and Huberman (Sugiyono, 2016: 246), they are: data reduction, data display, and drawing conclusion.

RESULT AND DISCUSSION

Result

The analyzing of the consonant and vowel phonemes in song lyrics entitled "Just Missing You" sung by Emma Heesters in English version and by Syed Salahuddin in Arabic version, the researcher used comparative descriptive method. Here are the findings of the research:

When I am by myself Looking at photos and videos That we took I've been keeping them for so long And with my broken heart I see all the pictures of myself Living life without you just feels so wrong	أَحْبَبْتُ يَا مَنْ إِلَيْهَا أَهْدِي كَلِمَاتِي أَطَالَ فِي عَمْرِهَا يَا رَبَّ الْعَالَمِينَ لَوْ جُمِعَتْ أَيَّامُ عُمْرِي مِنْ فَرْحٍ مَا تُسَاوِي لَحْظَةً مِنْ وَقْتِي مَعَكَ أَنْتَ الْحُبُّ وَالْجَنَّةُ تَحْتَ قَدَمَيْكَ لَا تَوُمُّ الْقُلُوبُ إِلَّا إِلَيْكَ خَفَقَ الرُّوحُ لَنْ يَجْزِي عَيْبَرًا فَاحَ بَعْطَانِكَ اللَّهُمَّ أَعِنِّي عَلَى الْإِحْسَانِ إِلَيْهَا
---	--

I want you to be here with me
I know it sounds crazy
I miss your laugh and
I miss everything
We used to be
And even if it is just for a while
Then God please give us the time
I can't deal with the reality
There's nothing left that I can do
Cause my heart is just missing you

I tried everything
Every way I could forget you
Just so I can live my life without you,
oh
Nothing is the same
It's hard for me
To erase all of the memories I have
with you

It's your smile that I miss from you

لِلْأُمِّي الْحَبِيبَةِ
صَبَّاحُ الْخَيْرِ يَا كُلَّ الْخَيْرِ
فَأَنْتِ فَقَطْ تَسْتَحِقِّينَهَا
أُمِّي الْحَبِيبَةِ
يَا بَحْرِي وَشَمْسِي
أَنَا أحتاجُكَ دَوْمًا يَا أُمِّي
رَبِّي أَبْعَدَ عَن أُمِّي مَتَاعِبَ الدُّنْيَا
وَلَا تَذُقْهَا طَعْمَ الْأَلَمِ يَا شَافِي
وَلَا دُمُوعَ الْحَزَنِ أَسْعِدْهَا وَاحْفَظْهَا لِي
اللَّهُمَّ أَعِنِّي عَلَى الْإِحْسَانِ إِلَيْهَا
اللَّهُمَّ أَعِنِّي عَلَى الْإِحْسَانِ إِلَيْهَا
لِلْأُمِّي الْحَبِيبَةِ - حَبِيبَتِي - يَا أُمِّي

1	-	أ	-	-	-	-	-
2	/p/	-	please	/pli:z/	-	-	-
3	/b/	ب	by	/bai/	بِعْطَانِكَ	/biʕatʕa:ik/	your gift
4	/t/	ت	took	/tok/	تُسَاوِي	/tusa:wi:/	match
5	/d/	د	deal	/di:l/	دَوْمًا	/dawmann/	always
6	/k/	ك	keeping	/'ki:.piŋ/	كَلِمَاتِي	/kalima:ti:/	my words
7	/g/	-	god	/ga:d/	-	-	-
8	/m/	م	memories	/'mem.ər.is/	مِن	/min/	from
9	/n/	ن	know	/nəʊ/	لَنْ	/lan/	will not
10	/ŋ/	-	living	/'li:v.ŋ/	-	-	-
11	/l/	ل	laugh	/la:f/	لَحْظَةً	/laħðʕah/	while
12	/r/	ر	wrong	/rɒŋ/	رَبِّ	/rabba/	God
13	/f/	ف	from	/frɒm/	فَرْحٍ	/farħin/	happiness
14	/v/	-	videos	/'vi:d.i.əʊs/	-	-	-
15	/θ/	ث	nothing	/'nʌθ.ŋ/	-	-	-
16	/ð/	ذ	without	/'wi'ðaʊt/	تَذُقْهَا	/taðaq.ha:/	feel her
17	/s/	س	missing	/'mis.ŋ/	أَسْعِدْهَا	/asʕadaha:/	please her
18	/z/	ز	crazy	/'krei.zi/	يَجْزِي	/jazzi:/	reply
19	/ʃ/	ش	-	-	شَافِي	/ʃa:fi:/	great healer
20	/z/	-	-	-	-	-	-
21	/h/	ه	heart	/ha:rt/	أَهْدِي	/ahdi:/	I dedicate
22	/tʃ/	-	pictures	/'pɪk.tʃərs/	-	-	-
23	/dʒ/	ج	just	/dʒʌst/	جُمِعَتْ	/dʒumiʕat/	collect
24	/w/	و	want	/wɒnt/	وَاحْفَظْهَا	/wahfiðʕha:/	take care of her
25	/j/	ي	your	/jɔr/	يَا	/ja:/	O

26	-	ح	-	-	فَاحٍ	/fa:ħa/	Shine
27	-	خ	-	-	خَفَقُوا	/xafqu/	Beating
28	-	ص	-	-	صَبَاحٌ	/sʕaba:ħu/	Morning
29	-	ض	-	-	-	-	-
30	-	ظ	-	-	لَحْظَةً	/lahðʕah/	While
31	-	ط	-	-	فَقَطَّ	/faqatʕ/	Only
32	-	غ	-	-	-	-	-
33	-	ع	-	-	عَبِيرًا	/ʕabi:rann/	Fragrant
34	-	ق	-	-	وَقْتِي	/waqti:/	my times
35	/ i: /	ي	even	/ 'i: .vən/	حَبِيبَتِي	/ħabi:bati:/	Beloved
36	/ ɪ /	إِ	erase	/ɪ'reis/	إِلَّا	/illa:/	Except
37	/ e /	-	every	/ 'ev.ri/	-	-	-
38	/ æ /	-	and	/ænd/	-	-	-
39	/ a: /	أَ	hard	/ħa:rd/	صَبَاحٌ	/sʕaba:ħu/	Morning
40	/ ɒ /	-	want	/wɒnt/	-	-	-
41	/ ɔ: /	-	for	/fɔ:r/	-	-	-
42	/ ʊ /	أُ	could	/kʊd/	أُمِّي	/ummi:/	my mother
43	/ u: /	أُ	do	/du:/	دُمُوعٌ	/dumu:ʕa/	Tears
44	/ ʌ /	أَ	us	/ʌs/	أَنَا	/ana:/	I
45	/ ɜ: /	-	-	-	-	-	-
46	/ ə /	-	them	/ðəm/	-	-	-
47	/ eɪ /	-	same	/seɪm/	-	-	-
48	/ aɪ /	-	my	/maɪ/	-	-	-
49	/ əʊ /	-	so	/səʊ/	-	-	-
50	/ aʊ /	-	sounds	/saʊnds/	-	-	-
51	/ ɔɪ /	-	-	-	-	-	-
52	/ ɪə /	-	here	/hɪər/	-	-	-
53	/ eə /	-	-	-	-	-	-
54	/ ʊə /	-	-	-	-	-	-

Table 1: Research finding of the analyze

The phonemes consist of 24 consonant and 20 vowel phonemes in English, and 28 consonant and 6 vowel phonemes in Arabic. Based on 24 consonant phonemes in English, the researcher found 21 consonant phonemes exist in the song lyrics consist of 16 similar consonant phonemes and 5 different consonant phonemes. There were three consonant phonemes do not exist in the song lyrics consist of two similar consonant phonemes and one different consonant phonemes. Whereas, in 20 vowel phonemes in English, the researcher found 16 vowel phonemes exist in the song lyrics consist of 6 similar vowel phonemes and 10 different vowel phonemes. There were four vowel phonemes do not exist in the song lyrics consist of four different vowel phonemes.

Based on 28 consonant phonemes in Arabic, the researcher found 24 consonant phonemes exist in the song lyrics consist of 16 similar consonant phonemes and 7 different consonant phonemes. There were four consonant phoneme do not exist in the song lyrics consist of two similar consonant phonemes and two different consonant phonemes. Whereas, in 6 vowel phonemes in Arabic, the researcher found 6 similar vowel phonemes exist in the song lyrics.

The following table is the result of the similarities and the differences phonemes between English and Arabic in “Just Missing You” song lyrics.

PHONEMES	TYPES			TOTAL			
ENGLISH	Consonant	24	21	exist	16	similar	
				not exist	3	2	similar
	Vowel	20	16	exist	6	similar	
				not exist	4	-	similar
ARABIC	Consonant	28	24	exist	16	similar	
				not exist	4	2	similar
	Vowel	6	6	exist	6	similar	

Table 2: The Similarities and the Differences Phonemes between English and Arabic in “Just Missing You” Song Lyrics

According to the table, the researcher found 16 consonant phonemes and 6 vowel phonemes that have similarities between English and Arabic in the song lyrics. The consonant phonemes were / b / as ب, / t / as ت, / d / as د, / k / as ك, / dʒ / as ج, / f / as ف, / ð / as ذ, / s / as س, / z / as ز, / h / as ه, / m / as م, / n / as ن, / l / as ل, / r / as ر, / j / as ي, and / w / as و. The vowel phonemes are / i: / as ي, / i / as ا, / a: / as آ, / u / as أُ, / u: / as أُ, and / ʌ / as َ. In addition, the researcher found a phoneme similarity between English and Arabic in the song lyrics "Just Missing You", but the phoneme was not found in the song lyrics. They are the phonemes / ʃ / and / θ /. The phoneme / ʃ / exists only in Arabic song lyrics, while / θ / exists only in English song lyrics.

In the differences of phonemic system between English and Arabic in "Just Missing You" song lyrics, the researcher found differences by dividing the phonemes into the types of phonemes in the song lyrics. The type of occurrence of the phoneme is whether or not the phoneme appears in the lyrics of the song. The first difference that the researcher found was that there were five consonant phonemes in English that did not have Arabic phonemes appearing in the lyrics of the song, including / p /, / g /, / tʃ /, / v /, and / ŋ /. There are 7 consonant phonemes in Arabic that are not owned by English phonemes that appear in the lyrics of the song, including / ع /, / خ /, / ق /, / ط /, / ح /, / ط / and / ص /. There are 10 vowel phonemes in English that are not owned by Arabic phonemes that appear in the lyrics of the song, including / e /, / æ /, / ɒ /, / ɔ: /, / ə /, / eɪ /, / aɪ /, / əʊ /, / aʊ /, and / ɪə /. Second, the differences of phonemic system between English and Arabic in the lyrics of the song "Just Missing You" is based on the absence of the phoneme in the song lyrics. There is one English consonant phonemes that are not owned by Arabic phonemes and does not exist in the song lyrics, namely / ʒ /. There are two Arabic consonant phonemes that are not owned by English phonemes and do not exist in the song lyrics, namely / غ / and / ض /. There are four English vowel phonemes that are not owned by Arabic phonemes and do not exist in the lyrics of the song, including / ɜ: /, / ɔɪ /, / eə /, and / ʊə /.

Discussion

In this section, the researcher discussed the findings of the similarities and differences in phonemes between English and Arabic in "Just Missing You" song lyrics using the descriptive comparative method. This discussion is divided into two main points. The first point is to discuss the similarities of phonemic system between English and Arabic in "Just Missing You" song lyrics. The second point is to discuss the differences of phonemic system between English and Arabic in "Just Missing You" song lyrics.

According to Yule (in Habibi, 2016: 14) in English and Nasution (2017: 80) in Arabic, the English and Arabic phonemes have similarities and differences based on the VPM label. In bilabial in place of articulation, there are phonemes / b /, / m /, / w /, and / p /. The distribution of the phoneme equation between English and Arabic in "Just Missing You" song lyrics is found in the phoneme / b / as in by / baɪ / similar with / ب / as in بِعْطَانِكَ /biʕatʕa:ik/ 'your gift'. Phoneme / m / as in memories /'mem.ər.is/ is similar with / م / as in مِنْ / min / 'from'. The phoneme / w /, as in want / wɒnt / similar with / و / as in وَاحْفَظْهَا / waħfəðʕa: / 'take care of her'. While the phoneme / p / as in please / pli:z / is only owned by the phoneme in English.

In labiodentals there are two phonemes in English including / f / and / v /. Phoneme / f / as in / frɒm / is similar to phoneme / ف / as in فَرْح / farħin / 'happiness'. For the phoneme / v /, this phoneme only belongs to the English phoneme as in the word videos /'vid.i.əʊs/.

The next place of articulation is dental. The dental phonemes are / ð / and / θ /. This phoneme belongs to the phonemes in English and Arabic. For example, the phoneme / ð / as in without / wi'ðaʊt /. Whereas in Arabic it is found in the phoneme / ذ / as in تَذْفُهَا / taðfə:ha: / 'feel her' which is where the phoneme is in the middle position of the word. Other phonemes such as the phoneme / θ / exist in the lyrics of the song nothing / nʌθ.ɪŋ/. However, this phoneme does not exist in the lyrics of the Arabic version of the song. Another example of the phoneme / θ / is similar with / ث / in Arabic is ثَاب / tsɑ:ba/ 'back'.

For the phoneme / t / as in took / tok /, / d / as in deal / di:l /, / s / as in missing /'mɪs.ɪŋ/, / z / as in crazy /'kreɪ.zi/, / l / as in laugh / la:f /, and / r / as in wrong / rɒŋ / is similar with phoneme / ت / as in تُسَاوِي / tusɑ:wɪ: / 'match', / د / as in دَوْمًا / dawmann / 'always', / س / as in اَسْعِدْهَا / asʕadaha: / 'please her', / ز / as in يَجْزِي / jazzi: / 'reply', / ل / as in لَحْظَةً / laħðʕah / 'while', / ر / as in رَبِّ / rabba / 'God'. These phonemes are alveolar consonant phonemes. However, in Arabic, alveolar is divided into three parts, namely apico-dental-alveolar / laminoalveolar, avico-alveolar, and forontoalveolar. Apico-dental-alveolar includes / ل /, / ت /, and / د /. avico-alveolar includes / ر /, / س /, and / ز /. Meanwhile, forontoalveolar in Arabic is called palate / hard palate in English. Phonemes of palate are / dʒ / as in just / dʒʌst / is similar with the phoneme / جُمِعَتْ / dʒumiʕat / 'collect', / j / as in your / jɔr / is similar with the phoneme / ي / as in يَا / ja: / 'O', and / ʃ / in English is similar with phoneme / ش / as in شَافِي / ʃɑ:fi: / 'great healer' in Arabic. However, an example of the phoneme / ʃ / in English does not exist in the "Just Missing You" song lyrics in the English version. Another example of the phoneme / ʃ / in English is sure / ʃʊr /. Other phonemes of palate are the phoneme / tʃ / and / ʒ /. This phoneme is only owned by English. Examples of words from the phoneme / tʃ / in the song lyrics are pictures /'pɪk.tʃərs/ while the phoneme / ʒ / does not appear in the song lyrics. Another example of the phoneme / ʒ / is treasure /'treʒ.ər/ where it is in the middle of the word.

The next consonant phonemes similarity is / k /. Phoneme / k / is called the velar or dorso-velar phoneme in Arabic. For instance, the phoneme / k / in song lyrics is keeping /'ki:pɪŋ/ is similar to the phoneme / ك / as in كَلِمَاتِي / kalima:ti / 'my words'. Both are consonant phonemes that are in initial position. The other phonemes for velars are / g / as in God / ga:d / and / ŋ / as in living /'lɪv.ɪŋ/. However, those phonemes do not exist in Arabic. Those phonemes belong only to English. Meanwhile, other phonemes such as / خ / as in خَفَقُ / xafqu / beating and / ع / as in عَيْبَرًا / ʿabi: rann / 'fragrant' are velars from Arabic which are not owned by English phonemes.

In glottal, there is a phoneme which has similarities between English and Arabic. It is the phoneme / h / as in heart / ha:rt / is similar with / هـ / as in أَهْدِي / ahdi: / 'I dedicate' which is where the phoneme appears in the middle of the position. This phoneme is different from the phoneme / ح / as in فَاحٍ / fa: ha / 'shine'. This is because the phoneme / ح / is a consonant phonemes produced by bringing the root of the tongue closer to the wall of esophagus, but not the touch. These phonemes are called root-pharyngeals. This phoneme is only owned by phonemes in Arabic.

The last consonant is dorso-uvulars. The distribution of this phoneme is / ق / . This phoneme belongs to Arabic phonemes. An example of this phoneme in song lyrics is وَقْتِي / waqti: / 'my times' where this phoneme appears in the middle position of the word.

On the other hand, in vowel phonemes is supported by the theory of Nasution (2017: 78) and Roach (2009: 15) which states that English and Arabic vowel phonemes have similarities and differences. The similarities are those languages have short and long vowels. The short phonemes are phoneme / ʌ / as in us /ʌs/ is similar with َ (fathah) as in أَنَا /ana:/ 'I', phoneme / ɪ / as in erase /ɪ'reis/ is similar with ِ (kasroh) as in إِلَّا /illa:/ 'except' and phoneme / ʊ / could /kʊd/ is similar with ُ (dhammah) as in أُمِّي /ummi:/ 'my mother'

For similarities between English and Arabic long vowels in "Just Missing You" song lyrics including phoneme / ɑ: / as in hard /ha:rd/ is similar with َ as in صَبَاحٌ /sʌba:hu/ 'morning', phoneme / i: / as in even /'i:vən/ is similar with ي as in حَبِيبَتِي /habi:bat:i/ 'beloved' and phoneme / u: / as in do /du:/ is similar with ُو as in دُمُوعٌ /dumu:ʕa/ 'tears'.

In addition, other long vowel in English that are not owned by Arabic are / ɔ: / as in for /fɔ:r/ and / ɜ: / . The phoneme / ɜ: / does not appear in the song lyrics. So another example of this phoneme is world / wɜ:ld /.

For the differences of short vowel phonemes between English and Arabic are phonemes / e / as in every /'ev.ri/, / ɒ / as in want /wɒnt/, / æ / as in and /ænd/, and / ə / as in them /ðəm/. In diphthongs, there are / eɪ / as in same /seɪm/, / aɪ / as in my /maɪ/, / əʊ / as in so /səʊ/ , / aʊ / as in sounds /saʊnds/, / ɪə / as in here /hɪər/. Other diphthongs are not exist in the song lyrics. Other example of those diphthongs are / ɔɪ / as in boy /bɔɪ/, / eə / as in wear /weər/, and / ʊə / as in cure /kjʊər/.

Based on the statements that have been discussed above, there are consonants and vowel phonemes have similarities and differences between English and Arabic.

CONCLUSION AND SUGGESTION

Conclusion

There are 16 consonant phonemes that have similarities in English and Arabic song lyrics. Those phonemes include / b / as ب, / t / as ث, / d / as د, / k / as ك, / dʒ / as ج, / f / as ف, / ð / as ذ, / s / as س, / z / as ز, / h / as ه, / m / as م, / n / as ن, / l / as ل, / r / as ر, / j / as ي, and / w / as و. There are 6 vowel phonemes that have similarities between English and Arabic song lyrics. The phonemes include / i: / as يي, / ɪ / as ِ, / a: / as آ, / ʊ / as ُ, / u: / as ُو, and / ʌ / as َ.

There are 14 consonant phonemes and 10 vowel phonemes that have differences in English and Arabic song lyrics. 6 phonemes in English consist of / p /, / g /, / tʃ /, / v /, / θ /, and / ŋ / do not exist in Arabic song lyrics. 8 phonemes in Arabic consist of / /, / ظ /, / ح /, / ط /, / خ /, / ق /, / ش /, / ع /, and / ص / do not exist in English song lyrics. 10 vowel phonemes in English consist of / e /, / æ /, / ɒ /, / ɔ: /, / ə /, / eɪ /, / aɪ /, / əʊ /, / aʊ /, and / ɪə / do not exist in Arabic song lyrics.

Suggestion

Based on the results of the research, the similarities and the differences phonemic system between English and Arabic in “Just Missing You” song lyrics has been described. The researcher really hopes that the results of this research can be beneficial for readers and future researchers. Moreover, the researcher wants to contribute by providing some suggestions to readers and future researchers.

The first suggestion is for readers especially English teachers in Islamic schools, the similarities found in both English and Arabic phonemes can be used as alternative learning resources in English pronunciation through songs. Besides, the differences between English and Arabic can also be analyzed by English teachers as English learning pronunciation.

Furthermore, the researcher hopes this research will become a contribution for future researchers to be able to upgrade this research. Since researcher knows that this research is still imperfect. Therefore, the future researchers are expected to find other media such as novel, podcast, or poem that can provide more complete description includes English and Arabic phonemes. In addition, the future researchers are expected to analyze between Arabic vowel phonemes such as / aw / and / aj / and English vowel phonemes / aʊ / and / aɪ /.

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STUDENTS' CHALLENGES IN LITERATURE COURSES ONLINE LEARNING: STUDENTS' PERCEPTIONS CASE STUDY

I.G.A. Lokita Purnamika Utami
Universitas Pendidikan Ganesha
lokita.purnamika@undiksha.ac.id

Putu Eka Dambayana Suputra
Universitas Pendidikan Ganesha
ekadambayana@gmail.com

Ida Ayu Gede Juliana Dewi
Universitas Pendidikan Ganesha
dayuana.da@gmail.com

Corresponding Author:
I.G.A. Lokita Purnamika Utami
lokita.purnamika@undiksha.ac.id

Abstract: This research aimed at investigating the challenges encountered by the students when utilizing Undiksha Moodle E-learning in online learning of literature courses. The research used embedded mixed method case study with qualitative dominant in collecting the data. The research subjects were students of English Language Education (ELE) who learned Literature courses by using Undiksha Moodle E-Learning platform. Questionnaire and semi-structured interview guide were used by the researcher as the instruments. The result of this study shows that there were 5 challenges encountered by the students in operating Undiksha Moodle E-learning platform which could be categorized into two namely internal and external challenges. The internal challenges were the absence of some features such as video conference feature, assignment pop-up reminder feature, the occurrence of server crash and the external challenges was the inequality of internet connection quality.

Keywords: *perceptions, challenges, undiksha moodle e-learning, literature learning process*

INTRODUCTION

Electronic learning or e-learning provides certain access or opportunities for the students to learn. E-learning integrates text, audio and video, and provides a means for both real-time communication and asynchronous interaction, Mason (1998). Students learn through many ways (discussion, reading, watching, exploring, research, communication, interaction, collaboration, and learning by sharing) Mason (1998). E-learning has advantageous and disadvantageous as well. The advantageous are e-learning can support distance learning and provide many learning opportunities, meanwhile the disadvantageous are creating an objective assessment and also lack of practice (Holmes & Gardner, 2006). Regarding Mason's as well as Holmes and Gardner's statement, e-learning provides certain opportunities in learning which cannot be separated from the advantageous and disadvantageous in its use that will affects students' perception. McDonald (2012) defines perception is the way of each individual to see the world and involve within. Different sociocultural, culture, social and experiences of people influence their perceptive and action to the particular thing. Therefore, students have their own perception based on their experience in using e-learning that can be in positive as well as negative perception since e-learning has disadvantageous that become a problem or challenge in its use.

Speaking of perceptions and the challenges in using e-learning platform, there are certain studies that already conducted. Cakrawati (2017) investigated the students' perception about the use of e-learning platform in EFL classroom by considering the use of Edmodo or Quipper as the e-learning platform in English teaching and learning. In addition, Cakrawati (2017) also found that internet connection was the main challenges in using e-learning. Utami

(2018) conducted a study in investigating the challenges and accelerated learning factors. The study resulted that many participants reported that they enjoyed the discussion session through various web-based learning during the online learning course. However, there were also found some challenges such as lack ICT skills, the incompleteness of the uploaded modules, internet connection and overloaded assignment in limited time. Isik (2012) examined the perceptions of the students and teachers of METU about the use of e-learning / sharing portal technology in their educational activities. From this study, the students and teachers perceived that e-learning / sharing portal technology required a good quality of equipment to use the system properly.

Regarding the study about e-learning platform in educational field, Universitas Pendidikan Ganesha (Undiksha) is one of the University in Bali which implements the combination of e-learning within the learning process (Ganesha, 2017). Undiksha Moodle E-learning platform has been used for several years in the field of learning process since Undiksha not only it applies face to face learning, but also applies blended learning system (Ganesha, 2017). English Language Education (ELE) is one of departments that some of the lecturers are using Undiksha Moodle E-learning platform. In addition, there are four categories of courses available in ELE curriculum such as Skill, Literature, Linguistics and Pedagogy. This research specifically focuses on the use of Undiksha Moodle E-learning platform in the four subjects of Literature courses, namely Introduction to Literature, Poetry, Drama, and Prose Fiction. Further, the researchers use 5 predetermined dimensions as the key terms to investigate students' perceptions regarding the use of Undiksha Moodle E-learning in online learning of Literature courses. These five dimensions are inspired from previous studies such as Cakrawati (2017), Mamattah (2016), Isik (2012), and Zulfahmi et al., (2018). In addition, there are four experts argue for the definition of these five dimensions that can be seen as follow:

- a. Effectiveness means the power to produce the desired result and the ability when doing something without wasting energy, time, and material (Wilson et al., 2018). Effectiveness illustrates how task is well completed and to what scope resulted from works meet the anticipated (Supriadi & Sa, 2017).
- b. Usefulness can be defined as something that capable to use advantageously and can enhance person's performance in their job (Davis, 1989). Further, usefulness also means ease of use and credibility of something (Anolu, 2019).
- c. Strength is the characteristic that adds value to something and makes it more special than others. Strength means that something is more advantageous when compared to something else (Ege, 2017). On the other hand, strength is to encourage an individual instead of being harmed. In this sense, strength refers to a positive and supportive characteristics (Lopez & Louis, 2009).
- d. Ege (2017) also argues that weakness refers to not having the form and competency necessary for something. Weaknesses is a limitation in sources, skills, capabilities that seriously impedes on effective performance (Thompson & Strickland 1989). Weakness means that something is more disadvantageous when compared to something else (Ege, 2017).
- e. Institutional support deals with an operational of system which includes the general administration, information of technology, measurement of policy, human resources and vision (Heffernan, 2018., Jung, 2011).

There are several studies that have been conducted regarding students' perceptions and discussing the challenges in using e-learning platform. However, not many researches cover about students' perception in the context of learning literature through e-learning platform. Therefore, the researchers were highly motivated to investigate students' perceptions about the challenges encountered in learning Literature courses on using Undiksha Moodle E-Learning Platform by using the approach of 5 dimensions namely effectiveness, usefulness, strength, weakness, and institutional support to develop the instruments.

RESEARCH METHODOLOGY

The conducted research used an embedded mixed method case study with qualitative dominant. Case study was used in this research because the researcher obtained perception from ELE's students about the use of Undiksha Moodle E-Learning platform in their learning process. The research was taking place in English Language Education (ELE), Languages and Arts Faculty, Universitas Pendidikan Ganesha. The subjects in this research were 8 students from English Language Education (ELE) who learned Literature courses by using Undiksha Moodle E-Learning platform which were selected by convenience sampling. The study used 2 instruments, such as questionnaire and interview guide. Further, the study also used 5 predetermined dimensions (effectiveness, usefulness, strengths, weaknesses, and institutional support) to develop the indicators of instruments. There are 2 method of data analysis in this research such as quantitative and qualitative analysis.

Quantitative data analysis was used to calculate the average score of students' perceptions in order to see the challenges regarding the use of Undiksha Moodle e-learning platform seeing from 5 predetermined dimensions. Here, Ideal Mean (M_i) and Ideal Standard Deviation (SD_i) were used to determine the categorization and qualification of the average students' perceptions that proposed by Koyan (2012). The maximum score was 5 and the minimum score was 1. The M_i and SD_i formulas were presented as follows as shown in table 1.

No	Criteria	Interval	Qualification
1	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$4.0005 \leq M \leq 5.001$	Very Positive
2	$M_i + 0.5 SD_i \leq M < M_i + 1.5 SD_i$	$3.3335 \leq M < 4.0005$	Positive
3	$M_i - 0.5 SD_i \leq M < M_i + 0.5 SD_i$	$2.6665 \leq M < 3.3335$	Neutral
4	$M_i - 1.5 SD_i \leq M < M_i - 0.5 SD_i$	$1.9995 \leq M < 2.6665$	Negative
5	$M_i - 3.0 SD_i \leq M < M_i - 1.5 SD_i$	$0.999 \leq M < 1.9995$	Very Negative

Table 1. Guideline for Qualifications of Perception

Further, the analysis of qualitative data used steps of systematic activities suggested by Ary (2008) to interpret the result of questionnaire descriptively as well as the result of interview session. In this phase, there were three steps namely familiarizing and organizing, coding and reducing, interpreting and representing. Besides, the researchers also used trustworthiness to convince the readers regarding the result of this study by using multiple data sources, multiple methods of data collection, multiple investigators, and multiple theories to examine and to confirm the findings (Rugg, 2010; Adami & Kiger 2005; Denzin, 2010).

RESULT AND DISCUSSION

Findings

Answering the research problem of this study, the researcher found 5 challenges encountered by students on learning process of Literature courses in using Undiksha Moodle E-Learning Platform. Two challenges were found through questionnaire items then explored deeper through interview sessions, such as the absence of auto-refresh feature and video conference feature. Further, the rest of the three challenges were found during the interview session only, such as the absence of assignment pop-up reminders, the occurrence of a server crash, and the inequality of internet connection quality.

The absence of auto-refresh is the first challenge found in this study. This challenge was found in the statement of questionnaire *“Undiksha Moodle E-Learning platform could not do auto refresh which affect to the latest update of discussion session in the learning process of Literature courses”*. This statement resulted 3.375 which means the students had strong perceptions and agreed with the statement. In this case, Undiksha Moodle E-learning platform does not have an auto refresh system that affects the learning process. This result was supported by S7 through interview session that said *“I think this is something that need to be improved. Because if this platform can refresh by itself, I think it's really helpful so we don't need to klick every time and we can get update news even tough without manual refresh”*. In his opinion, this e-learning has not been supporting an auto-refresh which needs to be improved by the programmer of Undiksha. This condition made the learning process not run well because the students cannot see the latest updates, and it is quite not effective since the students need to refresh the dashboard manually. Therefore, it would be good if this platform could do auto-refresh.

The second challenge is the absence of a video conference feature on Undiksha Moodle E-learning platform. This challenge also found through the result of questionnaire in the statement *“Undiksha Moodle E-Learning platform doesn't associate with any particular video conferences in the learning process of Literature courses”*. This statement resulted 3.75 which means the students had strong perceptions and also agreed with the statement. This statement confirmed that the virtual meeting cannot be done by using the Undiksha Moodle E-learning platform itself and the user had to open and use other virtual meeting applications. The result of the study presented that the students considered this situation as a problem since this case reduce the usefulness of this platform. Through interview session, S3 said *“when our lecturer lecturing, we still need to move to as zoom and also google meet. Meanwhile, when we just discuss we can do it in this platform. So, I think it will better if both things can be done in one app”*. Although this platform could be used to conduct an online discussion session, but this platform does not support conducting a virtual meeting. Therefore, the programmer should add a video conference feature to make it easier for the students and lecturers in operating this platform without opening another platform or website.

The third challenge is the absence of assignment pop-up reminder feature on Undiksha Moodle E-learning platform which found through the interview session. Assignment pop-up reminder is a feature that gives a notification and reminds the students about the time left of assignments that occur automatically on their electronic devices. The researcher found that one of the students who participated conveyed that Undiksha Moodle e-learning should add an assignment pop-up reminder. S6 said *“I suggest pop-up reminder, when we are opening the e-learning, there will be pop-up reminder of our deadline. I think it will be beneficial for us”*. She stated the advantages if the programmers add a pop-up reminder on this platform, the

students could get a reminder about how much time they have left to complete their assignments.

The occurrence of server crash was the fourth challenge found during the interview session. Server crash occurs when Undiksha Moodle E-learning platform stops functioning and does not get displayed as usual because of the overloaded system. Therefore, the system cannot accommodate the number of users that request to access this platform. The students consider this matter as a problem that they encountered using the Undiksha Moodle e-learning platform. Through the result of interview session, S3 said “*when too many people are log in on the same time, I cannot log in to this platform*”. This problem was caused by the large number of users use this platform simultaneously and this platform cannot be used as usual.

The last challenge is the inequality of internet connection quality that also found during interview session. The poor internet quality become a problem since in the learning process of Literature courses the students have to do a discussion, submit assignment, watch a video, download learning material in this platform and a good internet connection is needed. Meaning that, the learning process cannot be done when the students had a bad connection since this platform requires a good and stable connection. In here, this case affected to the accessibility of Undiksha Moodle e-learning. S3 said “*the challenge is when the bad signal, because this platform requires a stable connection and it cannot be accessed without internet*”. Thus, a bad internet connection is listed as the other problems when utilizing the Undiksha Moodle E-learning platform in literature courses' learning process.

Discussion

Regarding the use of Undiksha Moodle E-learning in online learning of Literature courses, it raises perceptions from the students about the challenges in operating this platform. From the result of questionnaire and interview guide, the researchers found five challenges encountered by the students in utilizing Undiksha Moodle E-learning platform

The first challenge was the absence of an auto refresh feature in the discussion session. Auto-refresh is a feature or system available on online platforms like on WhatsApp when the user can get the new information or the latest update about something that is being discussed automatically. In this case, Undiksha Moodle E-learning platform does not have an auto refresh system that affects the learning process, primarily when the students and lecturers conducted a discussion session. In the relation with learning process of Literature courses, the students usually conduct some discussions with the lecturers, as an activity that must be carried out by the students during the learning process. Throughout the discussion session, the students of literature courses cannot see the recent discussion since this platform cannot do an auto refresh. This condition made the learning process not run well because the students might miss the topic that being discuss or delayed response and it is quite not effective since the students need to refresh the dashboard manually. As in Islam and Ferdousi (2019) resulted in the timeline of the Google classroom cannot get auto refreshed/auto-updated. In order to get the new post, the user needs to reload/refresh the page continuously. Chen et al., (2020) also mentioned that online education platform in China was unable to auto-refresh. Therefore, from the supporting studies it could be said that the unavailability of auto refresh in online learning platforms made the learning process not run well, as in Undiksha Moodle E-learning platform when the students need to refresh the dashboard manually in the discussion session of literature courses.

The absence of a video conference feature on the Undiksha Moodle E-learning platform was the second challenge on this study. In the learning process of literature courses, conducting a full online learning is a new learning environment for the students and affected to their behavior in learning. Usually in literature courses, there will be a presentation activity presenting their analysis about any literature works, for example in poetry course. However, this presentation should be conducted in online through video conference platform since pandemic situation that force learners to learn from home. Regarding to this situation, Undiksha Moodle E-learning doesn't integrate with any video conferences and the students considered this situation as a problem. In this case, both students and lecturers had to use another platform that requires a video conference feature like Zoom or Google Meet to support the virtual meeting. The students need to download other apps that support virtual meeting and not all students could download the apps since the electronic tools they use are inadequate. This condition impacted on their understanding of the lesson and lacked interaction because they could not join the virtual meeting. Therefore, a video conference feature is essential in this platform to make the learning process more effective. As in Paderanga (2014) his study showed that classroom video conferencing helped the students understand, resolving issues that were being discussed. Another supporting study found that the necessity of teacher-student interaction through live lecturing and video chatting was needed to support the learning process (Islam and Ferdousi, 2019). The two previous studies emphasized the importance of video conference in online learning. Thus, Undiksha Moodle E-learning really need to add up a video conference to conduct live learning in one app in order to avoid miss understanding, reduce deficiencies in interacting among students and lecturers, and increase the effectiveness of this platform.

The third challenge was the absence of assignment pop-up reminder. The students argued that assignment pop-up reminders could notify the students about the time left of the assignment that automatically appears on their electronic devices. Here, Undiksha Moodle E-learning platform does not have any pop-up reminder feature, especially assignment pop-up reminder. In the relation with the learning process of literature courses, the students are often late in submitting their review related to literature works, for example in prose fiction course because of several factors. The factors are the students not familiar with the current online learning activity, forget to submit the assignment, and misunderstood with the meaning of due date available in the submission session. There will be a mark in the submission session if the students are late in submitting the assignments and it will be reported to the lecturers as well. Therefore, the students believed that an assignment pop-up reminder feature on the Undiksha Moodle E-learning platform would help the students remember the length of time to finish the assignment and avoided late submission. Other studies explained the role or the importance of a pop-up reminder. Coma et al., (2019) mentioned that the reminder system in a simple pop-up window that could positively affect the users. Further, Shojania et al., (2009) also stated the user received the reminder automatically without opened the application itself. From the two previous studies above, it was clear to see that a reminder was beneficial for the user. Therefore, the unavailability of assignment pop-up reminder in Undiksha Moodle e-learning became a problem because this condition could give a negative effect to the students' attitude.

The fourth challenge was a server problem or server crash while utilizing the Undiksha Moodle E-learning platform. In this context, the server problem was the overwhelming user that caused a server crash. Regarding the large number of literature course students who access this platform, the students cannot open Undiksha Moodle E-learning platform. For example,

when the lecturers conduct a quiz about “The old English Period” in Introduction to Literature course. The quiz was conducted simultaneously with all students and some students cannot access Undiksha Moodle E-learning due to overloaded users and error. Undiksha Moodle E-learning platform stopped functioning and does not get displayed as usual. This condition makes some students miss the quiz and get low score because of the error. This result also found in Chen et al., (2011) mentioned that many students reported information overload as one of the main problems students encounter in online learning. System overload happened when many students accessed Undiksha Moodle E-learning platform simultaneously since this platform does not have a big capacity. Scarfone et al., (2008) stated that the server is essential because it deals with many individuals and organizations. Google and Yahoo have a bigger capacity that prevents the user from a server crash or overloaded issues. Therefore, it would be better if Undiksha Moodle E-learning could expand the system capacity to make the capacity bigger than before.

The inequality of internet connection quality was the last challenge found in this study. In the learning process of literature course, the students have to do a discussion, submit the assignment, download learning material like a journal, article, and watch a video that attached by the lecturers in this platform. As in Drama course, usually the students have to conduct a staging play at the end of the semester. However, due to pandemic situation the conducting drama was carried out in online which make the learning process different from the usual. The students need to record their performance and upload the whole video to YouTube or Google Drive and then submit the link on Undiksha Moodle E-learning platform. Afterwards, students watch the video and do evaluations. To do so, the students need a good internet quality since this platform requires a strong internet connection. The poor internet connection became a problem since not all students' environments supported a good and stable connection and affected to slow-speed internet and influences learning activities in Drama course. As in Utami (2018) mentioned that the bad impact of internet connection in online learning affected to the effectiveness of online learning itself. The participants tried to go to the nearest place with a better internet connection and they could not participate actively on the online learning. Further, Cakrawati (2017) reported that slow-speed internet became a problem when using Edmodo or Quipper. The students had to find out places with a high-speed internet connection to access and learn through Edmodo or Quipper. Further, Coman et al., (2020) mentioned that the students experience technical issues such as bad internet connection, digital devices that not supporting, and the availability of internet connection for some areas and from students who come from family who has low capital incomes. Therefore, the poor internet connection really raises a negative impact to the online learning process, especially in Drama course.

All in all, there were 5 challenges encountered by students on operating Undiksha Moodle E-learning Platform in the learning process of literature courses. From the results of this study, the researchers give a contribution to the lecturers who teach Literature courses about the challenges that encountered by the students during the use of online learning then could find out the way to overcome each challenge. Further, the study implies that there are several things that need to be considered in addressing the existence problems. Concerning the server crash, the institution of university should find out the best way to solve this problem quickly and need to give more funds to the programmers to expand the capacity of e-learning. Further, since not all students have a good internet connection, the government and intuition are expected to give free data plan or financial donation to help the students buy the best data plan that supports high internet speed. Besides the two problems mentioned, the programmer

has not added some features like auto-refresh, video conference, and assignment pop-up reminder to this platform yet. These features have not been added because previously, there are no suggestions from the lecturers or students about the features mentioned or the institution of Undiksha still reviewing its effectiveness if these features are added to this platform. Concerning the absence of these features affects students' attitude in learning. Thus, it is needed to do endless reviewing and developing for the existence of e-learning in education to know the current problem that arise.

CONCLUSION AND SUGGESTION

Conclusion

Concerning the research problem of this study, there were 5 challenges that encountered by students when utilizing Undiksha Moodle e-learning platform in the learning process of Literature courses. The challenges could be categorized into two, namely internal and external challenges. There were 4 internal challenges such as the absence of auto-refresh feature, the absence of video conference, the absence of assignment pop-up reminder, and the occurrence of server crash. The external challenge was the inequality of internet connection quality in using Undiksha Moodle e-learning platform. These five challenges are expected to be a reflection about challenges encountered by the students in conducting Literature courses through online learning by using Undiksha Moodle E-learning platform.

Suggestion

This study is expected can be used by other researchers as reference of literature reviews, which can be used as a consideration for future research. The researcher has a suggestion for the other researcher to have more time in making the instruments and also explains the crucial statements of instruments that might leading miss understanding from the respondents before collecting the data. Further, other research can conduct a study which analyze the use of Undiksha Moodle E-learning in other courses.

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USING CHAIN MESSAGE GAME TO SUPPORT YOUNG LEARNERS' VAK LEARNING STYLE

Yella Dezas Perdani
Universitas Bina Nusantara
ydezasp@gmail.com

Abstract: This research discusses the involving chain message to accommodate young learners' learning style in which is conducted at grade 4 of one elementary school in Bandung. The aim of this research are (1) involving chain message games in teaching English to the young learner, especially in grade 4 of an elementary school in Bandung, (2) finding out teacher's and children's responses toward the implementation of chain message in TEYL. This research uses a qualitative study where there are 40 students and one English teacher as the participants. The findings of this study show that chain messages can be considered as an effective activity of TEYL. The children seem to learn English more excitedly by game. With regard to the teacher, chain message game creates classroom activities more interesting and joyful because the children's are involved in. Moreover, this game is also support different learning style of the children, visual, auditory and kinesthetic. However, the teachers found some obstacles in implementing the technique because they still children who easily get bored.

Keywords: chain message game, learning style, visual-learning, auditory-learning, kinesthetic-learning

INTRODUCTION

It is necessary to teach English since elementary school. It assists children to learn English at a previous level such as junior high school. English teaching at elementary school is directed to prepare the children to be able to learn English at junior high school that English teaching at elementary school is proposed to familiarize children with English. Besides, English teaching at elementary school is also intended to develop language ability which is used to accompany the action. Thus, to familiarize children with English, a teacher has a task to lead children at elementary school learning English through language that accompanying actions in which an English teacher in elementary school teaches English to children by actively teaching. They can teach the children by producing simple utterances or simple conversations, reading aloud, phrases, clauses, and very simple sentences, and teaches children to copy or rewrite words, phrases, clauses, and very simple sentences by using appropriate punctuation. So, a teacher has a task to provide activities that make children doing something when learning English to get children familiar with English.

However, it is found that some English teachers at elementary school usually tend to explain the lesson to children by writing the material on the whiteboard and ask children to do exercises in the notebook that this kind of activity drives children tired of learning English. Teachers' failure to familiarize children by using the activity above occurs because of some reasons. First, this activity does not make children do something because children do not involve actively in learning. Children only ask to copy the material and do the exercise in the

notebook. Second, this activity also does not develop children's cognitive and social-emotional development. Piaget in Santrock (1994) states young children at the age of 7 to 11 are in the concrete stages according to their cognitive development. It means elementary school children can only be taught by using concrete things. While this activity drives children to struggle with the abstract concept since no demonstration using concrete things to help them learn.

Elementary school students, also usually called young learners, will learn best if the people involved in the teaching-learning process, facilitate the learning and take into account the way they learn into the teaching practices. Piaget in Santrock (1994) suggested that children developed through specific stages, they are:

1. Sensory-motor stage: the period from birth up to the age of two,
2. Preoperational stage: The period from the age of 2 up to the age of 7
3. Concrete operational stage
4. Formal operational stage
 - From the age of 7 up to the age of 11,
 - From 11 to the adulthood

This research focuses on the formal operational stage that the participants of the research are from the age of 7 to 11 years old.

Keefe in Felder and Brent (2005) argues that learning styles are cognitive, attentive, and psychological behavior that serves as indicators of how learners aware, communicate and respond to the learning environment. There are a lot of characteristics of this learning style, such as shown in Table 1.

A Child Who Is Highly...	Will Tend To Think...	Enjoy...	And Learn From...
Linguistic	in words	reading, writing, storytelling and word games	books, journals, dialogue, stories and debate
Logical-Mathematical	by reasoning	experiments, puzzles and calculations	chemistry sets, trips to the planetarium and science museums
Spatial	in images	drawing, visualizing and doodling	paints, clay or play dough, LEGO®, videos, art museums and movies
Bodily-Kinesthetic	through physical sensations	dancing, running, building, manipulating objects and gesturing	role playing, sports and hands-on instruction
Musical	in rhythm and melodies	signing, playing music, drumming and listening	singing, concerts and playing musical instruments
Interpersonal	by exchanging ideas with others	leading, organizing and parties	friendship, clubs, group games and mentors
Intrapersonal	in relation to their feelings and goals	reflecting, planning, meditating and dreaming	spending time alone, independent study and making choices

Naturalist	through the environment and natural forms	pets, growing plants and nature hikes	observing through binoculars and microscope, and interaction with plants and animals
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Table 1. kinds of learning style

So, from these multiple intelligences, it can be concluded that each of the children is different. They have different characteristics and interests. They cannot be treated in the same way. One is good in mathematic does not mean the other has to be good also.

Furthermore, this research had the same idea as what Fleming and Bourne (2006) had composed about learning style as one of the most common of the various type of learning styles model. Fleming divides the learning style into four. They are auditory, visual, reading and kinesthetic or kinesthetic Auditory learning style is learning by hearing (Fleming, 2009). It means children who use this style use their ears as tools to absorb the information.

Based on the explanation above, the writer proposed a chain massage game to support children learning style. This research focused on the used of chain massage games to support VAK children's' learning style. The researcher limits the problem on involving chain massage accommodate children' VAK (visual, auditory, and kinesthetic) learning style in teaching English for young children to chain message game only that the formulation of this research is "How does teacher to accommodate children' VAK (visual, auditory, and kinesthetic) learning style in teaching English for young children?". The purpose of this research was to explain chain messages and how to involve them in teaching English in order to accommodate children learning styles (visual, auditory, and kinesthetic) for young children. It was hoped that it can inspire a teacher to involve play or game in their teaching.

RESEARCH METHODOLOGY

The research design of this research was a case study. It is the research that the researcher has to know the practices in order to lead to the decision making (McMillan and Schumacher. 2001:415). In this research, the researcher studied the process of involving chain messages in the teaching and learning process to support different learning styles of the children. The data were in the form of observation and interviews (Cresswell, 1998).

The sample of this research was chosen by purposive sampling. The reasons were it was a case study that wanted to help the children from different learning study to be able to learn in one activity. They were a class of 4th grade of an elementary school in one of the private schools in Bandung and their teacher.

1. Observation

The first instrument was an observation. It was an activity of paying attention to search information of the world or about the environment through the sense, which involved the recording of data via the use of scientific instruments. In conducting this instrument, the researcher gathered information about people and places at the research site (Cresswell, 2012: 213). The researcher did field observation that is the researcher observes directly without interaction with the participants.

2. Interview

The second instrument was an interview. It was an interaction in the form of a conversation between the researchers and the interviewee (Wallace, 2001:124). This research used a semi-structured interview in that it was a very relaxed situation that the interviewee can talk freely. The question was in a general form so that the interviewee spoke up their mind

freely. The personal data also revealed in this kind of interview (Wallace, 2001:147). The researchers had the guide questions, and then the follow-up questions were intended to allow the interviewee to interpret the question and encouraged them to give detailed responses (Travers, 2001: 3, Wallace, 2001: 147). The researcher interviewed the teacher and the children. The data analyzed by adding the qualitative data which were the respondents' opinions about strengths and weaknesses into the general conclusion.

RESULT AND DISCUSSION

RESULTS

1. Applying chain message game in the classroom

Play is an important part of childhood. Santrock (1994) define play as all pleasure activity that is engaged in for its own sake. The play has many forms such as storytelling, pretend play, role play, games, drawing, singing, social play, pretending games, games involving playing with objects, and so on. Since the play has many forms, it is important to categorize play to understand it easily and make it easy to involve in learning.

According to Linwood (2012), play is categorized into several categories. They are physical play, expressive play, manipulative play, symbolic play, dramatic play, familiarization play, and games. Physical play is the first category which children engage in physical play when children run, jump, and play games such as chase and hide-and-seek. This play has a social nature because it involves other children. It also provides exercises, which are essential for normal development. The second play is expressive play that gives children opportunities to express feelings by engaging with materials. Materials used in expressive play include paints, finger paints, watercolors, crayons, colored pencils and markers, clay, and drawing paper. Next, manipulative play is the third category of play that children control or master their environment through manipulative play. They manipulate the environment and other people as much as possible and start in infancy. The fourth category of play is symbolic play that there are no rules in symbolic play, so that the child can use this play to reinforce, learn about, and imaginatively alter painful experiences. Symbolic play may be used by children to cope with the fear of separation when they go to school or the hospital. Symbolic play often appears at about 18 months of age and reaches the peak at 4 to 5 years of age, and decline gradually (Santrock, 1994). So, this play is suitable for kindergarten children.

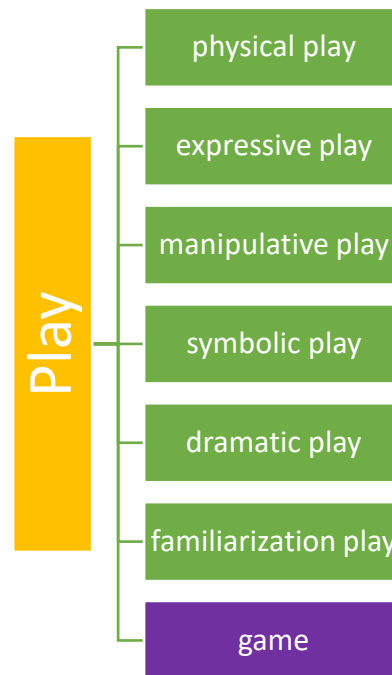


Chart 1. Categories of play (Llmwood, 2012)

Dramatic play is the fifth category that the children act out situations they suspect may happen to them, that they are fearful will happen, or that they have witnessed. It can be either spontaneous or guided and may be therapeutic for children in the hospital. The sixth play is the familiarization plays which the children handle materials and explore experiences in reassuring enjoyable ways. Familiarization prepares children for potentially fearful and painful experiences, such as surgery or parental separation. The last one is games. This was what this research focused on. In the chain message game children learned by playing and following the rules, so that it is categorized as game (Llmwood, 2012).

In this research, some preparations need to be prepared before applying this play in the classroom. Before doing this play, the teacher prepare material that suitable for this play. Since chain message was a play that fosters children's memory, this play was suitable for learning vocabulary. The teacher chose the material for semesters two of grade four. Children should learn vocabulary around the class context such as the stationery, part of the body, and things in the classroom. In this research, the materials is about "stationeries in my box" as the topic for learning vocabulary

Before starting the game, the teacher divided the children into a five children group, prepared the material and the media. In this play, the teacher grouped them based on their seat arrangement; there were eight groups altogether.

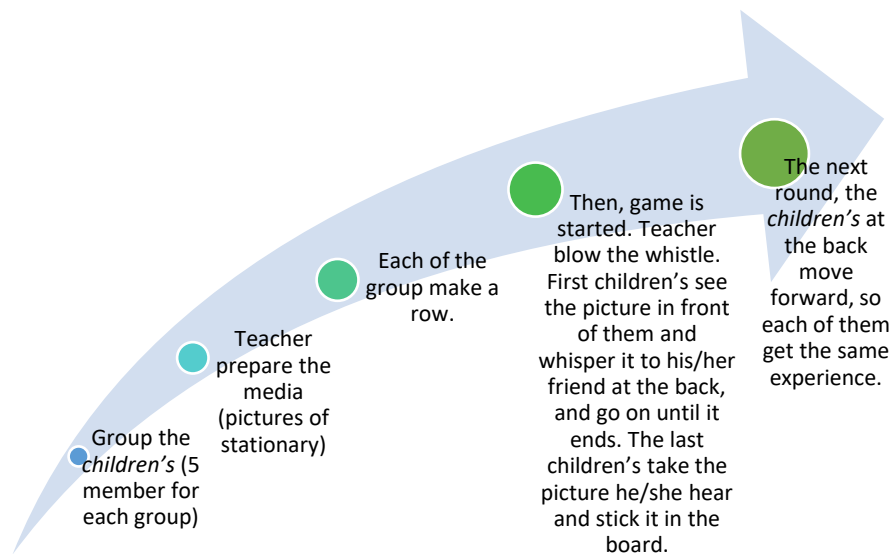


Chart 2.

Teaching process in applying chain message game

Next, a teacher prepared the media. The media for this play were pictures of stationeries such as a pen, a pencil sharpener, a ruler, an eraser, and a pencil. A teacher prepared five pictures for each group that was given not in the same order. A teacher also prepared a box contains the same pictures with the picture that children had which had sticky tape behind each picture. A teacher divided spaces in the whiteboard for each group and gives each space a group name. The last, a teacher prepared a whistle to conduct children.

There were some steps that the teacher applied to play this game. First, he blew the whistle and asked children in the first row saw the picture in front of them and whispered the picture that he/she saw to a friend at the back. Second, after the teacher blew the whistle, children in the second row told the third row what picture that he/she heard. It was continued for children in the third, fourth, and fifth rows.

After that, the teacher blew again the whistle when the message was reached in the fifth row as the last row, and asked the children to come to the front to choose the suitable picture in the box that appropriate to what she/he heard, and stick it to the whiteboard. Next, the teacher blew the whistle and asked children to change the position. Children at the first row moved to the back, and the second row moved forward, followed by the third, fourth, and fifth row. Finally, the teacher repeats the activity until the five pictures are stuck on the whiteboard.

Before the game started, the teacher demonstrated what the children should do. The writer saw that almost all of the children paid attention to their teacher. Some of them at the back row talked to each other. But in the process of the game, they could get it. The game started when the teacher said "start". On the first try, the class was a bit noisy. The children talk and yell to their friends. The teacher just let them as they were. The game continued until the last person stuck the picture on the board.

Before the second trial began, the teacher asked the children in the back row to come forward to be the first player. He explained again the rules and asked the children to keep silent while they were playing. If they made noises again, they would be eliminated. It seemed that the children understand what their teacher commanded them to do. In the second play, they were more disciplined. Each of the instructions of the teacher was listened obediently.

On the third try, the children seemed to have adapted to the rules. They were more disciplined and obedient to the rules and instructions. It finished quicker than the first and the second rounds.

Based on the observation and interview done, the participants were very happy. They paid attention when their teacher said, "Let's play a game". Some of them didn't understand when their teacher explained the rules. Then, the teacher explained it in Indonesian. After that, they were enthusiastic when the teacher divided them into a group. No one of them complained when they got their group. The writer realized that the teacher could control the children very well. They listened to what he said.

1. VAK learning style in-game

This research had the same idea as Fleming and Bourne (2006) who had composed about learning style as one of the most common of the various type of learning styles model. Fleming divides the learning style into four. They are auditory, visual, reading and kinesthetic or kinesthetic Auditory learning style is learning by hearing (Fleming, 2009). It means children who use this style use their ears as tools to absorb the information. De porter (2003) argues that auditory learners will lose the order of material if they tried to write the material when they hear seminars. It means the auditory learners have a strong memory to remember all of the material.

In this research, learning style meant an individual's natural or habitual shape of obtaining information and understanding in learning situations (Gardner in Bertsch et al, 2015). Moreover, Keefe in Felder and Brent (2005) argues that learning styles are characteristic cognitive, attentive, and psychological behavior that serves as indicators of how learners aware communicate and respond to the learning environment. Then, Bogod (2008) mentions that "learning styles are different approaches or ways of learning". It means there are many ways to learn. This definition is quite different from Cameroon (as cited in Hughes, 20A9) stated that learning style was how a person chose the way he or she likes to study, process information, and solve the problem. Through all of the definitions, learning styles are different ways that a person chooses to study, absorb information, and solve the problem, as indicators of how learners aware communicate and respond to the learning environment.

There are a lot of characteristics of this learning style. Fleming (2009) identifies twelve characteristics of this style. These learners like to read to themselves out loud; are not afraid to speak in class; like oral report; are good at explaining; remember names; notice the sounds effect in movies; enjoy music; are good at grammar and foreign language; read slowly; follow spoken direction well; cannot keep quiet for a long period; enjoy acting. Moreover, Deporter (2003) adds some characteristics. These learners annoy by sounds when learning; having difficulty in writing; moving their lips when reading; being able to repeat tones; and having problems with something that involves visualization.

Moreover, Nicholl and Rose (2003) state that auditory learners like to say some noun phrase such as "it sounds right, listening to what you say, it sounds like music in my ear, tell me, listen to me, and keep your tongue". Base on the characteristic above, it seems that auditory learners love to use vocabularies those are related to hearing perception. Madden (2002) divides the auditory styles into two (auditory-external, and auditory-internal). The differences between them are related to the way they get the information. Auditory- external learners tend to study in groups and they are dependent on others, meanwhile, auditory-internal learners tend to be independent. The next style is the visual learning style. It is showed by people who learned by seeing (Fleming, 2009).It means these people use their eyes to absorb

information. Furthermore, according to Awla (2014), it was important to know children's learning styles in order to integrate them into their learning process.

Below, there are three learning styles that were found in this research.

	Visual learner	Auditory learner	Kinesthetic learner
Chain message	First row: saw the picture in front of them and whisper the picture that he/she saw to friend at the back	Second, third, fourth and fifth row: listened to what their friends' whispered	Fifth row: run to stick the correct picture in front of the class

Table 2. Chain message supported VAK learning style.

a. Visual learner

The first learning style is visual learning. Visual learning children in this research can improve the vocabulary by looking at the picture given. It was in line with what Awla (2014), Bertsch et. all (2015), and Adistya (2016) composed that visual learners learned through pictures and they preferred to obtain information through visual, such as pictures, diagrams, and videos. In contrast, verbal learners gain more information through verbal explanations.

This kind of learning style gained the information by looking and viewing what around them. According to Deporter (2003), visual learners like to read and keep attention to the illustration of presentation on the board rather than listen to the speaker, being accurate in details; notice the appearance; being a good speller; good at remembering what they say rather than what they hear. In this research, the visual learners were put on the first row, so that they could learn by their learning style.

The pictures given were colorful that the visual learners were interested to see. It was what Fleming (2009) told as one of the characteristics of visual learners that they liked colors and they good at sign language. Moreover, Nicholl and Rose (2003) also stated that visual learners often use vocabulary such as "to see, to watch, perspective, it seems..., to reveal, seeing from above, to sparkle, be shiny like crystal". It supported what the teacher has done that the visual learners could be placed in the first row of the group to see the picture given.

Furthermore, the visual learners in this research were categorized as visual-external which was in line with what Madden (2002) have discussed. She divided visual learners into two groups. They were the difference in how they got the information. Visual- external learners chose something based on color and appearance. This kind of learners liked to sit in front in order to see the teachers or lectures in front of them easily. On the other hand, visual-internal got the information by imagining the concept. When they got the new information, they could add the information directly. The chain message game was not supported the visual-internal learners yet, which further study could cover.

b. Auditory learners

The second learning style was auditory learning. This kind of learning style could gain more information through verbal explanations (Awla, (2014), Bertsch et. all (2015), and Adistya (2016)). This game was significant in promoting learning and fostering development. All of the children were very enthusiastic about learning by playing the game that they were actively involved in the game (Hlwonen, 2011). The children heard the words spoken clearly and in certain tones to absorb the information they learned. Children with the auditory learning style were great with remembering names but at the same time, they may forget the faces that go along with the name (Gavan in Bertsch et. all (2015)).

When the teacher blew the whistle and asked children in the first row, and they saw the picture in front of them and whisper the picture that he/she saw to friend at the back, it helped visual learners in learning because they see the picture and store the information into their mind. When children at the second row tell the third row what picture that he/she hears and continued for children at third, fourth, and fifth rows, it helped auditory learners because they get the information through their ear.

c. Kinesthetic learners

The last learning style in this research was kinesthetic learning. In this research, the children in the last row of the group come and stuck the picture on the board. It helped them, who are kinesthetic learners, to learn the new vocabulary through doing the action. Based on Awla (2014), Bertsch et. all (2015), and Adistya (2016), kinesthetic learners tended to like moving around and work with touchable objects. Kinesthetic children learned by doing (Fleming, 2009). It meant children liked to do or to experience things to absorb the information.

Deporter (2003) states that kinesthetic learners good at interacting in group activities that involve moving. It is one of the characteristics of this style. Further, he mentions some other characteristics. Kinesthetic learners speak slowly; touch somebody to attract their attention; standing nearly to whom they speak; moving a lot; studying through manipulation and practice memorizing with walking and seeing; using a finger as a pointer when reading; using body language; cannot stay quiet for a long time; using words related to action; like to read a book that oriented to plot; probably the handwriting is bad.

Moreover, Fleming (2009) states some more characteristics of kinesthetic learners. He mentions that a kinesthetic learner is someone who "is good at sport; is not great at spelling; like science lab; studies with loud music on; like an adventure book, movies; like role-playing; take break w4ren learning; builds model; is involves in martial arts.

According to Bertsch et. all (2015), this learning style was substantially unlike the auditory and visual learning styles as it used your body's movements to retain information as opposed to hearing or seeing the information. It meant that the children had to physically move or touch objects to retain the movement process (Marriam on Bertsch et. All, 2015). If kinesthetic learners only heard or saw the information presented to them, it was highly likely that the information would not be retained and forgotten from memory a short time later.

Discussion

From the very beginning, the children were enthusiastic when they heard that they would play the game. It seemed that game is the word that brings so much joy to them. The game was done after they finished their worksheet. However, 4 of the children seemed a bit boring in the second round; they were not as enthusiastic as they were in the first round. The teacher was a bit busy conducting the game and did not pay attention to the bored children. However, the game continued.

There are some advantages if we involve games in teaching. The first is making interactive teaching and learning. For years, there is an assumption that children are an empty pot that should be filled with knowledge. This assumption has made teaching her' teaching technique become monotonous. Children are used to hearing the explanation, and the teacher keeps explain the lesson without considering whether the "pot" has been full or there is a leak there, which made the "pot" never fill with knowledge. This old teaching habit must be changed into an active one by involving communication between the children and teacher which is can

be reached through the game. Second, making teaching become children centered. Using games in teaching makes children more active, and got more knowledge because they experience it directly through playing the game. It is different with teacher center whereas making children more passive.

Third, the learning atmosphere becomes more fun and enjoyable. They should have fun altogether while learning. Children especially have fun with movement and physical participation, and the more fun the children have the better they will remember the language learned (Shin, 2006). In conclusion, involving games in teaching English to young children is an appropriate step for accommodating children learning style.

In conclusion, VAK learning style is the usual way how human perceives the information. This learning style needs human sense to absorb the information. It is the appropriate style for elementary school children since they like to use their senses in understanding the world. As Scott and Ytreberg (1990) emphasize that children's understanding comes through hands, eyes, and ears. In this research, the writer limited the problem of involving chain message to accommodate children's VAK (visual, auditory, and kinesthetic) learning style in teaching English to young children to chain message game only. Moreover, related to the limitation of the problem above, the problem was formulated as follows "How does teacher involve those three kinds of play- musical chair, chain message, and snake and ladder- to accommodate children' VAK (visual, auditory, and kinesthetic) learning style in teaching English for young children?"

The purpose of this research was to explain chain messages and how to involve them in teaching English in order to accommodate children learning styles (visual, auditory, and kinesthetic) for young children. It was hoped that it can inspire a teacher to involve play in their teaching.

CONCLUSION AND SUGGESTION

Conclusion

In teaching English to young children, a teacher has to familiarize children with English first. One of the ways to familiarize children with English is by involving play the game in teaching English. Through playing the game, a teacher attracts children's attention, creates fun learning, and makes children absorb more information since it accommodates children learning style which is important for learners.

Among various types of games, the writer proposes chain messages, musical chairs, and snakes, and ladder. They are classroom activities that can be used by the teacher to teach young children. The teacher must prepare the material, explain the steps, and rules to children before doing the activity.

In chain message, children are using all of their sense of perception. This drives children to understand and learning quickly. This activity accommodates all of the children learning styles. By seeing the pictures visual learners are learning quickly. The auditory learner learns by hearing the words from friends, and the kinesthetic learner learns when they stick the pictures to the whiteboard. In the musical chair, the teacher provides children with a lot of physical activity, music, and realia that encourage them to learn well. This play foster kinesthetic learner in learning since it involves moves and children act the punishment. A visual learner learns by seeing other children do an action and an auditory learner learns by listening to instruction stated in the punishment paper. To sum up, these kinds of game is suitable for accommodating children learning styles and foster them to learn English better.

Suggestion

There are some suggestions proposed dealing with the conclusion above. First, teachers should explain the rules and the procedure of how to play the game before starting. Second, Teachers are suggested to give some pictures that suitable for the topic of the lesson. Teachers should use pictures that can attract children's interest. Third, it is better for teachers to varying the instruction on the punishment paper and it must suitable with the materials. Last, teachers should evaluate every child's work in order to see whether children comprehend the material or not.

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STUDENTS PERCEPTION IN USING YOUTUBE IN LEARNING ENGLISH

Neneng Islamiah
Universitas Islam Kalimantan MAB Banjarmasin
nislamiah@gmail.com

Yudha Aprizani
Universitas Islam Kalimantan MAB Banjarmasin
yudha.aprizani@gmail.com

Abstract: The aim of this research was to know perception of watching English movie on Youtube at the second semester the second semester of English department Islamic University of Kalimantan of the 2018/2019 academic year. The subject of this research is the students of class regular A. The instrument used in the data collection was a questionnaire that consist of two parts, the first part to find out the students who ever watched English movie on Youtube and the second part to know students' perception use of watching English movie on Youtube. The data were analyzed using statistical and shown in tables of frequency.

The finding showed that by watching English movie on Youtube English movie has an influenced for those students in improving their English achievement, then help them to learn new vocabulary and could be one of the effective media in learning English Achievement.

Keywords: learning English, Students' perception, English movie, YouTube

INTRODUCTION

The English movie is one of the effective media to improve the skills of students achievement (Brown & Yule, 1983, Meskill, 1996. Movies are accepted to be the most authentic material that teachers can provide in a classroom situation according to the idea that movies can bring real life into the classroom (Lonergan, 1984). As stated by Berk (2009), The use of YouTube has given positive impacts to the students' motivation. Berk (2009) also claimed that YouTube videos are not only able to attract the students' attention, but can cater different learning styles namely verbal, visual, musical, and emotional intelligences. Watching movie also allowed the brain to react actively to both side of the brain which helps to increase and enhance students' understanding (Berk, 2009).

According to Romanelli, Bird and Ryan (2009) have proposed that the definition of 'learning styles' is characteristic cognitive, effective and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. Berk (2009), in his research regarding the use of videos and the brain, explained that the use of videos in educational setting affected the students' both hemispheres of the brain and emotional senses. Moreover, Alimemaj (2010) stated that language teachers can take advantages of utilizing YouTube movie in the classroom. This will not only make the learning process more meaningful, but the students will have more fun and they can be more independent. Balcikanli (2011) also stated that the use of YouTube in independent language learning helps to motivate students to spend more time to learn and practice the target language.

LITERATURE REVIEW

The first previous study was conducted by Friska Aquino (2015) about English Foreign Language Learners Perception Toward the Use of Watching English Movie in Language Learning in One Republic University Jambi.

The second study was conducted by Nihta V. F Liando, Ray J.V. Sahetapy, Mister G. Maru (2018) about English Major Students' Perceptions Towards Watching English Movies in Listening and speaking Skills Development The finding showed that English major students are aware that they can improve their listening skill by watching English movies, subtitles also can help respondents to understand conversation in the movies, and English movies are believed to be more effective than other media as teaching tools.

The third study was conducted by Tengku Maya Silviyanti (2014) about Looking into EFL students' perceptions in listening by using English movie videos on Youtube. The findings showed that the highest motive for students to use it was because using Youtube has been beneficial to their English, using Youtube is interesting, using Youtube motivated students to study English, and Youtube material was relevant to what was studied in class, the lowest motive included using Youtube in class motivated them to use it to themselves to study English outside of classes.

Definition of Perception

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Perception refers to the one's ultimate experience of the world typically involves further processing of sensory input (Lindsay and Norman, 1977). Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. It is output process where the judgments or beliefs were produced by an individual and it influenced the way they think and feel (Ahen, 2009). Perception Definition by Merriem- Webster (n.d.) defines perception as awareness of the elements of environment through physical sensation that is interpreted in the light of experience

Definition of Movie

Movie is one of the visual aids that show picture with sound coming out through stereo sound. As Harmer (2001: 282) state that movie can be used as a visual aid in the teaching and learning process. Some films combine entertainment with instruction, make the learning process more enjoyable. In all this forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery: 2011). Meanwhile, Azhar (2011:49) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. An opinion movie given by Jesse (2007) states that movie is a photographic record of an artistic performance, but not an art form in it's own right.

Youtube

YouTube with its official address www.youtube.com, is a well-known video sharing website where users can upload, view and share video clips (Duffy, 2008 in Roodt & Peier, 2013). In addition, Kreisen (2009) viewed that YouTube has helped all students to learn more about other cultures since the videos is uploaded by people all around the world. It also allowed students to do video sharing which can give positive output for learning (Snelson, 2009). Stempleski et. al, (2001) agreed that YouTube videos can attract the students' interest to pay attention better due to the audio and visual aids provided

RESEARCH METHODOLOGY

This research used a descriptive quantitative. According to Neil A. Weiss (2012:31) Descriptive statistics consists of methods for organizing and summarizing information.

A. Population and Sample of Research

According to McMillan (2008: 112), a population is the largest group, whether individuals, objects, or events from which a researcher selects the sample.

The population ; all students in class Regular A of English department at Islamic University of Kalimantan Muhammad Arsyad Al-Banjari.

Then the second semester regular A were chosen with 19 students who ever watched English movie on Youtube by answer the first part of questionnaire.

The sample; There were 19 of students at class second semester regular A who ever watched English movie on Youtube.

A. Technique of Data Collecting

A questionnaire, according to Amanda Hunn et al (2009:9) questionnaires are a useful option to consider when conducting a postal survey. The questionnaire consist of two parts, the first part to know who the students that watched English movie on Youtube, this part consist of 4 questions and its check list in their answer. The second part is about students' perception toward Watching English movie on Youtube, this part consist 10 statments and designed on the form a 5-point Likert scale from answers strongly agree, agree, neither, disagree and strongly disagree. The questionnaire adopted from Tanisara Pimsamarn (2011).

RESULT AND DISCUSSION

In this section the purpose of study was to find out the perception of the student by watching English Movie on Youtube which be able to motivate the student at English department Islamic University of Kalimantan on their english achievement. The researcher used questionnaires to the student about their perception on watching english movie on Youtube, there were 29 students in the class Regular A, but after all the students answered the first part questionnaire only 19 of the students who ever watched English movie on Youtube choose as sample.

The questionnaire consist of two parts. The first part to know the students who ever watching English Movie on Youtube, this part consist 4 questions and its check list in their answer. The second part is about students' perceptions agreement towards watching English movies on Youtube, this part consist 10 statments and the questionnaires must be answered from each statement using designed in the form of a 5-point Likert scale from answers strongly agree, agree, neither, disagree and strongly disagree. The total statement that the student must answer is fourteen statements.

Table A the result data of the respondents who answer the first question

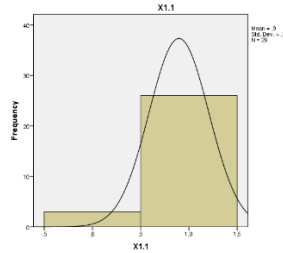
Do you like watching English Movie?

Table 4.1 the percentage of the respondents who answer the first question					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	3	10,3	10,3	10,3
	YES	26	89,7	89,7	100,0

Total	29	100,0	100,0
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The table shows that 89,7% students answer Yes, it mean that they like watching English movie, and 10,3% students answer No, it mean that they don't like watching English movie. It can be concluded the most of the students like watching English movie.

Figure A the frequency of the respondents on the first question



The histogram shows, there are 26 students choose Yes that they like watching English movie, and 3 students choose that they are don't like watching English movie. Mean score are ,9, standard deviation are ,31, and total of the respondents are 30.

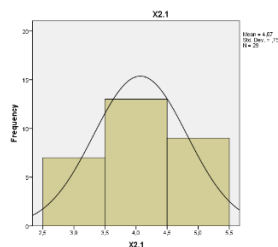
Table B the result data of the respondents who answer the second questions

How much do you like watching English Movie ?

The percentage of the respondents who answer the second questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEITHER	7	24,1	24,1	24,1
	LIKE	13	44,8	44,8	69,0
	REALLY LIKE	9	31,0	31,0	100,0
	Total	29	100,0	100,0	

The table shows that, 31,0 % students choose Really like, it means that they really like watching English movie, 44,8% students choose Like it means that they like watching English movie, 24,1% students choose Neither and no one students choose dislike and really dislike. It can be concluded that the most students like watching English movie.

Figure B the frequency of the respondents on the second question



The histogram shows, there are 9 students choose Really like that they really like watching English movie, 13 students choose Like that they like watching English movie on Youtube,

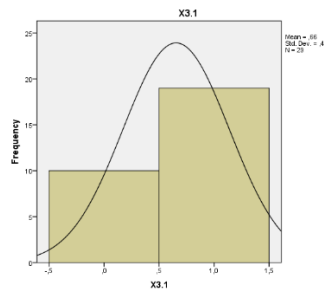
only 7 students choose Neither that they neither like nor dislike watching English movie, and no one students choose dislike and really dislike watching English movie. Mean score are 4.07, standard deviation are ,753, and total of the respondents are 29.

Table C the result data of the respondents who answer the third questions
Do you watch English Movie on Youtube?

The percentage of the respondents who answer the third questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	10	34,5	34,5	34,5
	YES	19	65,5	65,5	100,0
Total		29	100,0	100,0	

The table shows that, 65,5% students choose Yes, it means that they have seen English movie on Youtube, and there are 34,5% students choose No it means that they never watched English movie on youtube . It can be concluded that the most students have seen English movie on Youtube.

Figure C the frequency of the respondents on the third question



The histogram shows, there are 19 students choose Yes that they have seen English movie on Youtube, and there are 10 students choose No that they never watched English movie on Youtube. Mean score are ,66, standard deviation are ,484, and total of the respondents are 29.

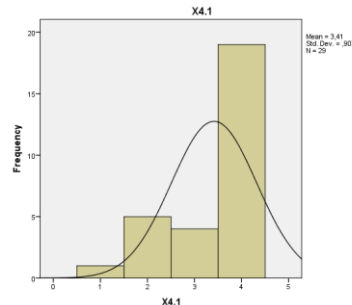
Table D the result data of the respondents who answer the fourth question
How often do you watch English Movie?

The percentage of the respondents who answer the fourth question					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3,4	3,4	3,4
	Very Often	5	17,2	17,2	20,7
	Often	4	13,8	13,8	34,5
	Sometimes	19	65,5	65,5	100,0
Total		29	100,0	100,0	

The table shows that, 65,5% students choose Sometimes, it means that they really liked watching English movie, 44,8% students choose Like it means that they liked watching English

movie, 24,1% students choose Neither and no one students choose dislike and really dislike. It can be concluded that the most students liked watching English movie.

Figure D the frequency of the respondents on the fourth question



The histogram shows, there are 19 students choose Sometimes that they watching English movie on Youtube, there are 4 students choose often that they watching English movie on Youtube, 5 students choose Very often that they watching English movie on Youtube, and 1 student choose Never. Mean score are ,66, standard deviation are ,484, and total of the respondents are 29.

The frequency data of second part questionnaire

The researcher found that 68,4% of 100% of the students give the highest response “Strongly Agree” to statment number 4 which means that by watching English movie on Youtube can help to learn new vocabularies. And there are 57,9% of 100% of the students give the highest response “Agree” to statment number 7 which means that by watching English movie on Youtube can improve english better than other English media normally used in class. It can be concluded, English movie is one of the effective media to improve the skills of students achievement.

CONCLUSION AND SUGGESTION

This study shows that students’ perception of English department Islamic University of Kalimantan toward learning English movie on Youtube has an influence for those students improving their English achievement. Researchers found that 26 (89,7%) of 29 respondents (100%) who love watching English movies and only 65.5% of 100% who have ever watched English movies on YouTube. Meanwhile, the researcher found that the interpretation of data was 68,4% of 100% of the students give the highest response “Strongly Agree” to statment number 4 which means that by watching English movie on Youtube can help to learn new vocabularies. And there are 57,9% of 100% of the students give the highest response “Agree” to statment number 7 which means that by watching English movie on Youtube can improve english better than other English media normally used in class. It can be concluded, Watching English movie on Youtube help to learn new vocabulary and could be one of the effective media in learning English achievement

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